


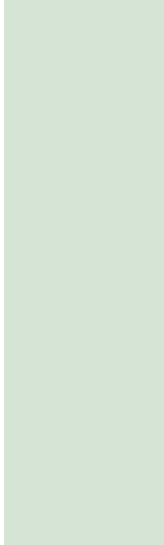
THE SALVATION ARMY 2021

grow ↙

TEEN MINISTRY RESOURCE



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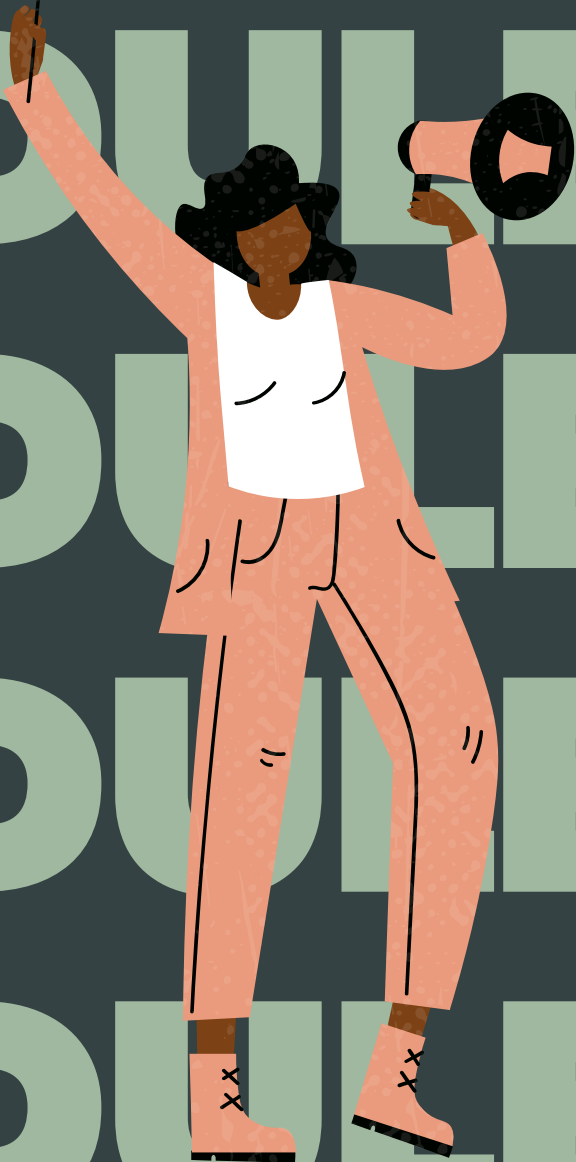
Life Skills



MODULE 11

MODULE 11

GROW
YOUR
VOICE!



MODULE 11 OUTLINE

Girls will learn: You can choose to speak up. Your voice matters.

KEY VERSE

“Let your conversations be always full of grace.” – Colossians 4:6a NIV

MODULE COMPONENTS

01 CREATE ENERGY

Toothpaste Race - Once the toothpaste is out, can you get it back in the tube?

Word Count - Girls use a lot of words. Find out how many and who we talk to.

02 GET HANDS ON

2 Tweets On The Tongue - What does the book of Proverbs have to say about how we use our words?

Two Truths & A Lie - How good are you at being a lie detector?

03 GOD'S WORD

Words - The Bible has a lot to say about how we use our words.

04 APPLICATION

4 Praying for Justice - Use Prayer Squares to pray for women and girls around the world.

Advocacy 101 - What does advocacy mean, and how start advocating for others?

05 TALK ABOUT IT

Consent & Respect - Explore what consent and respect truly mean, what the Bible says about it, and how we all can live up to God's standard when it comes to these important issues.

06 LIFE SKILLS

Sound Tech - Learn some of the fundamentals of live sound equipment setup, then try putting what you've learned to the test with some worship karaoke.

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

Karen Ehman writes in her book *Keep It Shut*,

“Imagine a colossal circus full of every kind of creature: dancing bears, prancing horses, even a ferocious looking feline or two performing tricks or jumping through hoops when their trainers give the signal. But way off in the corner stands a booth with a closed curtain and a sign that reads “the utterly untameable.” Then, at a very strategic time during the spectacular show the ring-master hushes the audience in order to display this beast that will not bend. When he throws open the concealing curtain, sitting behind it is a woman on a cell phone, chatting away!”

James 3 speaks of the tongue being untameable. I know this is true firsthand.

When I was little, if I spoke rudely or talked back to my parents or made fun of my sisters, my mom would threaten to wash my mouth out with soap. My mom’s bark was worse than her bite, and she threatened more than she carried through. But the truth is, that soap would not have actually made my words clean.

When words are spoken (or written – think social media!) they can’t go back into my mouth. What’s said is said, and there are consequences for that. And when what I have said displeases God, no amount of soap will get rid of that sin.

Thankfully there is a cleansing that works on all sins, including those involving words. 1 John 1:9 says, “But if we confess our sins to [God], he is faithful and just to forgive us our sins and to cleanse us from all wickedness.” For this cleansing I am truly thankful.

I am also thankful that, while my tongue may be untameable without the Holy Spirit’s help, it can be used as a tool in encouragement, advocacy and prayer if I align myself with God’s heart. My prayer is that we would all seek after positive ways of growing our voice to help build God’s kingdom on Earth as it is in heaven.

CAPTAIN LAURA VAN SCHAICK

*Women’s Ministries Program and Resource Officer
The Salvation Army Canada & Bermuda Territory*

Create Energy

TOOTHPASTE RACE

WHAT YOU NEED:

- Two tubes of toothpaste
- Two paper plates
- Two popsicle sticks
- A timer



WHAT TO DO:

- Ask for two volunteers. Give each volunteer one tube of toothpaste, one paper plate, and one popsicle stick.
- On “go” each girl will have two minutes to squeeze all the toothpaste out of their tube and onto the paper plate, and then to try to get as much toothpaste back into the tube using the popsicle stick.
- After the two minutes, you may wish to ask two more volunteers to come up to see if they think they want to try.
- Explain that it is nearly impossible to get the toothpaste back into the tube after it has been squeezed out. It’s the same with our words. Once we have spoken (or written) something, we can’t take them back.

WORD COUNT

WHAT YOU NEED:

- One copy of Appendix 11-A per group of two to three girls, printed single sided

BEFORE YOU BEGIN:

- Cut out Appendix 11-A, and group cards into two stacks, one for titles and one for word counts

WHAT TO DO:

- Divide girls into groups of two to three.
- Distribute one copy of Appendix 11-A to each group.
- Allow approximately five minutes for each group to match the book to its approximate word count.
- Review answers together.
- Ask – Was anyone surprised by how many words we speak each day? Did you expect it to be higher or lower?
- Brainstorm together how you think we use these 20,000 words. Who do we talk to? What do we say? This can be done orally or you can record answers on a white board or chart paper.



ANSWER KEY:

• Bible (New International Version translation)	728,000 words
• Hamlet by Shakespeare	30,000 words
• Pride and Prejudice by Jane Austen	122,600 words
• The Lord of the Rings by J. R. R. Tolkien	455,000 words
• The Philosopher’s Stone by JK Rowling	77,300 words
• Anne of Green Gables by L.M. Montgomery	76,300 words
• To Kill a Mockingbird by Harper Lee	100,400 words
• A Christmas Carol by Charles Dickens	27,400 words
• One Fish Two Fish by Dr. Seuss	1300 words
• The Tale of Peter Rabbit by Beatrix Potter	1000 words
• Love You Forever by Robert Munsch	775 words
• Average words spoken by a woman each day	20,000 words*

**note – some studies suggest variations to this number*

Get Hands On

TWEETS ON THE TONGUE

WHAT YOU NEED:

- One copy of Appendix 11-B, “Tweets on the Tongue,” printed single sided
- Tape or Sticky Tack (*optional*)

BEFORE YOU BEGIN:

- Cut out Appendix 11-B



WHAT TO DO:

- Explain that the book of Proverbs is a book of wise phrases and sayings. Many of them are small statements – short enough that they could be Tweeted!
- Distribute one Tweets on the Tongue to each girl. If you have less girls than Tweets, you may give more than one to each girl.
- Take turns having girls read their Tweet out loud. You may choose to have them post it on a display area in your room. Briefly discuss what you think this Proverb means.

TWO TRUTHS & A LIE

Many of the Proverbs that speak about wise ways to use our words indicate the importance of telling the truth and not lying. You can use this simple activity to drive home the importance of telling the truth (and sometimes how easy it is to be tempted to do the opposite.)

WHAT TO DO:

- Divide girls into pairs. Have one girl tell the other girl three things about themselves: two things that are true and one thing that is a lie. See if their partner can figure out which one the lie is.
- Have girls trade places; the other girl now shares three things about themselves: two things that are true and one thing that is a lie. See if their partner can detect the lie.
- Discuss as a large group what the consequences might be if our friend had believed the lie we told?

Ehman, Karen. Keep It Shut: What to Say, How to Say It, and When to Say Nothing at All. Grand Rapids, MI: Zondervan, 2015.

God's Word

Psalm 15



WHAT YOU NEED:

- Bibles for each girl, or a printed copy of Psalm 15 for each girl
- Chart paper
- Markers

WHAT TO DO:

- Divide girls into groups of two to four.
- Distribute a copy of Psalm 15, a piece of chart paper, and a marker to each group.
- Have girls read through Psalm 15 in their groups. Then, have girls record as many observations as possible about what the Psalmist says about words. Allow 10-15 minutes for girls to record their observations on chart paper.
- As a large group, make a compiled list together. You may wish to use some of the following conversation prompts as you work through the Psalm together:

Verse 2 – says we should speak truth from sincere hearts.

- Ephesians 4:15 says we are to “speak the truth in love.” Sometimes the most loving thing we can do is tell someone the hard truth, but we can do it kindly.
- This verse from Ephesians translates more closely to “truthing in love,” rather than speaking the truth. It’s more about integrity, or the motive behind what you are saying, than the actual words.
- Before we speak, we can **THINK**:
 - **T** – is it *TRUE*?
 - **H** – is it *HELPFUL*?
 - **I** – Is it *INSPIRING*?
 - **N** – is it *NECESSARY*?
 - **K** – is it *KIND*?

Verse 3 – speaks of refusing to gossip.

- Ask – What is gossip?
- Karen Ehman, in her book *Keep It Shut*, has these helpful comments on what gossip is and is not.
- When we talk about the concept of gossip, does that mean we can't ever talk about another person when they are not present? The answer is no. It may sometimes be appropriate and necessary. So how do we differentiate between what is and is not gossip? Perhaps the checklist can help:

GOSSIP IS WHEN...

- We divulge a secret when we were specifically asked not to share.
- We divulge a secret that we are pretty sure is not meant to be shared, even if we weren't explicitly instructed not to repeat it.
- We tell a story about others in a way that paints them in a negative light so the listener will form an unflattering opinion.
- We talk in a cryptic way about someone, subtly suggesting something questionable or even scandalous about his or her character.
- We start out a story with a statement such as, "You know, they say..." "They" can speak for themselves. Quoting "they" as the source of a story is a red flag.

GOSSIP IS NOT...

- Processing a conflict or difficult situation between you and another person with a trusted and tight-lipped friend, family member, mentor, counselor, or support group. The words spoken are straightforward facts, and you make no effort to cast the other person in a bad light. You truly desire support, guidance and prayer for handling the situation.
- Giving your honest opinion when asked about someone's character in a reference situation, such as when someone is applying for a job, a scholarship, or a leadership position.
- Giving your opinion about another person with words that impart grace, point out the honorable parts of their personality and character, and leave the less-than-lovely parts unsaid.

Verse 4 – says “honour the faithful followers of the Lord.”

- We not only need to be cautious that we do not say something that we shouldn't, but we should also be using words that encourage one another.
- We should all be CEOs! Chief Encouragement Officers! Brainstorm together ways we can encourage one another with our words.

OPTIONS

You may wish to take time to encourage one another. This can be done in pairs, or you can provide blank note cards so girls can write encouraging notes to a teacher, coach, parent or friend.



Application

PRAYING FOR JUSTICE

One way we can use our voice is through prayer. In prayer, we converse with God, giving thanks for all that we have been given. In prayer, we can also intercede on behalf of others, praying for justice and mercy for those experiencing oppression or loss. The beautiful thing about prayer is that, through using our voice to lift up the needs of others, the Holy Spirit often reveals to us how we can be God's presence on earth and act in ways that will help the very people we are praying for.

WHAT YOU NEED:

- One copy of “How to Pray for Justice,” for each girl
- One copy of “Prayer Squares,” developed by The Salvation Army New Zealand, Fiji, Tonga and Samoa Territory, printed double-sided on card stock, available at www.salvationist.ca/women-s-ministries/grow/andhttps://women.salvationarmy.org.nz/sites/default/files/files/%5Bfile_field%3Atype%5D/prayer_squares_with_facts_0.pdf

BEFORE YOU BEGIN:

- Cut out “Prayer Squares”



WHAT TO DO:

- Explain that one way we can use our voice is through prayer. Talk about what prayer is, emphasizing that it is a two-way conversation. As indicated above, as we bring requests to God through Intercessory Prayer, God often speaks to our hearts and reveals ways we can advocate for those for whom we are praying.
- Distribute copies of “How to Pray for Justice.” Go through the document as a group. Ask questions such as – Is there anything that stands out to you? Is there anything you read that you think would be especially helpful? Is there anything mentioned that you cannot see yourself doing?

- Explain that there are many creative ways to pray for justice. One way that was developed by Salvationist women in New Zealand is Prayer Squares. These highlight each of the Sustainable Development Goals and how they disproportionately affect women and girls. Some statistics are listed on the back of each square pertaining to the SDG on the front.
- Allow 10-15 minutes for girls to select a few squares and to pray for them. You may want to play some soft music in the background.
- As a large group, debrief the prayer activity. Were there any statistics that were surprising to you as you read them? Were you challenged at all about ways you could respond tangibly to these concerns?



OPTIONS

- 1 If you have girls that would want to dive deeper into the United Nations' Sustainable Development Goals, the International Social Justice Commission has a resource called "Go and Do Something." You could provide a copy of this in hard form or digitally for girls to read together, research, or learn more about practical ways they can address issues of social justice. It can be found at <https://issuu.com/salvationarmyihq/docs/goanddosomething>
- 2 Instead of, or in addition to, the Prayer Squares, you could take your girls on a prayer walk around the neighbourhood, or you could visit a food bank, shelter etc. and spend time praying there over issues such as food security or homelessness.

ADVOCACY 101

We live in a beautiful, yet broken world – a world in need of thousands of voices to make a difference. Here, girls will explore what advocacy is and how they can get involved in using their voice to make a difference in the world around them.

WHAT YOU NEED:

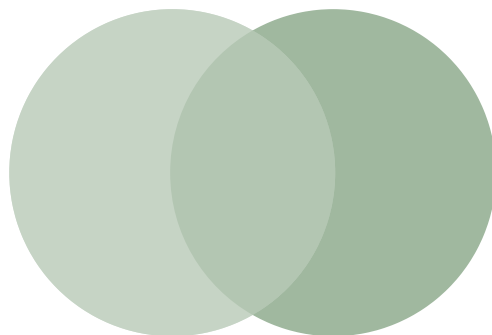
- Prayer Squares from “Praying for Justice”
- A screen with audio
- A white board, chalk board or chart paper
- Markers or chalk
- One copy of Appendix 11-C per girl
- Pens or pencils



WHAT TO DO:

- Ask – What is advocacy? (The act of speaking on behalf of or in support of a person, place or thing; often speaking up for someone who is unable to speak for themselves. Using the example of Dr. Seuss’ “The Lorax” may be helpful – The Lorax, speaks on behalf of a person, group or an organization. In this case, The Lorax speaks for the trees. Advocacy can include something personal like standing up to a bully on behalf of a friend who is being bullied, or can be public such as active lobbying, including methods such as: letter writing, meeting politicians, running public forums, questions in parliament, participating in various consultative processes.)
- Ask - Can you advocate for yourself? (Yes) What would this look like? (Speaking up about what we need, think and believe.)
- Explain that today we will be focusing on what it looks like to advocate for others. Using the prayer squares from the previous activity as a starting point, make a list of ways in which our world is broken. (Think about poverty, injustice, war, gender inequity, environmental concerns etc.)
- Say – Mahatma Gandhi once said, “The true measure of any society [or community] can be found in how it treats its most vulnerable members.”
- Ask – Do you agree or disagree? How do you see this playing out in your community?

- Explain that advocacy and action (or activism) often go hand-in-hand.
 - Watch the Kia Superbowl commercial featuring Melissa McCarthy being an “eco hero” at www.youtube.com/watch?v=ElhjFUUbMVQ.
 - Discuss how it is important to recognize our limits in taking on important issues. We should all be doing something to make the world a better place, but choosing which world issue to courageously advocate for is important.
 - Distribute a copy of Appendix 11-D to each girl. Explain to the girls that this diagram will help them think about what challenges they may want to advocate for and work to improve.
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- The Venn diagram helps them think through three things:
 - What am I passionate about?
 - What do I have excellence in? (Skills, education etc.)
 - What needs to I see around me?
 - If any topic fits each three categories, it can be written in the middle – and might be a good place to focus their efforts.
-
- The following bullet points help you think deeper about a possible topic of advocacy:
 - Motive – what is your motive for addressing this issue? How has it influenced you?
 - Means – what resources do you have at your disposal, such as time, tools or expertise?
 - Opportunity – what opportunities are within your reach? Is there an eco-club at your school? Is there a nursing home with lonely seniors in your neighbourhood? Could you host a fundraiser for a pre-existing non-profit?
 - Allow at least 15 minutes for girls to work through this document. You may want to play some soft music to give a sense of privacy and meditation.
 - When girls have completed their advocacy framework, come together as a group and allow each girl to share as they feel comfortable. Give proper encouragement and guidance as necessary. Encourage girls to share these documents with a mentor. (If you have developed mentor relationships in conjunction with Grow, ask your mentor team to bring this up in conversation.)





PRAYER:

God, remind me always of the power of my words. Help me to use my voice to help others, rather than hurt them. Forgive me for the times I have used my voice as a weapon. Instead, teach me how to use my voice as a tool, one that can help to make this world a better place. Amen.

Talk About It

CONSENT & RESPECT

In 2019, the #MeToo movement started a wave of conversation about sexual harassment and sexual consent. But consent is an important concept to understand whether we're talking about sex or not (but let's be honest – most of your girls are talking about it, so we should be too.) And consent goes hand-in-hand with another important concept: respect. In this Talk About It, girls will get to explore what consent and respect truly mean, what the Bible says about it, and how we all can live up to God's standard when it comes to these important issues.

Be aware that this topic may bring up some challenging topics for you as a leader, as well as some difficult times for your girls. Be prepared to offer pastoral care and seek outside help as required.

DISCUSSION OUTLINE

Open with prayer.

WHAT IS THE ISSUE?

- What do we mean by consent? Can we define it?
 - Permission for something to happen, or agreement to do something.
- What can we give consent for?
 - Almost anything, really. We can give consent for a sibling to go into our room or to a friend to borrow a sweater from your locker. We can give consent to someone to read our homework assignment. We can also give consent when it comes to our bodies, like giving consent to let a professional give us a piercing, cut our hair, have a doctor perform a procedure, or have someone touch us in a sexual way.
- What do we mean by respect? Can we define it?
 - To have regard for the feelings, wishes or rights of another person.
- How do the concepts of consent and respect work together?
 - If someone gives or does not give consent for something to happen, we need to respect that.
 - Sometimes the problem is that consent is not asked before action is taken.



- Name three or more realities of consent and respect?
 - Some examples may include:
 - Consent and respect can keep relationships healthy.
 - A lot of people don't seem to care about consent; or I haven't experienced a lot of respect in my life from friends or boys.
 - It can be hard to say no to something you're feeling pressured into doing.
 - Sometimes consent doesn't matter if what you want to do is not legal.

DESCRIBE & ANALYZE

- Elaborate on the issues outlined. Invite girls to use personal stories if appropriate.
- While girls may talk more about consent when it comes to copying homework or taking possessions without asking first, be prepared for answers that may be more sexual, such as:
 - I've been asked to send pictures that I didn't want to send. It was hard to say no.
 - I've received pictures, or sexual advances, that I didn't want. It's hard to be on the receiving end of something I haven't wanted.
 - I've felt forced or guilted into behaviors (sexual or not) that I didn't want to participate in.
- You may want to discuss what informed consent is here. If you are uneducated on a particular issue (if you do not know the risks, benefits etc.) then you may not be in a place to give consent. The same is true if you are receiving consent from someone who is uneducated on a particular topic. In these cases, consent is not enough. You must ensure both parties understand exactly what they are saying "yes" or "no" to. In other words, in some cases we need more than just consent to proceed (For example, if someone is cognitively impaired due to substance abuse, developmental challenge etc. they may not be able to give wise consent.)
- Consent does not override the law. If something is illegal, no amount of consent makes it right.

REFLECT & EVALUATE

- What Bible stories, themes or principles and/or Christian truths do you think bear on issues surrounding consent and respect?
 - Some examples may include:
 - **Luke 6:31 NLT** says, “Do to others as you would like them to do to you.” Think, “Am I doing what’s best for them despite what I want from them?”
 - **Romans 12:10 NIV** says, “Be devoted to one another in love. Honour one another above yourselves.” Honour is another way of saying respect. As such, we should be respecting others, even above ourselves. If we honour one another, we are doing so much more than just worrying about consent. It’s important that we don’t see people only as a means to get what we want for ourselves (and that we are not seen by others in this way.) Also, if we are honouring one another above ourselves, we won’t try to force a “yes” or “no” out of people.
 - **1 Corinthians 10:23 NLT** says, “You say, ‘I am allowed to do anything’ – but not everything is good for you. You say, ‘I am allowed to do anything’ – but not everything is beneficial.” Just because two people consent to do something doesn’t mean it is a good idea.

DECIDE & PLAN

- In light of this discussion, how should we respond to issues surrounding consent and respect? What healthy boundaries should we set for ourselves and those around us? Decide on two things you could put into practice.
 - Some examples may include:
 - Accepting peoples “no” answers, even if I really wanted them to say “yes.”
 - Practice saying “no.” If we can say “no” to small things, like not wanting to eat at a particular restaurant, we will be better prepared to say “no” to big things.
 - Make a list of how you want to be treated. It can be helpful to pre-decide what you are willing to give consent to and putting it in writing can help.
 - Commit to speaking up if your consent has ever been violated.
- Facilitators should provide added guidance on disclosure. Be sure to address the following:
 - Who can I share this with? (A trusted adult, the Corps Officer etc.)
 - Should I disclose something that happened a long time ago? (Yes!)
 - What if the person who violated my consent is a family member? Church leader? (It doesn’t matter who the perpetrator is. If your consent was violated, you need to report it to someone who was not involved in the violation.)

Life Skills

SOUND TECH

If your Grow group is associated with a Corps/church, chances are you have a plethora of sound equipment at your disposal. If you aren't associated with a Corps/church, there should be opportunity for you to visit one and/or partner with it for this particular Life Skills section, which will teach girls the basics of setting up a microphone, attaching an instrument to the sound system, and modifying sound levels to create a pleasing mix of voices.

TALK TO A PRO

Ask a worship leader, a volunteer sound technician from your Corps, or someone you know with knowledge of sound equipment to show the girls three basic sound tech concepts – this might be a great way to get an adult in your Corps to participate in Grow!

Some basic sound tech concepts to choose from are:

- Connecting a microphone to the sound system.
- Connecting an instrument to the sound system.
- The difference between plugging an instrument into the system and using an amplifier.
- Turning the volume up and down on various microphones and/or instruments.
- Muting only one microphone or instrument at a time.
- The difference between treble and bass when it comes to audio mixing.
- Connecting a computer to the sound board.
- Positioning the speakers and/or monitors.
- Etc.

Let the girls get hands on. Give them each a chance to practice one of these skills themselves.



WORSHIP KARAOKE

Working with your “pro,” set up for some worship karaoke. Have girls think about all of the components they will need:

- Audio and video from a computer
- Enough microphones for vocalists
- Do any of your girls play an instrument?
- Do you want to include them?
- Are there hand-held percussion instruments you could play? How might this affect sound mixing levels?
- Where do you need your speakers? Your monitors?

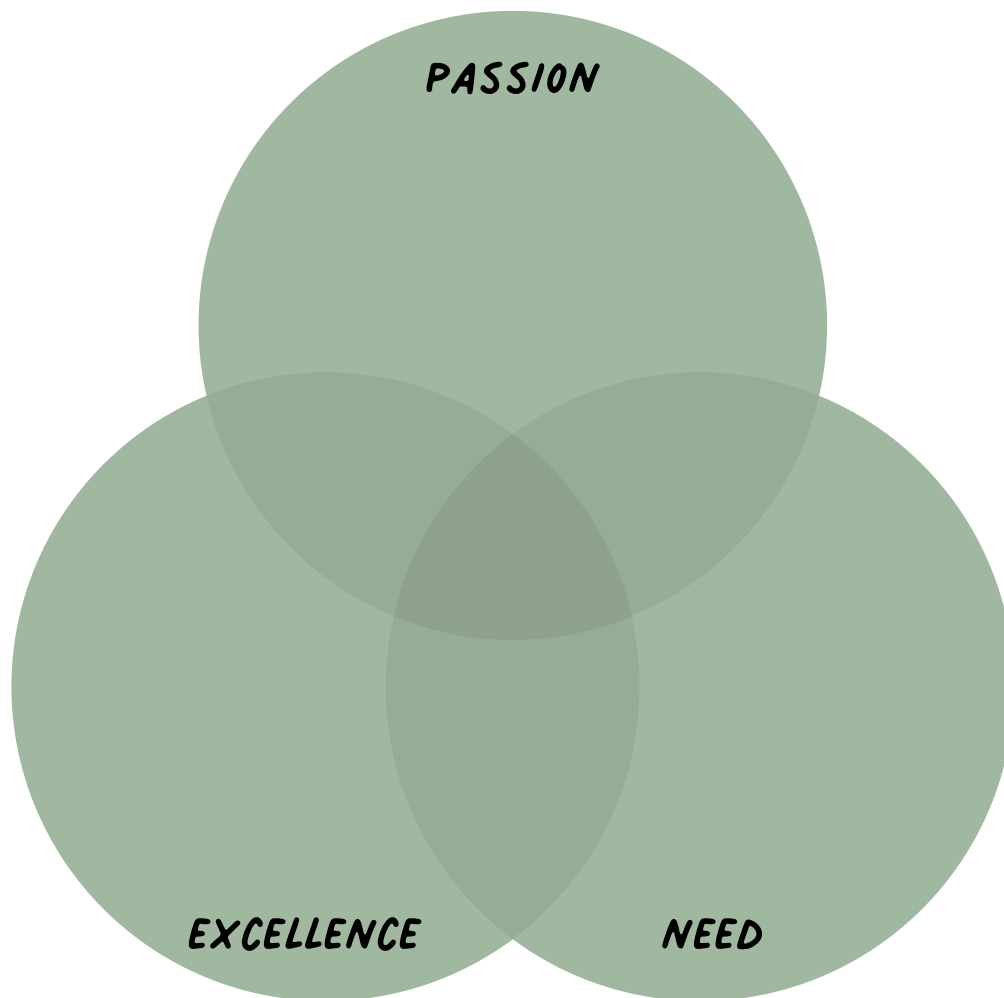


A simple YouTube search of “Worship Karaoke” will bring up a large selection of worship videos with instrumental background music and karaoke-style lyrics on the screen. You can also try typing in a specific artist’s name, such as “Lauren Daigle Karaoke.”

Take turns allowing the girls to use their voices (and instruments, optional) to worship. Have girls take turns on the sound board, making sure the karaoke sounds as professional and beautiful as possible.



Advocacy *101*



QUESTIONS

1. Where do passion, need and excellence overlap for you?
2. What is your **MOTIVE** for addressing this issue?
3. What **MEANS** do you have at your disposal?
4. What **OPPORTUNITIES** are within your reach?