


THE SALVATION ARMY 2021

# grow

TEEN MINISTRY RESOURCE



ADAPTED BY THE SOUTHERN TERRITORY  
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MODULE FOUR



GROW YOUR PURPOSE

# MODULE 4 OUTLINE

*Girls will learn: You have a purpose.  
Knowing why you are here matters.*

## KEY VERSE

“Everything got started in him and finds its purpose in him.” Colossians 1:16b MSG

## MODULE COMPONENTS

### 1 CREATE ENERGY

*Dice Breaker - our question is determined by a roll of the dice!*

*Bazinga! - In this game of chance, teams often win or lose by the pick of a card.*

### 2 GET HANDS ON

*An Inventor's Inspiration - What have women invented?*

*Be An Inventor - Design a landing pod for an egg.*

*Chance vs. Choice - Does God play dice?*

### 3 GOD'S WORD

*Ruth's Story - How did Ruth discover her purpose?*

### 4 APPLICATION

*Discovering Our Purpose - If we aren't here by mistake, we can infer we are here for a purpose, but what is it?*

### 5 TALK ABOUT IT

*Pornography - It seems to be everywhere these days, but is it actually harmful?*

### 6 LIFE SKILLS

*Car Care - Talk to a pro about car maintenance and investigate vehicle safety.*

## 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 was a teenager when I first read Rick Warren's book *The Purpose Driven Life*. A newly released bestseller at the time, its message profoundly shaped how I saw my life's purpose. At the time, I was immersed in aptitude tests and high-school course selections and meetings with my guidance counsellor, all in an attempt to determine "what I wanted to be when I grew up." In other words, I was seeking out what the purpose of my life was. Was I supposed to be a scientist? A teacher? A journalist? My answer, I felt, would answer the question, "What am I here for?" I needed to know what my calling was, and what mark I was going to leave on the world.

What I learned is that my purpose was not defined by whether I was a meteorologist or a journalist, nor did it change when I became a Salvation Army Officer. While our vocation is important, it does not define our purpose. My purpose is the same as every other Christian's purpose – in fact, my purpose is the same as every other person who has ever lived! Rick Warren identifies these purposes this way:

- You were planned for God's pleasure.
- You were formed for God's family.
- You were created to become like Christ.
- You were shaped for serving God.
- You were made for a mission.

While most people struggle with concepts of identity (Who am I?), importance, (Do I matter?), and impact (what is my place in life?) Rick Warren suggests that the answers to all three questions are found in these five general purposes for our lives. We could also call these general callings. Many of your girls will also be struggling to answer the question, "What am I here for?" They are seeking purpose in their lives. Hopefully they will find comfort and peace in the truth that we are all created for the same reason – for God's purposes. A few years after *The Purpose Driven Life* hit bookshelves (2002), contemporary Christian singer tobyMac released a song that also speaks of our general purpose as Christians. The chorus affirms the truth that,

"I was made to love you, I was made to find you,  
I was made just for you, made to adore you,  
I was made to love and be loved by you."

The song hit #1 on Christian Billboard that year and is still one of my favourites. In those moments when I feel like I am not enough, I remember that I was not created by mistake, but rather that God made me on purpose - to love him and be loved by him. And knowing that has made all the difference.

**CAPTAIN LAURA VAN SCHAICK**

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

# Create Energy

## D(ICE) BREAKER

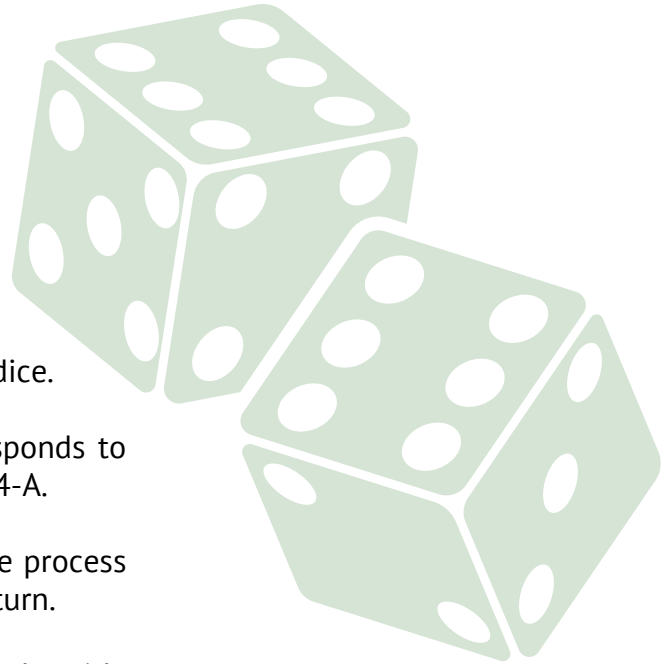
What you will need before you begin: Cut out the Bazinga! Cards. Fill out the Player Cards by writing the name of each girl on one card. Cut out the Player Cards. If you don't have as many girls as Player Cards, you can choose to write the girls' names more than once, or you can choose to only use as many Player Cards as girls. Place the Bazinga! Cards face down in a stack. Place the Player Cards face down in a second stack.

### WHAT YOU NEED:

- One dice
- A copy of Appendix 4-A

### WHAT TO DO:

- Choose a girl to go first. This girl rolls the dice.
- This girl answers the question that corresponds to the number she rolled based on Appendix 4-A.
- The dice is passed to the next girl, and the process repeats itself until all the girls have had a turn.
- Depending on your timing, you may allow the girls to take several turns each.



## BAZINGA!

### WHAT YOU NEED:

- A copy of Appendix 4-B printed single-sided on card stock.
- Trivia questions (you can write your own, search the web for questions on a topic of interest to the girls, or use cards from a trivia game like Trivial Pursuit)
- A whiteboard or chalkboard to use as a scoreboard, along with dry erase markers or chalk.

<sup>1</sup> "Bazinga." Simplifying Radicals, May 23, 2012. <http://simplifyingradicals2.blogspot.com/2012/05/bazinga.html>.

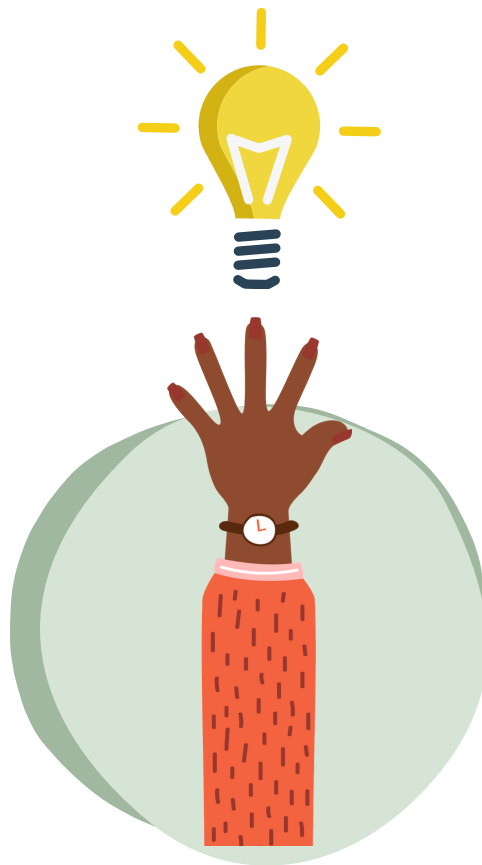
## WHAT TO DO:

- Divide the girls into two teams.
- Each team starts with no points and earns one point every time they answer a question correctly. Begin by asking Team One a trivia question. If they answer correctly, they earn one point and choose a Bazinga! card. If they answer incorrectly, the question then goes to team Two. If neither team answers the question correctly, select a new question and go back to team One.

When a Bazinga! Card such as “randomly switch one player from each of the other teams” is selected, a Player Card is selected at random to determine which player must switch sides.

Teams cannot hold negative points. (If a team loses a point when their score is zero, it stays at zero.)

- Play until a pre-determined number of points is scored by one team (i.e. first team to get 10 points wins.)



1 "Bazinga." Simplifying Radicals, May 23, 2012. <http://simplifyingradicals2.blogspot.com/2012/05/bazinga.html>.

# Get Hands On

## AN INVENTOR'S INSPIRATION

*Sure, some inventions come about by mistake, but most often, inventions are created because someone wanted to meet a need. Share with the girls some of these stories of items that were created (by women!) “on purpose.”*

### WHAT YOU NEED:

- Samples of the following items invented on purpose by women (*if you can't access these, print a photo of them*)
  - Disposable diaper
  - White-out
  - Coffee filter
  - Dog leash
  - Paper bag
  - Dishwasher tab
  - Ice cream maker
- A copy of Appendix 4-C2



### WHAT TO DO:

- **Say** – While some very useful objects were created by accident, many were created on purpose to fill a need. Here are just a few examples of some items invented by women! Share with the girls the examples provided.

## OPTIONS

- 1 **Research An Invention:** Have girls work in groups to research an invention of their choice. How was it invented? By whom? Have them present their findings to the group. You could even provide a piece of poster board for them to create a visual report on their invention.

2 Green, Josie. “Who Invented the Dishwasher, Windshield Wiper, Caller ID? Women Created These 50 Inventions.” USA Today. Gannett Satellite Information Network, March 16, 2019. <https://www.usatoday.com/story/money/2019/03/16/inventions-you-have-women-inventors-thank-these-50-things/39158677/>. Accessed 2020.



## ICE-CREAM IN A BAG

### WHAT YOU NEED:

- 1 cup half-and-half cream (can substitute for whole milk, but it won't be as creamy)
- 1 ½ tsp vanilla
- 1 tbsp sugar (or more to taste)
- ¼ cup salt
- ice
- 1 large Ziploc bag
- 1 small Ziploc bag
- A pair of gloves

### WHAT TO DO:

- Pour cream into a small Ziploc bag.
- Add vanilla and sugar to cream.
- Seal the bag firmly and get any excess air out.
- Fill the large Ziploc bag half-way with ice. Add the salt.
- Place the small Ziploc bag inside the large Ziploc bag. Seal the large bag.
- Wearing the gloves, shake the bags for six minutes.
- Take the small bag out of the large bag and rinse any saltwater off of the outside.
- Open the small bag and enjoy your ice cream!

## BE AN INVENTOR

*In this activity, you have an egg that needs your help. Using an assortment of basic household supplies, girls will invent a landing pod for a raw egg that will experience a high fall.*

### WHAT YOU NEED:

- An assortment of craft and household items – the same amount of each for each team - Suggestions include (but are not limited to):
  - Paper cups
  - Plastic grocery bags
  - Drinking straws
  - Elastic bands
  - Tape (measure the same amount for each team – eg 1m)
  - String (measure the same amount for each team – eg 2m)
  - Cotton balls
  - Popsicle sticks
- One or two raw eggs per team
- A ladder or space to drop something from a high height (a balcony, for example)
- A tarp or thick drop cloth (several garbage bags will do in a pinch)



### BEFORE YOU BEGIN:

- Determine where your drop location will be. Lay down the tarp or drop cloth where the pods will be landing.

### WHAT TO DO:

- Divide girls into teams of two to four.
- Explain to the girls that for this activity they need to be inventors. They need to design a system/landing pod to protect an egg from cracking or breaking from a high fall.
- Distribute the supplies to each group (but not the egg yet!) Allow 15 to 20 minutes for girls to invent their landing pod.
- Once their capsule is designed you may distribute one raw egg to each team. Have girls load their egg into their pod.
- When all the girls are ready, proceed to the drop location. One at a time, drop the egg in their landing pod. (Be sure to simply release the landing capsule, rather than thrusting it towards the ground.) Depending on the age of the girls, and the height of the drop, you may want to have an adult be the one to drop the capsule.
- Celebrate if an egg survived the fall successfully!

### OPTION

*If you have extra time, you could allow girls with unsuccessful designs to make adjustments to their landing pod and try again.*

## CHANCE VS CHOICE

Take the opportunity to debrief the “Create Energy” and “Get Hands-On” activities by discussing a quote by Albert Einstein. Both the D[ice] Breaker and Bazinga! activities relied heavily on chance. As an inventor, you chose to create something with intention and on purpose. What is the difference between chance and choice? This discussion will get the girls to begin to think about their purpose.

Share – Albert Einstein once said, “God doesn’t play dice.” What do you think he meant by this?

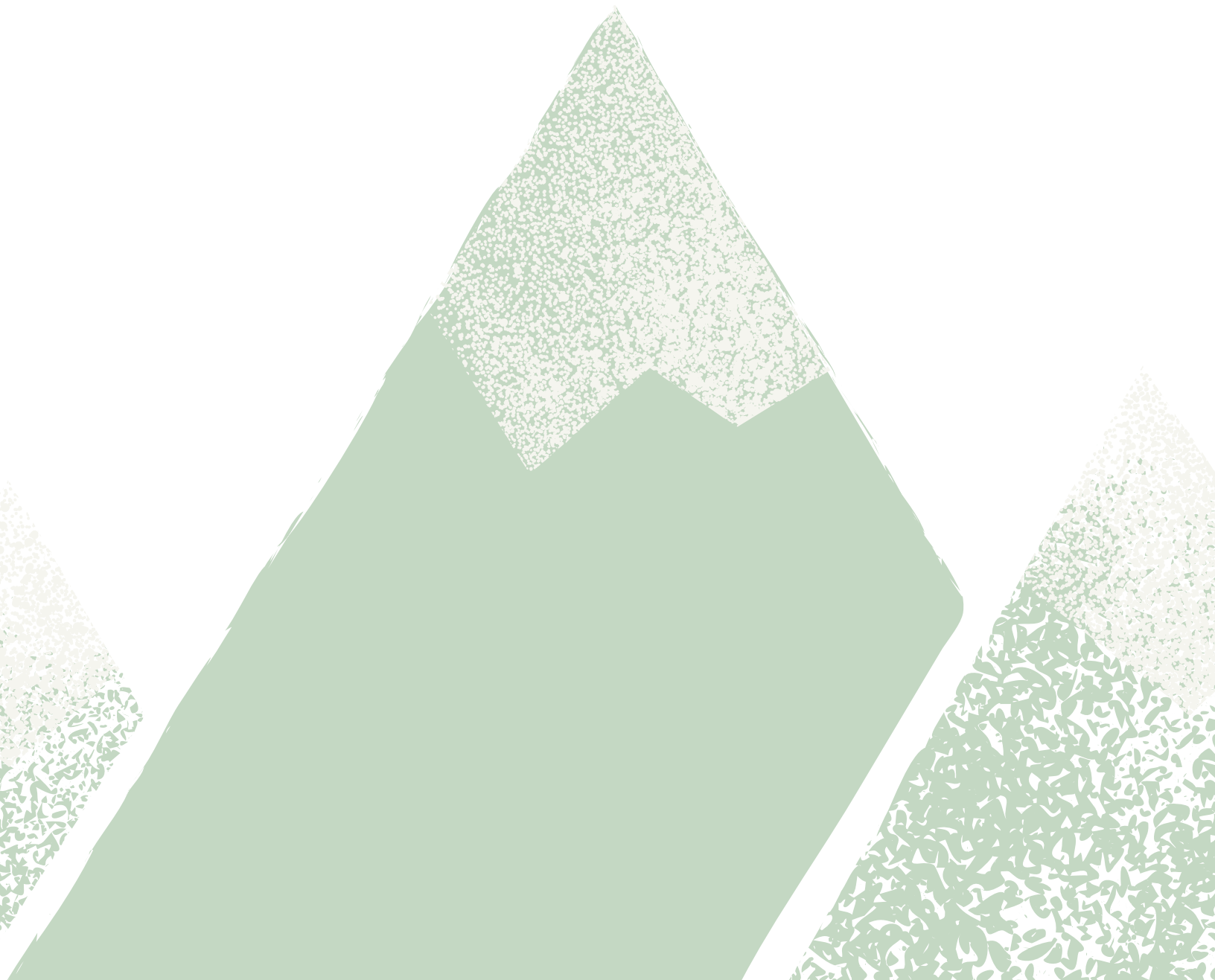
Share – In Isaiah 44:2a (CEV) God says “I am your Creator. You were in my care even before you were born.” Do you believe that God is your Creator? (Yes or No) Do you believe He created you on purpose? (Yes or No) How would your opinion on this affect, whether positively or negatively, your personal sense of purpose? (If I am created by chance/by accident maybe I have no purpose, or maybe I get to choose my own purpose vs If I am created by choice/on purpose by God then I have inherent purpose, or God has some purpose for my life.)<sup>3</sup>



<sup>3</sup> Warren, Rick. *The Purpose-Driven Life: What on Earth Am I Here for?*, page 22. Grand Rapids, MI: Zondervan, 2002.

# God's Word

RUTH'S STORY



## RUTH'S STORY

Ruth 1-4

*The story of Ruth is incredibly simple – it can be summed up in a mere sentence: Ruth is an immigrant widow who ends up marrying a local man and has a son – but it highlights the profound truth that God is present in our everyday lives, and that he has created us for a purpose.*

*At only four chapters in length, Ruth is short enough that you can easily read it in its entirety with the girls. Opt for taking turns reading a few verses at a time, read it aloud to the girls while they enjoy some snacks, or listen to it on an audio Bible (YouVersion has some audio options that are quite good.) Not only will the girls have bragging rights that they read an entire book of the Bible (thank you very much!) but they will have the depth of understanding that comes from experiencing a narrative in its entirety, rather than paraphrased.*

*After reading the story, share – The book of Ruth is read on the Jewish holiday of Shavout, or the harvest festival, to remind Jews that God is alive even in the most ordinary things.*

*Ask – Why do you think Jewish people choose to read this on Shavout? How does it show that God is in the most ordinary things? (Brainstorm answers together. It may be helpful to write answers down on a whiteboard, chalkboard, or on chart paper.)*

*Ask – When have you seen God in something very ordinary? (Brainstorm answers together. It may be helpful to write answers down on a whiteboard, chalkboard, or on chart paper.)*

*Ask – How does God give Ruth's life purpose? What is Ruth's purpose? (Ruth was a companion for her mother-in-law, Ruth provided for her family, Ruth becomes an ancestor of Jesus etc.)*

*Ask – What was the main motivation for Ruth in this story? What helped Ruth discover her purpose? (Help point girls towards Ruth 1:16 – “But Ruth replied, “Don't ask me to leave you and turn back. Wherever you go, I will go; wherever you live, I will live. Your people will be my people, and your God will be my God.” Ruth's purpose is determined by her identity as a member of Naomi's 'people' and a believer in Naomi's God.)*

# Application

## DISCOVERING OUR PURPOSE

*In module three, girls answered the question “Who Am I?” Another related, yet different question, which is also important to answer is, “Why am I here?” Your girls are probably searching for a purpose for being, something that makes their lives worth living. While we put a lot of emphasis on specific calling, in The Salvation Army and in Western culture, there are some general callings which give each of our lives meaning as children of God.*

### WHAT YOU NEED:

- A Bible for each girl OR the scripture verses used in this section printed off in advance to read.
- A whiteboard, chalkboard, or chart paper.



### WHAT TO DO:

- Have girls find a partner. If you have an odd number of girls, you will participate with them.
- Have girls choose one person in their pair to talk first, while the other will listen first. After going through the activity they will switch roles.
- Give girls one minute. The girl who has chosen to speak first will need to answer the question “Who Am I?” in that one minute. Their partner will not be able to say anything – they will only listen.
- Switch roles. Now the other girl answers the question “Who Am I?” in one minute while their partner listens.
- Ask – Does anyone want to share their responses to the question? (Allow time for those who are comfortable to share.)
- Say – *The answer to the question, “Why am I here” could be thought of as our purpose. Just as different inventions have a specific purpose, and Ruth found her purpose, we each have a purpose. While we each have a specific purpose, or calling – something God specifically intends for us to do, - there are other callings that apply to each of us, regardless of our personality, interests or talents. We call these general callings. We are going to look at five different Bible verses and see if we can use them to help us answer the question “why are we here?”*
- Pass out the Bible verses to five readers or invite girls to open their Bibles to the following five verses. After each verse is read, have girls brainstorm how each verse answers the question, “why are we here?” You can write your ideas on the chart paper.

1 **Revelation 4:11 NLT** – “You are worthy, O Lord our God, to receive glory and honour and power. For you created all things, and they exist because you created what you pleased.”

*We were created for God’s pleasure. Our purpose is to please God.*

2 **Ephesians 1:5 TLB** – “His unchanging plan has always been to adopt us into his own family.”

*We were formed for God’s family. Our purpose is to be adopted into God’s family/to be a child of God.*

3 **Ephesians 5:1-2 ESV** – “Therefore be imitators of God, as beloved children. And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God.”

*Our purpose is to be like Jesus. Our purpose is to offer ourselves as a sacrifice to God.*

4 **Ephesians 2:10 NLT** – “For we are God’s masterpiece. He has created us anew in Christ Jesus, so we can do the good things he had planned for us long ago.”

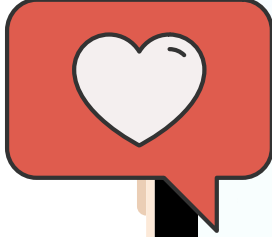
*We were formed to do good things. Our purpose is service.*

5 **John 17:18 MSG** – “In the same way that you gave me a mission in the world, I give them a mission in the world.”

*We were made for mission. Our purpose is to fulfil a specific mission on Earth – to bring Jesus’ message to those who have not heard and received it.*

- If your girls are Biblically literate, you may want them to think of other Bible verses that would help them identify the purpose of humanity.





## Prayer:

*God, we are not here by accident. You created us on purpose and for a purpose. In those moments when we don't feel like we are good for anything, help us to remember that you created us to please you, to worship you, to be a part of your family, to do good works on Earth, and to tell others about you. Our purpose is not about what we can do for ourselves or by ourselves, it is about what we can do for you and in your strength. 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.*

## **PORNOGRAPHY**

It’s estimated that 25 per cent of all search engine requests are for pornography, and people are being exposed to it at younger and younger ages. We need to be talking about porn with teens now. People’s attitudes about porn are changing too. Don’t be surprised if not all of your girls are opposed to porn – a 2016 Barna report showed that more teens thought that not recycling was worse than pornography.

As with all Faith Based Facilitation sessions, this Talk About It discussion is not about the facilitator telling participants that porn is bad. Rather, it is an opportunity for participants to explore the topic in a safe, faith-based environment. Hopefully they will draw their own healthy conclusions. If they don’t, they will at least have been given the opportunity to reflect upon what the Bible has to say on the subject.

The Salvation Army has an International Position Statement on pornography – it would be a good resource to have available for this talk. Facilitators should review it prior to the girls meeting. You may also opt to provide copies for the girls. It is available at <https://salvationist.ca/ethics-centre/topics/> We recommend you have a printed copy of The Salvation Army’s International Position Statement on Pornography available throughout the conversation.

The article “Hooked on Porn”, by Lt-Colonel Lynn Armstrong, may also be of use to facilitators. It is available at <https://salvationist.ca/articles/hooked-on-porn/>.

# Discussion Outline

*Open with prayer.*

## STEP 1: WHAT IS THE ISSUE?

- What do we mean by pornography? Let's try to define it.
  - Dictionary.com defines Pornography as “printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate erotic rather than aesthetic or emotional feelings.”  
A classical painting or sculpture of a naked person is not pornography, nor is a biology textbook. Inviting girls to consider the difference between art, science and porn may be helpful. (This is where considering the intent is so important. Is it meant to stimulate erotic feelings? Chances are we could classify it as porn.)
  - Where does erotic literature fit into this? Porn does not need to be visual.
- Name at least three realities of pornography.
  - Be aware that not all girls will have an exclusively negative view of porn. Some may see it as educational. Others may see it as a viable industry etc. Be sensitive to these views without condoning it.

## STEP 2: DESCRIBE & ANALYZE

- Elaborate on the issues. Invite girls to share personal anecdotes if appropriate.
  - Ask - why is porn so popular, and so accessible?
  - To connect this with previous talks, you could address connections between porn and social media, and why women are too often valued for their appearance.
  - You may want to review some of the information presented in the “Background and Context” page of The Salvation Army’s International Position Statement on Pornography.

## STEP 3: REFLECT & EVALUATE

- Recognizing that the Bible doesn’t use the word “pornography,” what Biblical stories, themes or principles and/or Christian truths do you think bear on these issues?
- You may want to reference “Grounds for the position of The Salvation Army” in The Salvation Army’s International Position Statement on Pornography, which includes: “The Bible presents sexual intimacy, ordained and blessed by God, as good (Genesis 2:23-24). The Salvation Army affirms the sanctity of sexual relationships based on the teaching of Scripture (1 Corinthians 6:13b, 18-20; Matthew 5:27-28). As Christians, we are called to care for the vulnerable, uphold human dignity and maintain family integrity.”

## STEP FOUR: DECIDE & PLAN

- Draw some conclusions together about steps we can take personally and collectively in light of this discussion. How shall we live? Try to decide on two directives and/or goals.



*MY NOTES:*

# Life Skills

## CAR CARE

*Chances are most of your girls are already dreaming of driving – if they aren't driving already! Learning some basic car care skills will help to keep them safe on the roads. If you aren't car savvy yourself, this might be a great opportunity for you to learn a thing or two about your vehicle as well!*

## TALK TO A PRO

*Ask a mechanic, driving teacher, or someone you know with a knowledge of cars to show the girls three basic care techniques – this might be a great way to get an adult in your Corps to participate in Grow!*

Some basic care techniques to choose from are:

- Changing a flat tire
- Checking tire pressure
- Checking the tire wear/tread
- Changing windshield wiper blades
- Checking levels and replacing fluids (think oil or washer fluid)



*If your “pro” is comfortable having the girls get hands on, you may want to give them each a chance to check the tire pressure or check fluid levels themselves.*

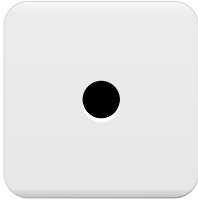
## INVESTIGATE VEHICLE SAFETY

*Allow the girls the opportunity to research a vehicle safety topic, either on their own or in groups of two to four. Some topics to recommend the girls are:*

- Determine which cars are safest: Look up five car models' safety ratings. Which ones are considered safest, and why?
- Learn about insurance costs: Geography, the age and gender of the driver, and the type of car can all affect insurance costs. Research what affects insurance costs in your area.
- Crash-test dummies: Learn how crash-test dummies work, and how to read and understand crash ratings. Then, find the crash-test ratings for at least three cars.
- Distracted driving: A survey by AAA and Seventeen magazine of 2000 drivers revealed that 86 per cent of drivers ages 16 to 19 have driven while distracted. Research what activities are considered dangerous and/or distracting and what the local penalties are for distracted driving.

*Then, let the girls try their hand at car design! Based on their research, have girls sketch a design of a new car safety feature.*

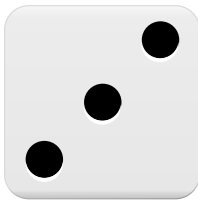
# Appendix 4-A



What is the most memorable thing you did this week?



What was the most delicious thing you ate this week?



If you could relive one day from this week over again, which day would it be and why?



What song title best describes your life right now?



What is one thing you learned this week?



Tell us about something you read this week.

*Downloadable content can be found on [www.sawomensministries.org/grow](http://www.sawomensministries.org/grow)*

# Appendix 4-B

<p>Bazinga! Erase one point from the other team's score</p>	<p>Bazinga! Double your team's score</p>	<p>Bazinga! Take away two points from the other team's score and add it to yours.</p>
<p>Bazinga! Add two points to your score</p>	<p>Bazinga! Erase two points from the other team's score.</p>	<p>Bazinga! Randomly select one player to switch teams.</p>
<p>Bazinga! Have the shortest player from the winning team go to the losing team.</p>	<p>Bazinga! One person chosen at random does 10 jumping jacks</p>	<p>Bazinga! One person chosen at random sings the ABCs</p>
<p>Bazinga! The team with the least points must all sing a song of their choice.</p>	<p>Bazinga! Have the oldest player from the losing team go to the winning team.</p>	<p>Bazinga! Take half of the winning team's score away.</p>
<p>Bazinga! Anyone who's name starts with an A, B or J must switch teams.</p>	<p>Bazinga! Anyone whose name starts with an E, L or M must switch teams.</p>	<p>Bazinga! Erase one point from your team's score</p>
<p>Bazinga! Randomly select two players to switch teams.</p>	<p>Bazinga! Erase one point from the other team's score.</p>	<p>Bazinga! Anyone with a birthday in January, March or October switches teams.</p>
<p>Bazinga! Take away one point from the other team's score and add it to yours.</p>	<p>Bazinga! Add three points to your score.</p>	<p>Bazinga! Anyone with a birthday in February, May or August switches teams.</p>
<p>Bazinga! Add one point to your score.</p>	<p>Bazinga! Take away one point from the team of the person chosen at random.</p>	<p>Bazinga! Anyone with a birthday in February, May or August switches teams.</p>
<p>Bazinga! Add one point to the other team's score.</p>	<p>Bazinga! Double your score</p>	<p>Bazinga! Have the tallest person from the winning team go to the losing team.</p>

Player	Player	Player
Player	Player	Player
Player	Player	Player
Player	Player	Player
Player	Player	Player
Player	Player	Player
Player	Player	Player
Player	Player	Player
Player	Player	Player
Player	Player	Player

*Downloadable content can be found on [www.sawomensministries.org/grow](http://www.sawomensministries.org/grow)*

# Appendix 4-C

## INVENTIONS CREATED ON PURPOSE BY WOMEN

### PAPER BAG MAKING MACHINE

- Inventor: Margaret Knight
- Year / period: 1871

*After having her invention stolen by a man who claimed that there was no way a woman could have invented such a thing, Knight finally received a patent in 1871 for a machine that could produce square-bottomed paper bags.*



### DISHWASHER

- Inventor: Josephine Cochran
- Year / period: 1872

*Though other prototypes existed, it took a woman's common sense to create a dishwasher that actually cleaned the dishes. Cochran's design was the first that used water pressure rather than scrubbers to remove debris.*

### GLOBES

- Inventor: Ellen Fitz
- Year / period: 1875

*Fitz was a tutor in Canada when she designed a globe mount that could display the earth's daily rotation in relation to the path of the sun not only by day and night but also throughout the year.*

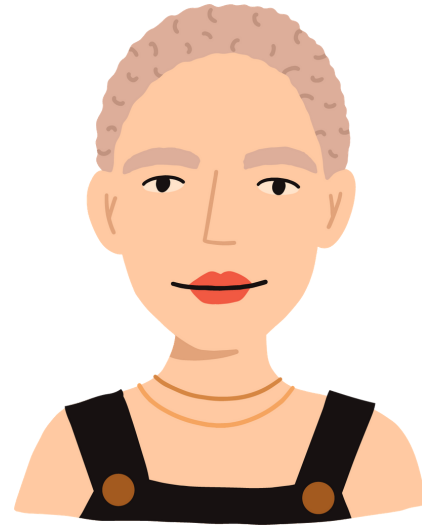




## RETRACTABLE DOG LEASH

- Inventor: Mary A. Delaney
- Year / period: 1908

*In Delaney's words, her invention of a leash you could shorten at a moment's notice was to prevent dogs from "running on the wrong side of lamp posts or pedestrians, thus causing much annoyance to the owner." Thank you, Mary.*



## COFFEE FILTER

- Inventor: Melitta Benz
- Year / period: 1908

*Pour-over coffee fans may be surprised to learn that the company Melitta isn't named after an Italian coffee maker. It's actually named after Melitta Bentz, a German entrepreneur who invented an easy, minimalist way to make coffee by placing it in a filter and pouring water over it.*

## DISPOSABLE DIAPER

- Inventor: Marion Donovan
- Year / period: 1950

*First inventing a leak-proof diaper covering, then a fully disposable diaper, Donovan was intent on helping as many people as possible with her ingenuity. While it's not surprising that her inventions were completely ignored as "unnecessary and impractical" by the male manufacturers she pitched them to, Donovan took matters into her own hands and sold them straight to Saks Fifth Avenue.*



## LIQUID PAPER (WITE OUT)

- Inventor: Bette Nesmith Graham
- Year / period: 1951

*This invention turned Graham from a secretary to a millionaire. First marketed as "Mistake-Out," Graham's home-made typewriter correction fluid was an instant hit among her fellow secretaries. After further experimentation, she perfected her recipe and Liquid Paper was born.*



## ICE CREAM MAKER

- Inventors: Nancy Johnson and Agnes Marshall
- Year / period: 1843

*In 1843, Nancy M. Johnson of Philadelphia received the first U.S. patent for a small-scale hand- cranked ice cream freezer. The ice cream freezer was a pewter cylinder. Dubbed the "Queen of Ices", Victorian English culinary entrepreneur Agnes Marshall was granted a patent for an ice cream machine that could freeze a pint of ice cream in five whole minutes.*