

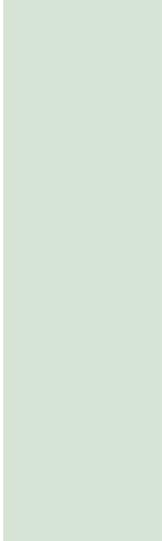
THE SALVATION ARMY 2021

grow

TEEN MINISTRY RESOURCE



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MODULE FIVE



**GROW
YOUR**

AMBITION

MODULE 5 OUTLINE

Girls will learn: You can dream big. Your goals matter.

KEY VERSE

“Take delight in the Lord, and he will give you your heart’s desires.” Psalm 37:4 NLT

MODULE COMPONENTS

1 CREATE ENERGY

Ice Breaker Melter - Just for fun, melt some ice!

Water Transfer - A simple object lesson to get girls thinking about their unique talents and skills.

2 GET HANDS ON

Discovering Me - Work through a series of guided journal questions to learn more about yourself.

Mission Personal - Develop a mission statement for your life.

3 GOD'S WORD

Daniel's Story - How did Daniel's personal mission statement help him maintain integrity when taken captive in Babylon?

4 APPLICATION

Circles of Control - Explore what we can and can't control.

Smart goals - Learn how to set smart, measurable, attainable, relevant, and time-bound goals.

5 TALK ABOUT IT

Alcohol Abuse - Alcohol – seriously, what's the big deal anyway? Explore issues pertaining to drinking.

6 LIFE SKILLS

Sew What? - Learn basic hand-sewing stitches and make your own hand-sewn creation.

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

Ambition is sometimes seen as an unfeminine quality. Madonna once said, (excuse the language) “I’m tough, ambitious, and know exactly what I want. If that makes me a b****, okay.” She also said, “A lot of people are afraid to say what they want. That’s why they don’t get what they want.”

While Madonna’s words may seem brash and selfish at first, what she’s really talking about is the need to have a roadmap for life. Your girls, like all teens, find themselves at the crossroads of life. Do they want to go to university or technical college? Should they try out for the team? What type of friends do they want to have? Who will they date? (Will they date?) Will they drink underage? Will they have sex before marriage? The paths they choose today will shape their lives forever.

That’s why it’s important for your girls to think about what they want their lives to look like now, before they must make many of these choices. By creating a roadmap for their lives, they will be able to steer themselves towards a future that is positive.

As Christians, the roadmap we choose should be determined by God. Proverbs 16:9 ESV wisely says, “the heart of a man plans his way, but the Lord establishes his steps.” As such, we should ensure our hearts are aligned with the heart of God as we set goals and map a course for our lives.

Recognizing that some of your girls may not be Christians, it can still be a positive exercise for them to go on a journey of self-discovery, identifying their passions, talents, and aspirations, and then to create a personal mission statement. This mission statement will outline, in general terms, how they want to live their lives. Girls will then have the opportunity to set goals for themselves that will begin to chart their course. Throughout this journey, teach girls to not be afraid to say what they want, but also gently remind them that what they want should also be what God wants for their lives. As it says in Psalm 37:4 NLT, when you “take delight in the Lord, he will give you your heart’s desires.”

CAPTAIN LAURA VAN SCHAICK

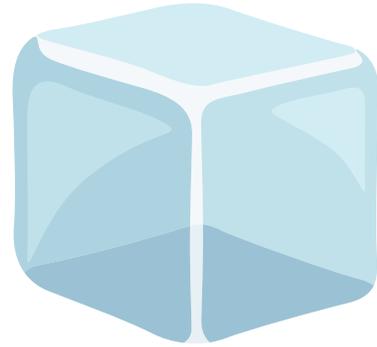
*Women's Ministries Program and Resource Officer
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Create Energy

ICE BREAKER MELTER

WHAT YOU NEED:

- Two bowls of ice
- A clock or timer (*a phone will work*)
- Towels (*optional – for clean up*)



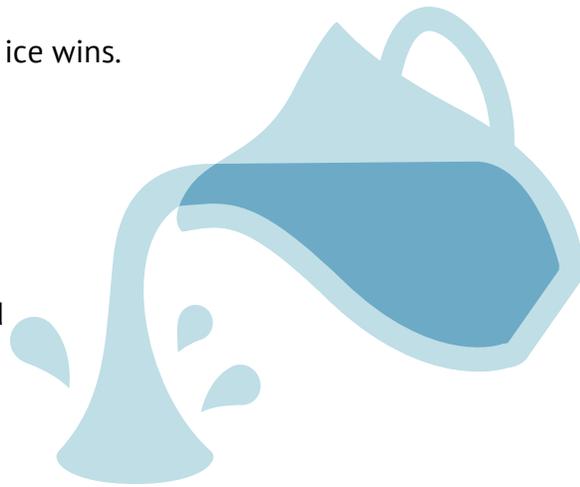
WHAT TO DO:

- Divide the girls into two teams and give each team a bowl of ice. The point of the game is to be the first team to melt their entire bowl of ice.
- Girls will take turns doing this. They each get thirty (30) seconds with the bowl of ice before they must pass it to the next girl. On “go” the first girl will have thirty seconds to try to melt the ice. They can do anything they want to melt the ice – crush it, blow on it, rub it in their hands etc.
- The first team to melt their bowl of ice wins.

WATER TRANSFER

WHAT YOU NEED:

- Two bowls of water (use the melted ice from the previous activity)
- Two empty bowls
- One fork
- One spoon



WHAT TO DO:

- Keep the girls in the same teams as the previous activity.
- Explain to the girls that they will now need to transfer the water from one bowl to another. Each team will receive a different tool to do this with.
- Give one team a spoon. Give the other team a fork. (You may hear comments of “this isn’t fair!” Remind them that there’s a reason you’re doing this.)
- On “go”, have girls take turns with their utensil, taking as much water from one bowl to the other as possible. The first team to empty their bowl wins.
- Ask the team with the spoon – How easy was it to carry the water with the spoon? How did you feel knowing you had to use the spoon for this activity?
- Ask the team with the fork – How easy was it to carry the water with the fork? How did you feel knowing you had to use the fork for this activity?

Get Hands On

DISCOVERING ME

In “Grow Your Purpose” we learned that each of us has a purpose - that each of us was created by God for God’s pleasure and to love and serve others. However, sometimes we are called to live out our purpose in different ways depending on our talents, skills, and interests. In order to determine our unique calling or mission in life, we first need to explore what makes us tick – what do we value, who is most important to us, what are we passionate about, and what talents do we possess? Guided journals can be a helpful tool for uncovering our passions and talents. As Victor Frankl, a famous Jewish-Austrian psychiatrist who survived a WWII concentration camp, once said, “we don’t invent our talents, we detect them.”

WHAT YOU NEED:

- One copy of Appendix 5-A, “Discovering Me”, for each girl
- Pencils or pens

WHAT TO DO:

- Distribute a copy of the “Discovering Me” activity, along with a pen or pencil, to each girl
- Explain that this activity is meant to take them on a journey of self-discovery, one that will help them get in touch with their deeper self as they prepare to identify a unique calling and vision for their lives.
- Give girls at least 20 to 30 minutes to thoughtfully complete the activity. Allow girls to spread out in the room and play some quiet music to create an inspiring and thoughtful space.



Get Hands On

MISSION PERSONAL

Now that girls have taken the time to journal through “Discovering Me”, they’ll have a good head-start on writing a personal mission statement. A personal mission statement is like a motto or brief description that states what your life is about. It’s like a blueprint for your life that outlines the values and desires you hold most closely to. Think of it as a declaration of the non-negotiables in your life, something that everything you do must align with. It helps us see what’s really important to us and make decisions accordingly.

Sean Covey, writing in *The 7 Habits of Highly Effective Teens*, says,

“A personal mission statement is like a tree with deep roots. It is stable and isn’t going anywhere, but it is also alive and continually growing. You need a tree with deep roots to help you survive all of the storms of life that beat you up. As you’ve probably noticed already, life is anything but stable. Think about it. People are fickle. Your boyfriend loves you one minute and then dumps you the next. You’re someone’s best friend one day, and they’re talking behind your back the next. Think about all of the events you can’t control. You have to move. You lose your job. The country is at war. Your parents are getting divorced. Fads come and go. Sweaters are popular one year and on their way out the next. Rap music is the thing. Rap music stinks. While everything around you changes, a personal mission statement can be your deep-rooted tree that never moves. You can deal with change if you have an immovable trunk to hang on to.”



WHAT YOU NEED:

- The girls’ own copy of Appendix 5-A, “Discovering Me”
- Pencils or pens
- One copy of Appendix 5-B, copied single-sided and cut into pieces (keep one page uncut as an answer key)

WHAT TO DO:

- *Ask* – can anyone tell me what a mission statement is?
- Working together, use Appendix 5-B to see if you can match some well-known companies to their mission statement
- Explain that girls will use their answers in “Discovering Me” to draft their own personal mission statement. Invite them to get creative; a mission statement can take the form of a song lyric, a poem (like an acrostic), a famous quote (or collection of quotes), or a paragraph. It should be broad enough that it speaks to all aspects of the girls’ lives, yet concise enough that it will help the girls give direction to their lives.
- Provide as much time as possible for girls to begin working in their personal mission statements. If necessary, encourage them to continue working on these on their own. When they feel it is complete, invite them to frame it, or put it in the front of their journal etc. – somewhere they can see it and refer to it often.



Covey, Sean. *The 7 Habits of Highly Effective Teens: the Ultimate Success Guidebook for Teens*, Page 83. Salt Lake City, UT: Franklin Covey Co., 2001.

God's Word

"DANIEL'S STORY"

Daniel 1

STANDING ALONE

Play the following game with your girls:

WHAT YOU NEED:

- A prize for one girl

WHAT TO DO:

- Have everyone stand up and walk around.
- At a certain point, the leader calls out a number between two and five. The girls will have to quickly create groups of that number. Once everyone is grouped, count up. If any team doesn't have the correct number in their group, everyone in that group is "out" and has to go sit down.
- When you are down to three girls left, the leader calls out the number two. There will be one girl left out. Here's where you pull a switcheroo and award the prize to the girl who is on their own.
- After the game, debrief.
 - Ask – How did it feel to play this game? How did you feel when you were successfully grouped? How did it feel when you had to sit down?
 - What did you think when ____ won the prize at the end? Do you think that was fair?

STANDING FIRM

Give some background to the book of Daniel. Around 600BC, Judah (where the Jewish people lived) was invaded by Babylon. Most of the Jewish people were taken captive and were put to work as slaves. While many were tasked with hard labour, some were given government positions. The book of Daniel is about one of these individuals, Daniel, and some of his friends.

Read Daniel 1 together.

Ask – When Daniel was brought to Babylon, three things were imposed upon him. Can you identify what these were? (A new name, a new job, a new diet.)

Ask – Which of these things did Daniel refuse to do? (Eat the new diet.) Does anyone know why? (It went against what was outlined in the Jewish Law – a set of standards set out by God for the Jewish people to live by.)

Discuss – Daniel chose to stand alone and not give in to the pressure to live like the Babylonians. Knowing what we do about Daniel, work together to create a personal mission statement that Daniel may have lived by.

Application

CIRCLES OF CONTROL

WHAT YOU NEED:

- A whiteboard, chalkboard, or chart paper
- Markers
- One copy of Appendix 5-C, “Circles of Control,” for each girl
- Pens or pencils

WHAT TO DO:

- *Say* - In every situation we find ourselves in, there are things that are within our control, and things that are outside of our control. We can call these “circles of control.”
- *Say* - As Daniel lived out his personal mission statement as a captive in Babylon, what things were some things within his control, and what things were outside of his control? Draw a “Circles of Control” diagram and fill it out as a group. (Things Daniel could control: what he ate, whether he responded to his new name, whether he performed well for the king, his attitude, his choices etc.; things Daniel could not control: his ethnicity, where he was, the food available to him, what he was taught, what others said etc.)
- *Say* – Some of you may be familiar with the Serenity Prayer. It is often used in Alcoholics Anonymous, but it can be helpful for anyone to use when dealing with circles of control:
 - God, grant me the serenity to accept the things I cannot change; courage to change the things I can; and wisdom to know the difference.
- Pass out copies of Appendix 5-C to each girl. Thinking about their own personal mission statement, have them write things in their life that they can and can’t control.
- Discuss as a group how we need to make the most of the things that we can control and use them to our advantage in living in line with our personal mission statement.

SMART GOALS

WHAT YOU NEED:

- A whiteboard, chalkboard, or chart paper
- Markers
- One copy of Appendix 5-D, “SMART Goals,” for each girl
- Pens or pencils

WHAT TO DO:

- *Say* – When Daniel decided that eating the king’s food would go against his personal mission statement, he had to set a goal to keep himself headed towards personal success. The best goals are SMART goals:
 - S- Specific
 - M- Measurable
 - A- Attainable
 - R- Relevant
 - T – Time-bound
- Write the acronym SMART on your whiteboard or chart paper. Work together to identify how Daniel’s goal was SMART.
 - **S** – *Specific* – I will not eat the King’s food that goes against the Jewish Law. I will only eat vegetables and water.
 - **M** – *Measurable* – Test me to see if I am as healthy as those eating the King’s food.
 - **A** – *Attainable* – It is possible to live off water and vegetables for one week; Daniel trusted God to provide good health to him because of his obedience.
 - **R** – *Relevant* – As a Jewish person, it would have been very relevant for Daniel to abide by the Jewish Laws pertaining to food consumption.
 - **T** – *Time-bound* – The initial test would last one week.
- *Say* – Psalm 37:4 NLT says, “Take delight in the Lord, and he will give you your heart’s desires.” How do you think this might apply to setting goals for our own lives? (If we seek God first and pray about what goals he would like us to set, he will guide us to achieve what our heart desires.)
- Distribute copies of appendix 5-D to each of the girls. Encourage them to set at least one SMART goal for themselves, and have them write down how it is Specific, Measurable, Attainable, Relevant and Time-bound.

“

PRAYER:

God, thank you for making me just the way you wanted me. Thank you for the skills and talents and passions that you have given to me. Help me to discover more about who I am and help me to strive to be the best version of myself. May my first goal be to delight myself in you, so that the rest of my goals will fall in line with what you have planned for my life. 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.

ALCOHOL ABUSE

Legally, you need to be an adult to purchase and drink alcohol. Unfortunately, alcohol is usually readily accessible to teens in various settings. As such, it’s important to discuss alcohol use and abuse before it becomes a potential concern.

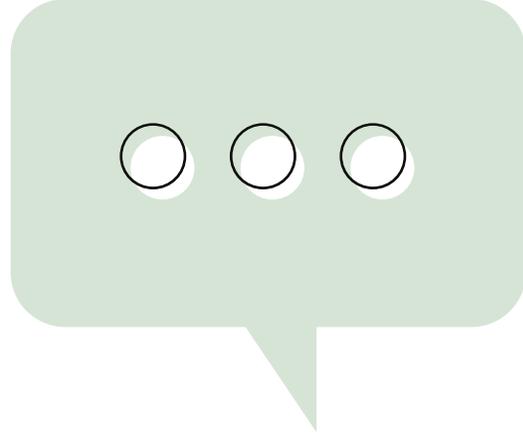
Some of your girls may already have preconceived ideas surrounding alcohol. They may have experiences, both positive and negative, with drinking already. Some may have tried drinking recreationally. Others may have experienced friends of family member’s drinking. Be sure to listen to their stories without appearing shocked or judging.

Be aware, also, that opinions on alcohol consumption vary widely, both within and outside of the church. While Senior Soldiers still sign to a covenant that includes abstinence, when it comes to drinking not everyone in your Corps may agree to this type of lifestyle. The Salvation Army has an International Position Statement on Alcohol in Society which will prove helpful here. You can access it at <https://salvationist.ca/ethics-centre/topics/>

We recommend you have a printed copy of The Salvation Army’s International Position Statement on Alcohol in Society available throughout the conversation.

As with all of the Talk About It discussions, the goal is to get the girls talking and thinking about this often divisive subject in a healthy, faith-based context. Do not force your own views upon them. Rather, be a safe space for them to explore these subjects and pray that they draw their own healthy conclusions.

Discussion Outline



Open with prayer.

STEP 1: WHAT IS THE ISSUE?

- What is alcohol? Can we define it?
 - The Salvation Army's position statement on Alcohol in Society defines alcohol this way, "Alcohol is a mind altering substance with sedative effects similar to those of barbiturates."
- What does it mean to abuse alcohol?
 - Abusing alcohol means using it inappropriately – whether in excessive or harmful ways. The Salvation Army's international position statement states, "Apart from social effects of use, alcohol intoxication may result in poisoning or even death. Long-term heavy use may result in dependence or in a wide variety of physical and organic mental disorders. Risks associated with alcohol include violence, road traffic accidents and work place injuries."
 - - For your girls, you may also want to point them towards the idea the alcohol abuse could include using it while underage.
- Name three or more realities of alcohol consumption
 - You may want to draw on statistics such as:
 - In 2012, about 3.3 million deaths, or 5.9 per cent of all global deaths, were attributable to alcohol consumption. • 5.1 per cent of the global burden of disease and injury is attributable to alcohol consumption. • Worldwide, about 16.0 per cent of drinkers engage in heavy episodic drinking.
 - Girls may also draw on their own experiences with alcohol consumption. Be sensitive to the reality that some of your girls may have experienced alcoholic parents, or may be feeling pressure themselves to drink in social settings.

STEP 2: DESCRIBE & ANALYZE

- Elaborate on the issues. Invite girls to share personal anecdotes if appropriate. Be aware that sensitive subjects may arise. If necessary, be prepared to do some follow-up pastoral care.
 - You may want to reference the "Backgrounds and Context" page of The Salvation Army's International Position Statement on Alcohol In Society to assist you in this portion of the discussion.

STEP 3: REFLECT & EVALUATE

- What does the Bible say about alcohol consumption and alcohol abuse?
 - *Corinthians 10:23NLT* - "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."
- The Salvation Army 'encourages an alcohol-free lifestyle as a way of enhancing the wellbeing and health of all people.' What grounds does The Salvation Army have to take this position?
 - *You can reference "Grounds for the position of The Salvation Army page of The Salvation Army's International Position Statement on Alcohol in Society states: Scripture teaches the human life and the body should be respected in every possible way. Paul in his letter to the Corinthian church states: 'Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your bodies' (1 Cor. 6:19-20 NIV).*

STEP FOUR: DECIDE & PLAN - "THEN HOW SHALL WE LIVE?"

- 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.
 - Many have very strong views associated with alcohol consumption, ranging from teetotaling to regular social drinking. Be sure not to impress your views of alcohol consumption on your girls, but rather help them to form their own healthy views on alcohol.
 - Be sure to emphasize legal drinking age in your area and encourage girls to abide by this.



Life Skills

SEW WHAT?

Knowing some basic hand-sewing stitches will always come in handy. Teaching the girls a few simple hand-sewing stitches will set them up for clothing repairs for years to come. If you are not a proficient sewer yourself, you may wish to invite a member of your Corps who is an avid sewer to lead the girls through this Life Skills session.

WHAT YOU NEED:

- A simple sewing kit for each girl (dollar stores usually have sewing kits with a few needles, thread, a thimble, pins and a threader for under \$2)
- Some scrap material for each girl – if you have access to a Thrift Store, you can cut up a few garments that would otherwise be recycled

Option 1 – Sweater Mittens

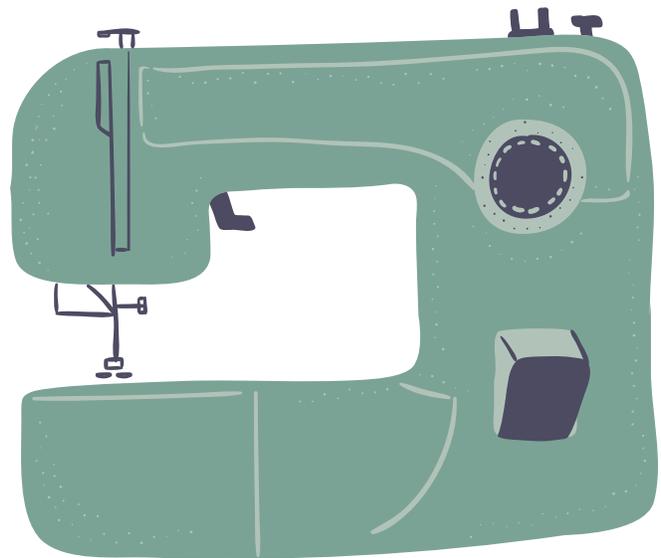
- A selection of old sweaters (ask a Thrift Store if you can take some that were going to be recycled/not sold)
- One piece of white paper per participant
- Markers
- Fabric scissors

Option 2 – Felt Phone Case

- A variety of craft felt
- Scissors
- Optional – Fabric glue
- Optional - Embroidery thread -
- Optional - Buttons

WHAT TO DO:

- Have girls cut a length of thread and practice threading their needle.
- Once girls have their needle threaded, teach them the following stitches, having them practice each in their piece of scrap fabric.



Discovering Me

List five words that describe you:

Name one person you admire. What about them do you appreciate?

Describe the happiest moment in your life:

Imagine yourself in 20 years. Who are you with and what are you doing?

Discovering Me

If you could spend one day learning about one thing, what would it be?

List 10 things you love to do:

If you could spend a day with any person who lived, who would it be?

If you had the power to change one thing in your school, what would it be?

Discovering Me

What makes you feel proud of yourself?

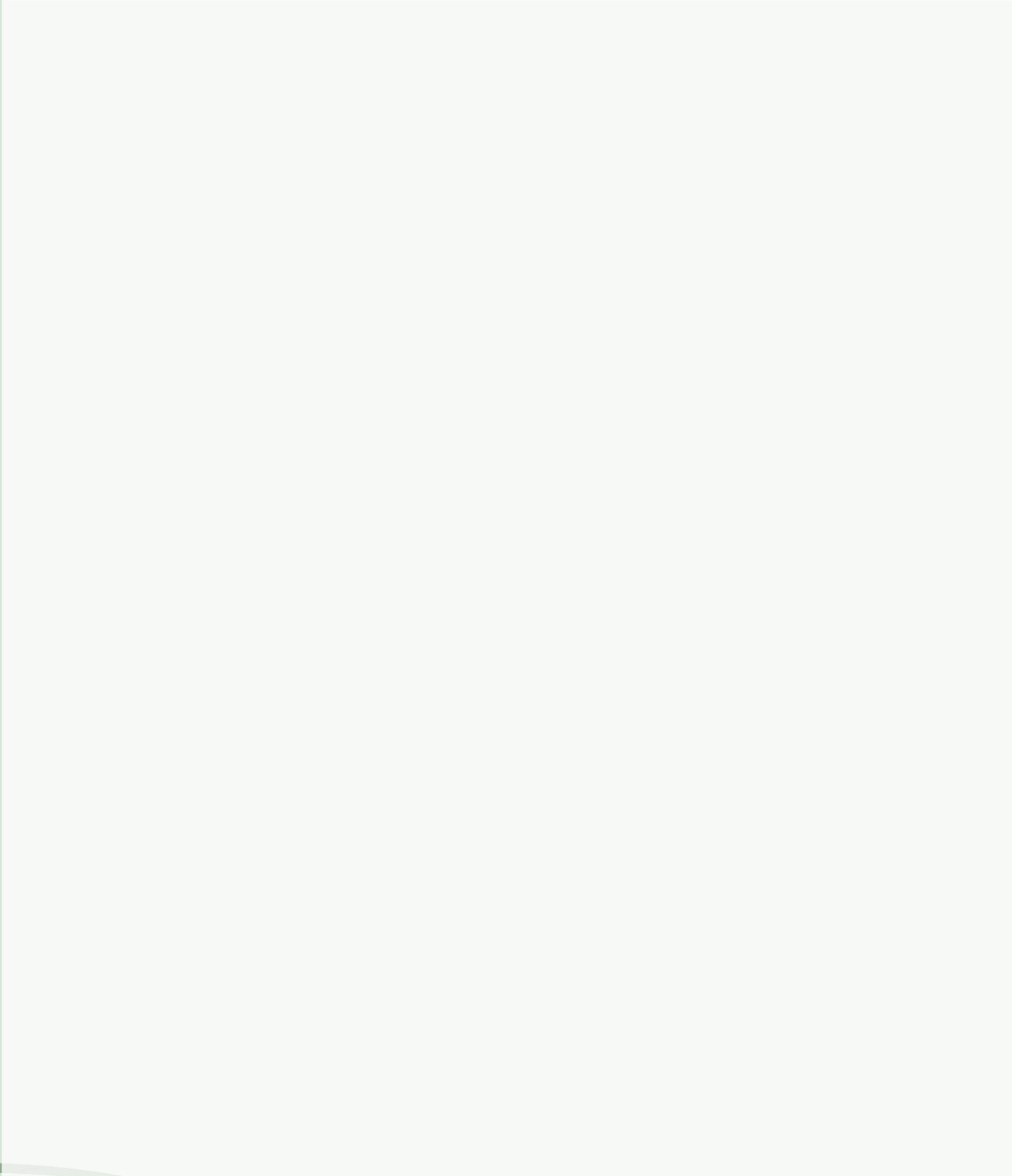
A tightrope is strung between two towers, for what would you be willing to cross?

If you could spend a day with any person who lived, who would it be?

If you had the power to change one thing in your school, what would it be?

Personal Mission Statement

Apply what you've learned about yourself in "Discovering Me" to draft a personal mission statement.



Circles of Control

Things I can't control:

Things I can control:



My SMART Goal

S - Specific

M - Measureable

A - Attainable

R - Relevant

T - Time Bound

