

THE SALVATION ARMY 2021

grow

TEEN MINISTRY RESOURCE



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


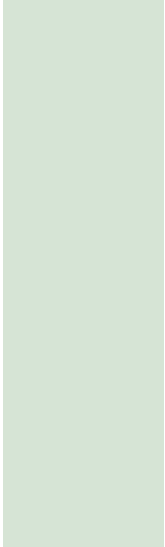


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GROW
TOGETHER
MODULE NINE



MODULE 9 OUTLINE

*Girls will learn: You exist in community.
Your relationships matter.*

KEY VERSE

“God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another.” – 1 Peter 4:10 NLT

MODULE COMPONENTS

01 CREATE ENERGY

Hands & Feet - Interact with your friends in positive ways by encouraging them and praying for them.

02 GET HANDS ON

- 2 Wanted: A Friend - Create a wanted ad for a friend.*
Red Light/Green Light - Are those around you truly your friend?
Circles of Friends - Learn about healthy friendship boundaries.

03 GOD'S WORD

Body Building - Learn about the importance of unity through diversity in the church.

04 APPLICATION

- 4 Spiritual Gifts - Take a spiritual gifts test and discover what your spiritual gifts are, and how you can use them to serve others.*

05 TALK ABOUT IT

Smartphones - Is your phone good or bad? Spend some time discussing the pros and cons and set out some healthy boundaries for smartphone use.

06 LIFE SKILLS

Conflict Resolution - Learn what triggers conflict in your life and identify your preferred style for managing conflict (along with a few tips to help you resolve conflict well.)

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*

If there's one thing the 2020 COVID-19 global pandemic taught, it's the importance of human connections. When hugs, high fives, and even visits with anyone outside of our immediate family became illegal, most felt a void that served as a stark reminder that God has created us as social creatures, and we long for human interactions.

God knew this when he created us. He wants us to have positive relationships with our family, friends, and those in our community. He also knew this when he designed the church. The best possible way to live out our faith is in community, with other believers. And while relationships, including church relationships are God ordained, they aren't always easy. Right from the earliest days of Christian communities, people disagreed with one another about things such as which foods were permissible to eat to who's talents and giftings were better. Some relationships can tear us down, while others build us up. And God longs for our relationships to be life-giving, rather than toxic.

If God's design is for us to live in community, then our relationships matter. In this module, you will help girls explore what makes a friendship healthy before transitioning their thoughts to unity within the church as they discover their spiritual gifts and celebrate each other's unique ability to serve others. You will also find that the "Talk About It" and "Life Skills" components of this module complement the focus on relationships, as girls explore healthy boundaries regarding smartphones and learn some helpful tools for conflict resolution.

If it is possible, it may be beneficial to take your Grow girls away for a one- or two-night retreat for this module. Think about whether this could happen at your closest Salvation Army Camp, at another camping facility, or possibly even in a local ministry setting. You could complete each of the components of this module over the course of your time together, along with some other fun, team-building activities of your choice. Be sure to obtain proper permission from parents/guardians before proceeding.

CAPTAIN LAURA VAN SCHAICK

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

Create Energy

HANDS

WHAT YOU NEED:

- One piece of tabloid (11x14) paper for each girl (legal size will work if necessary)
- Markers
- Pens or pencils
- Tape or sticky-tac



WHAT TO DO:

- Using the markers, have girls trace both of their hands onto a piece of paper. Have them write their name on the paper as well.
- Using the tape or sticky-tac, have girls post their papers approximately eye-level around the room.
- Distribute the pens or pencils. Allow 15 minutes for the girls to walk around the room, writing compliments and encouraging words about each girl on their hands. You may play music during this time to alleviate any potentially awkward silence.

FEET

WHAT YOU NEED:

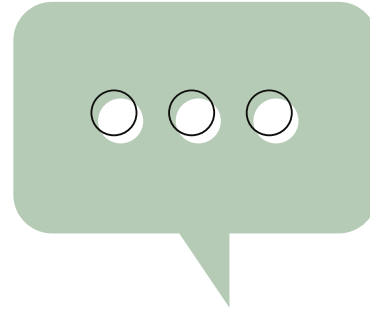
- One piece of tabloid (11x14) paper for each girl (legal size will work if necessary)
- Markers

WHAT TO DO:

- Distribute one piece of paper to each girl.
- Using the markers, have girls trace both of their feet onto the piece of paper (they can leave their shoes on.) Have them write their name on the paper as well.
- Invite girls to write any struggles or challenges they are experiencing on their footprints.
- Have girls place their papers on the floor around the room.
- Allow 15 minutes for the girls to walk around the room, praying for their friends. You may want to encourage them to step directly on top of their friends' traced footprints and envision what it would be like to be "in their shoes."

DISCUSS

After both the “hands” and “feet” activities have been completed, debrief the experience with your girls.



Ask questions such as:

- How did it feel to give compliments to your friends? Was it easy or difficult?
- How did it feel reading what others wrote about you?
- How did it feel to have to share your struggles or challenges with others?
- How did it feel to pray for your friends?
- How did it feel knowing your friends were praying for you?

NOTES:

Get Hands On

WANTED: A FRIEND

WHAT YOU NEED:

- One copy of Appendix 9-A “Wanted: A Friend” for each group
- Pens or pencils

WHAT TO DO:

- Divide girls into groups of two to three.
- 2. Distribute one copy of Appendix 9-A to each group. Explain to the girls that they are to pretend they are putting a “wanted” ad in a paper (or a “looking for” ad on an online marketplace) for a friend. Invite them to consider what characteristics they would specify?
- 3. Allow about 10 minutes for groups to write their wanted ad.
- 4. Have one member of each group share their ad with the rest of the girls.



RED LIGHT, GREEN LIGHT

WHAT YOU NEED:

- One copy of Appendix 9-B “Red light – Green light” printed single-sided
- A red, yellow, and green circle, cut out of colored paper
- Tape or sticky-tac

BEFORE YOU BEGIN:

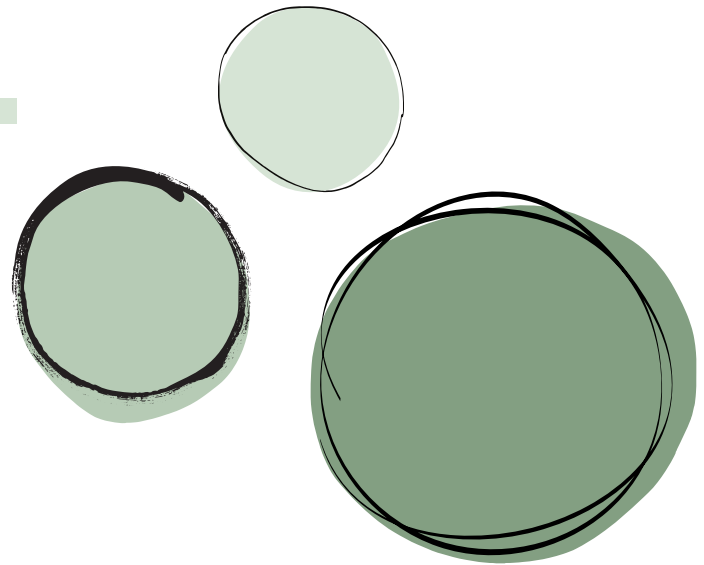
- Cut out Appendix 9-B
- Post the red, yellow, and green circles on the wall so they look like a traffic light

1 “Wanted- A Friend” and “Red Light-Green Light” activities adapted from “Lesson 7: There’s Nothing Better than a Good Friend” Peel Public Health, Healthy Sexuality Program. <https://www.peelregion.ca/health/commhlth/bodyimg/changes-in-me/lessons/pdf/LessonSeven.pdf>. Sourced May 2020.

WHAT TO DO:

- Explain to the girls that you have 15 scenarios written on cards. Each card represents an unhealthy friendship (red), a warning sign that a friendship may be unhealthy (yellow), or a healthy friendship (green). Your job will be to determine which one it is and then put it beside the corresponding traffic light.
- Go through each scenario one at a time, as a large group. There may be some discussion or differing opinions, especially between “red” and “yellow” scenarios, and that’s ok.

CIRCLES OF FRIENDS



WHAT YOU NEED:

- One copy of Appendix 9-C “Circles of Friends” for each girl
- Pens or pencils

WHAT TO DO:

- *Ask* – Can anyone define intimacy? What does it mean to be intimate with someone? (Close familiarity or friendship, to share personal emotions with someone, etc.)
- Explain that, while there are many people we associate with in life, we should not be as intimate with some as we are with others. Having healthy, solid relationships is an important part of life, but we shouldn’t be “best friends” with everyone.
- Distribute one copy of Appendix 9-C “Circles of Friends” to each girl. Explain how the diagram shows different levels of intimacy that you should have with various people. There may also be those outside of the circle, like those friends who demonstrate a lot of “red light” characteristics.
- Allow a few minutes for girls to fill names into their Circle of Friend. They may also be more comfortable completing this exercise at home.

God's Word

1 Corinthians 12:1-31

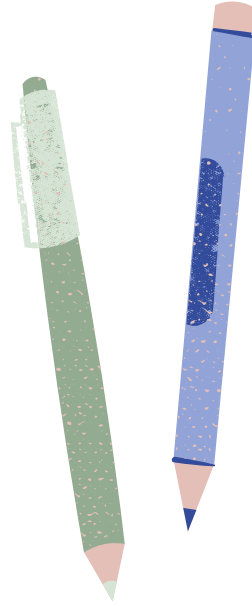
BODY BUILDING: MANY PARTS, ONE BODY

WHAT YOU NEED:

- A click-type ballpoint pen
- A sheet of paper

BEFORE YOU BEGIN:

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



WHAT TO DO:

- Show the girls the pen. Ask – What is this? (A pen) What is the most important part of this pen? (The ink)
- Ask for a volunteer to come up and write their name with the pen on a piece of paper. (They will be unable to do so because the spring is missing.)
- Say – You may think this pen is broken, but that's not entirely true. It is only missing a piece. Bring out the spring and put it back in the pen.
- Ask for another volunteer to come up and write their name with the pen on a piece of paper.
- We may have thought the ink was the most important part, but there are other parts, like the spring, that is just as important. It's the same with a faith community – a church! Not one person is more important than the others.

BODY BUILDING: I'M (NOT) BETTER THAN YOU ARE

Explain that you will be reading from an early Christian letter to the church in a Greek city called Corinth. In the first century AD, these Christians got into a fight over who was most important in the church based on their spiritual gifts.

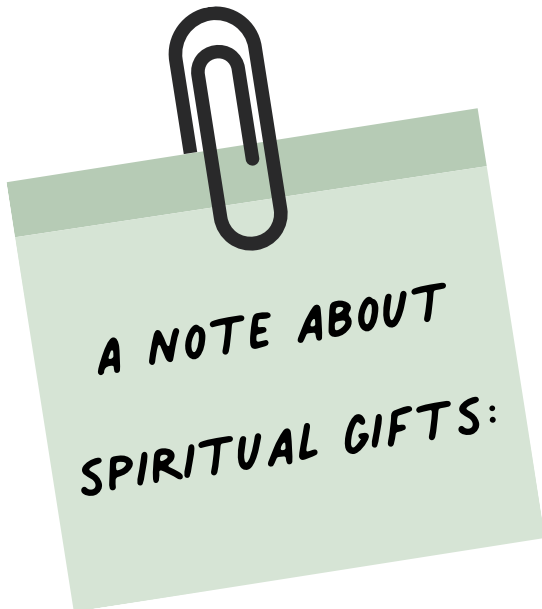
Ask – Do you know what a spiritual gift is? (A special ability given by the Holy Spirit to Christians for the purpose of being able to grow the church and serve others.)

Ask – Can you tell me some examples of spiritual gifts? (Hospitality, preaching, evangelizing, healing etc.)

Read 1 Corinthians 12:1-31 together.

Ask – What does this letter say about spiritual gifts? Is there one that is more important than the others? (All spiritual gifts are equal; not one spiritual gift is more important than the others; the church needs individuals with all spiritual gifts to be complete.)

Ask – Does this letter say anything about who might be the most important part of the church? (Yes, Jesus – the head – is the most important part of the church.)



Two commonly misunderstood gifts are prophesying and speaking in tongues. Prophecy is often the speaking of a word from God, rather than telling the future. Speaking in tongues can be a miraculous ability to speak in an Earthly language, rather than speaking in a spiritual language.

The Salvation Army's Handbook of Doctrine (2010) says the following about Spiritual Gifts: "The Salvation Army recognizes all spiritual gifts. However, in light of the susceptibility of some to abuse in public worship, the Army emphasizes those gifts that encourage the clear proclamation of the gospel and draw into the circle of worship everyone who is present."

Application

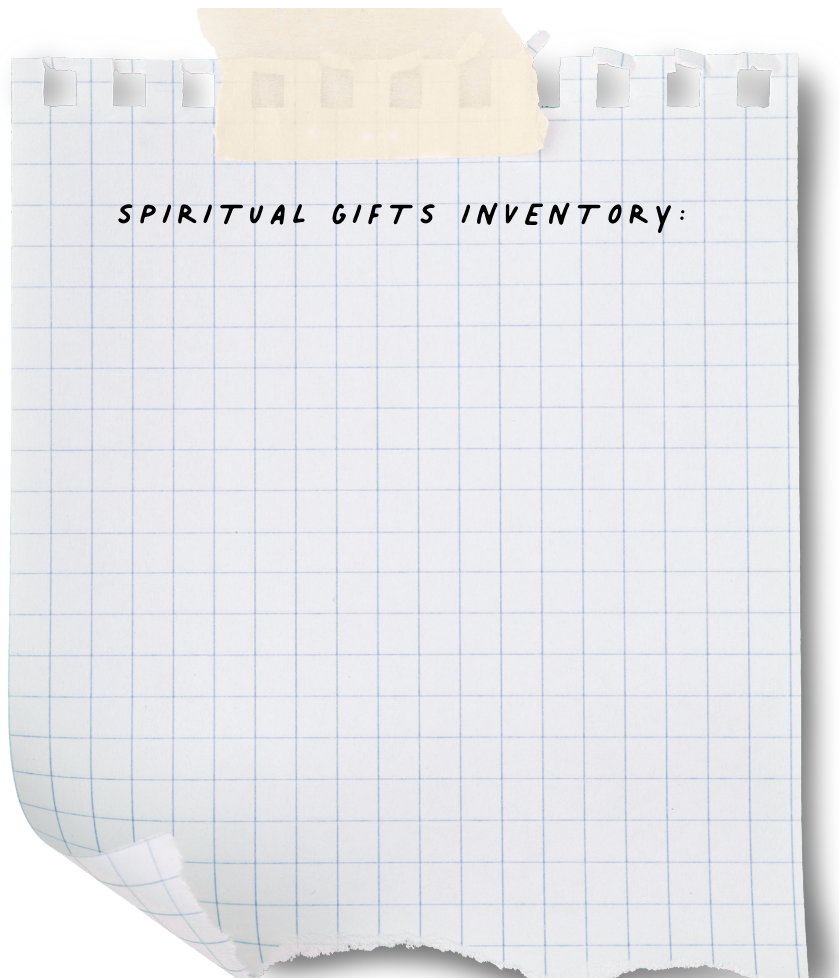
SPIRITUAL GIFTS INVENTORY

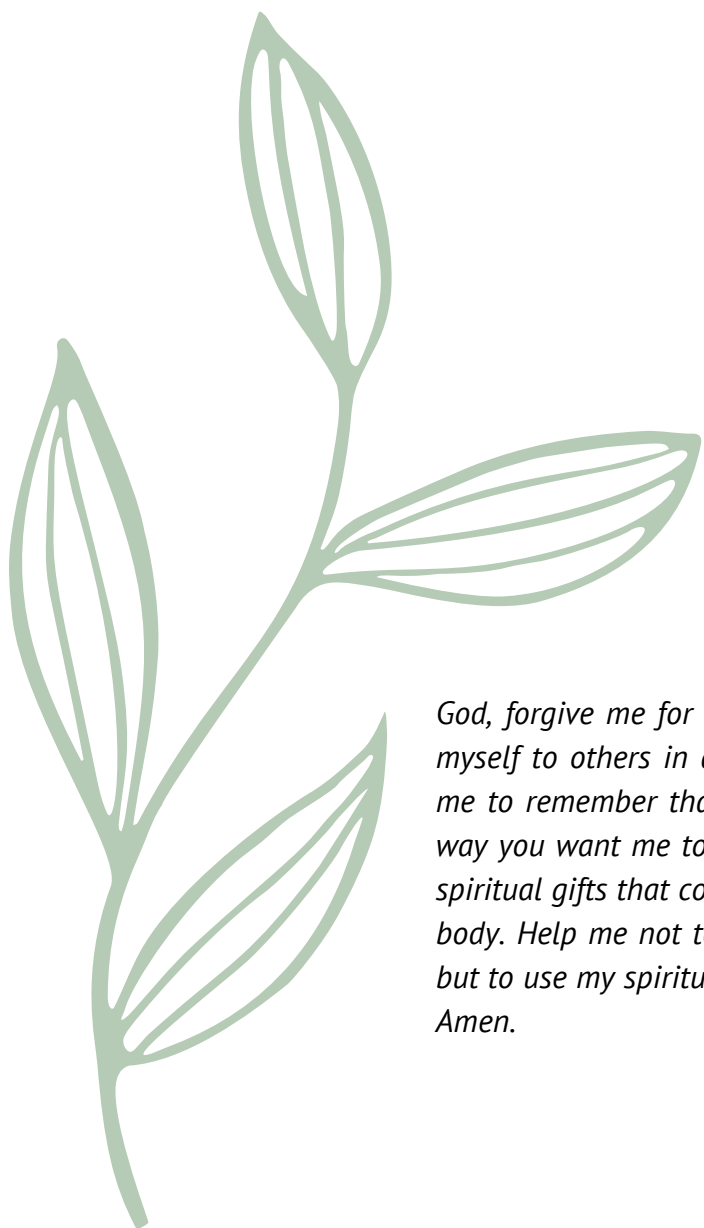
WHAT YOU NEED:

- One copy of “Spiritual Gifts Test” per girl, available at www.spiritualgiftstest.com/free-test-download, or a similar spiritual gifts inventory of your choice – many are readily available online
- Pens or pencils

WHAT TO DO:

- Distribute one copy of the spiritual gifts test to each girl, along with pens or pencils.
- Allow time for the girls to complete the Spiritual Gifts Test.
- Have girls share the results of their spiritual gifts inventory with the group and invite them to share how they feel they are using/could use their gifts.





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.

SMARTPHONES

Chances are, most of your girls have smartphones. If they don’t, they want one. As with so many things in life, smartphones can be both a positive tool and a negative weapon. Discussing whether having a smartphone is good or bad can help girls develop healthy habits when it comes to smartphone use.

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.

STEP ONE: WHAT IS THE ISSUE?

- What do we mean by “smartphone”? What is it?
 - A mobile phone that performs many functions of a computer, including internet access.
- What makes a smartphone different than a regular phone?
 - The ability to use Apps, internet access, camera, often comes with tracking devices such as GPS, etc.
- Let’s test how attached to the smart device you are. Record whether you would answer 1, 2, or 3 for the following questions, taken from The Confidence Code for Girls:

DO YOU CHECK YOUR PHONE/DEVICE...

1. Every hour (or even every few minutes?)
2. A few times a day?
3. When you need to know something specific, like the time for practice?

DO YOU MESSAGE YOUR FRIENDS...

1. Every hour (or even every few minutes?)
2. A few times a day?
3. When you have something specific to say?



DO YOU CARE IF YOU SEE YOUR FRIENDS IN PHOTOS ONLINE, DOING THINGS WITHOUT YOU?

1. Care? You might as well be dead when that happens.
2. It's like a punch in the gut. You're wild for an hour or so, but then you catch your breath and you move on.
3. Of course, but you turn off your phone and try to remember that it happens with everyone.

DO YOU FEEL BAD ABOUT YOURSELF IF YOU DON'T GET MANY LIKES?

1. You live for likes and followers, of course. The more the merrier!
2. You try not to check too much, but you secretly crave those likes.
3. It's fun when someone likes your post, but mostly you just want to make another one.

DO YOU STRESS ABOUT HOW YOU LOOK IN PHOTOS?

1. Of course. You're all about the perfect filter and lens and crop so you can look awesome.
2. You only post the best ones, even if that means sometimes you don't post it at all.
3. Stress? Nah. The goofier the better – that's how you roll.

DO YOU SAY THINGS ONLINE THAT YOU LATER REGRET?

1. Sure, but whatever. It's easy to get caught up in making fun of people – nobody takes it seriously.
2. Yes, but usually you're just following someone else's lead.
3. Not really. You're extra careful about what you say.

- Add up the points by giving yourself one point for each #1, 2 points for each #2 and three points for each #3. What did you get? If the total is between 6 and 14, you're probably addicted to your phone. It's ok...it can happen to all of us. But it will be important to build some new roads away from this obsession.
- Name three or more realities of carrying a smartphone
 - *Some examples may include:*
 - *It can help me connect with my parents, by allowing them to call or text me, to track my whereabouts, or so I can share photos with them.*
 - *It can be a tool to help me with homework.*
 - *It can be a distraction at school.*
 - *My friends expect me to always be available because of my phone – I never get any downtime.*
 - *It can be a temptation in the car and lead to distracted driving accidents.*

STEP TWO: DESCRIBE & ANALYZE

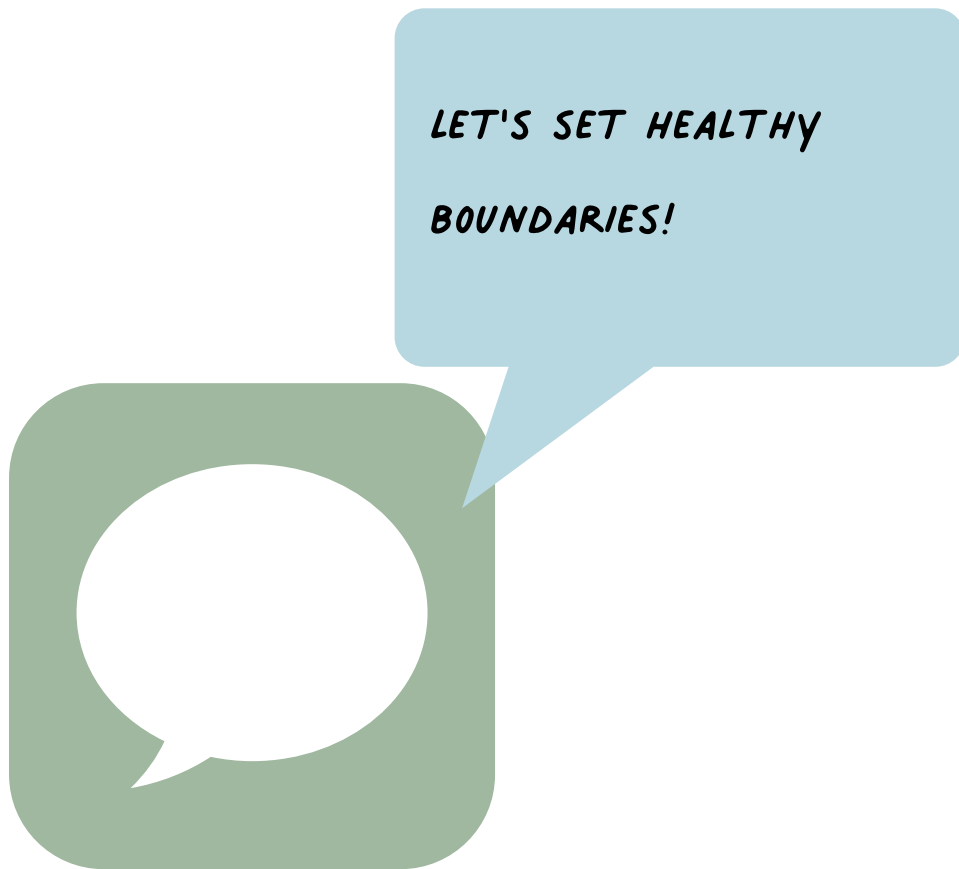
- Elaborate on the issues outlined. Invite girls to use personal anecdotes, knowledge of general behaviour, cause and/or consequences.

STEP THREE: REFLECT & EVALUATE

- Acknowledging that smartphone technology is not explicitly mentioned, what Bible stories, themes or principles, and/or Christian truths do you think bear on these issues?
 - *Some examples may include:*
 - Luke 12:22-23 *“Then Jesus said to his disciples: ‘Therefore I tell you, do not worry about your life, what you will eat; or about your body, what you will wear. For life is more than food, and the body more than clothes.’” We need to trust God and not our smartphones. Is your smartphone skewing the way you think about yourself, your friends, and your relationships with them, rather than trusting in your identity as God sees you?*
 - 1 John 5:21 *“Dear children, keep yourselves from idols.” Is your smartphone an idol? Is it more important to you than God? How can you set your priorities straight so that your smartphone is a tool and not an idol?*

STEP FOUR: DECIDE AND PLAN

- In light of this discussion, how should we be using and interacting with our smartphones? What healthy boundaries should we set when it comes to phone use? Decide on two things you could put into practice.
 - *Some examples may include:*
 - *Make a “smart phone” box for your family and have everyone put their phone in it during meals.*
 - *No smart phones after 9 pm.*
 - *Don’t take your smartphone with you into your bedroom.*
 - *Change your password(s) regularly.*



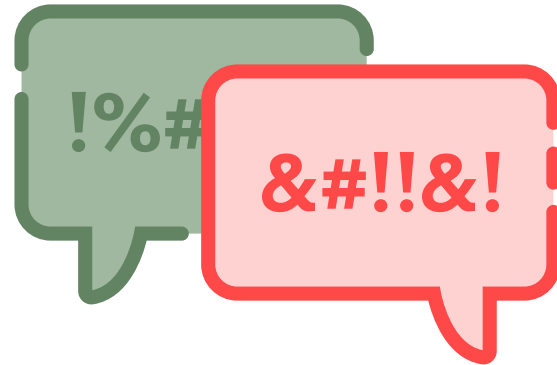
Life Skills

CONFLICT RESOLUTION

Conflict is a normal part of life. Understanding conflict and knowing how to resolve it in a positive way is important in personal and professional relationships.

Jim VanYperen, author of “Making Peace” states that, “all conflict is history – the story you are telling yourself that guides your assumptions and expectations. The story reveals your desires, and conflict results when your desire is threatened.”

In this Life Skills lesson, girls will explore what they desire/want/need the most, how a perceived lack of this triggers conflict, and how to resolve the conflict in a healthy way.



WHAT IS CONFLICT?

- Ask: What is conflict? Can we define it? (A serious disagreement or argument, an incompatibility between two or more opinions, principles, or interests, etc.)
- Ask: How do you know when you are in a conflict situation?
- Have girls close their eyes and think of a time when they were in a conflict (they do not need to share what the situation is/was.) Ask each of the following questions and allow them to either think of their answers quietly to themselves, or to share together as a group:
 - **BODY** - When you were in a conflict situation, how did your body feel? (Upset stomach, clammy hands, headache, etc.)
 - **MIND** - When you are in a conflict situation, what do you start thinking? (Defensive – why is the other person so stupid? Justification – I only did it because...etc.)
 - **BEHAVIOUR** - When you are in a conflict situation, what is the first thing you want to do? (Cry, run away, hit someone/thing etc.)
 - **STORY** – What story do you make up? (I’m not good enough, they didn’t hear me or understand me, etc.)

CONFLICT TRIGGERS

The heart of all conflict is desire. Often there are one or two specific needs or desires that, when not met, trigger conflict. These can be love, respect, acceptance, trust, or a number of other things. Knowing what your strongest desires/wants/needs are can help you understand how conflicts are caused.

WHAT YOU NEED:

- One copy of Appendix 9-D, “Conflict Triggers,” per girl
- Pens or pencils

WHAT TO DO:

- Explain that conflict is often connected to your strongest desires, needs, or wants. These are emotional supports that are most important to us, such as love, respect, or trust. When these are withheld or taken away from us (when we are not - or perceive that we are not - being shown love, or respect, or trust) an emotional response is triggered, and we enter into a conflict situation. We are going to take an assessment to help determine which emotional support you desire most strongly.
- Distribute one copy of the Hot Buttons test and a pen or pencil to each girl. Allow 10-15 minutes for girls to complete the assessment.
- Go over the results with the girls.



2 Oudeh, Gayle Wiebe, and Nabil Oudeh. *Conflict Is for the Birds!: Understanding Your Conflict Management Style*. Ottawa: CCR International, 2006.

CONFLICT IS FOR THE BIRDS

So, a basic need/want/desire has been threatened, and now you are in a conflict situation. How do you respond? Your conflict management style indicates how you respond in a conflict situation, and it can be helpful to know what your default style is. In this exercise, girls will learn about conflict management styles by relating each one to a type of bird and discovering what type of bird they usually act like.

WHAT YOU NEED:

- One copy of Appendix 9-E, “Conflict Is For The Birds” per girl
- Pens or pencils

WHAT TO DO:

- *Say* – Now that we know what your conflict triggers are, or what causes you to experience conflict, it can be helpful to know what your natural response to it is.
- Distribute one copy of Appendix 9-E, “Conflict Is For The Birds,” and a pen or pencil to each girl. Allow 10-15 minutes for girls to complete the assessment.
- Go over the results with the girls, spending time talking about each conflict management style and how they differ based on how they value their own personal goals vs how they value their relationships (use the chart for this.)

CONFLICT RESOLUTION

You're in a conflict situation. You feel that one of your base needs/wants/desires isn't being met. You're responding with your body, your mind and your emotions. Now what? What is the healthiest way to resolve the conflict?

WHAT YOU NEED:

- One copy of Appendix 9-F, “Conflict Resolution Toolkit” per girl
- Pens or pencils

WHAT TO DO:

- Explain that there are some helpful tools the girls can use to resolve conflict in a healthy way.
- Distribute Appendix 9-F, “Conflict Resolution Toolkit” to each girl.
- Go through the tools together, highlighting the following:

STEPS TO RESOLVE CONFLICT

STEP ONE

STOP

- Before you respond in any way, ask yourself – What am I feeling?
 - Go over the common feelings list. Girls can use this list as a check-in exercise.
- Ask yourself – What story am I telling myself?
 - Go over the twisted stories.

STEP TWO

LISTEN

- Talk to the person you are in conflict with, with the intent of listening, rather than speaking.
 - Go over the Redemptive Conversation outline.

STEP THREE

DISCERN

- Pray for wisdom.
- Ask – Did I do something wrong? Do I need to confess and ask for forgiveness? Or did the other person do something wrong? Do I need to offer forgiveness?