

# Grow



HELPING GIRLS GROW IN JESUS

*“Let your roots grow deep into Jesus.”*

Colossians 2:7

## Module 3: Grow Your Identity

Girls will learn

You are loved. Knowing who you are matters.

### Key Verse

“See how very much our Father loves us, for he calls us his children, and that is what we are!” –1 John 3:1 NLT

### Module Components

Create Energy	Get Hands-On	God's Word	Application	Talk About It	Life Skills
<i>Headbands</i>	<i>Who Am I?</i>	<i>Gideon's Story</i>	<i>Who God Says We Are</i>	<i>Social Media</i>	<i>Women's Health</i>
Use this fun game to begin thinking about defining characteristics.	A simple question that's sometimes difficult to answer.	What happens when the way you see yourself differs from the way God sees you?	The voices we listen to matter – and God's voice should always be turned up loudest.	What's all the hype about, and how should we, as Christians, respond to its use?	Learn about a specific women's health concern AND/OR Stay healthy by getting active!
	<i>Mixed Messages</i>				
	A simple question that's sometimes difficult to answer.				

### Suggested four-week schedule

Week 1: Create Energy, Get Hands-On

Week 2: God's Word, Application

Week 3: Talk About It

Week 4: Life Skills



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## Message to Leaders



In 2015, the editors of Dictionary.com chose “identity” as their word of the year, and for good reason. Our society is talking about a person’s identity more than any other time in history. “Many of [2015’s] biggest stories focused on the way in which individuals, or members of a group are perceived, understood, accepted or shut out,” the editors wrote in a press release announcing their decision. The word was used in relation to racial identity, gender identity, and sexual identity.

Chances are, with all this talk about identity, your girls are wrestling with their own sense of identity. While our identity is shaped at a young age, it is always evolving and can be impacted not only by their own sense of who they are, but also by external influences like family and friends who speak into their lives.

I was once asked to answer this seemingly simple question—Who am I?—in three minutes. I started with my name and quickly added my profession. Then things got interesting. There were two minutes and 50 seconds on the clock, and I was stuck. After several seconds of awkward silence, I continued: I am a daughter, a wife, a mother, a friend—I am defined by my relationships. I am a musician, a writer—hobbies and skills came next. The problem with identifying ourselves in these ways is that each of these things is conditional. What if I lose my job, or my spouse dies, or I’m no longer able to play the violin due to injury or illness? If we allow these things to define us, we run the risk of losing our identities, purpose and sense of worth. Sometimes we give in to one of three false selves – lies that Satan tempts us with:

- I am what I do (performance)
- I am what others think (popularity)
- I am what I have (possessions)

It’s important, therefore, that we each have a healthy sense of identity, so that we can stand up to this temptation and acknowledge our true identity. As Christians, we know that our identity is rooted in God – we are God’s creation and beloved children.

I think it’s more than a catchy melody that launched Lauren Daigle’s song “You Say” to the top of both Christian and secular music charts. The chorus reminds us that we are loved, strong, held and have a place to belong. We are hungry for the truth that we find our identity in Jesus. In this module, girls will be able to explore what the messages they are receiving from society say about who they are and will come face to face with who God says they are. ~Laura

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## Headbands



### What You Need

- Elastic headbands, one per girl
- Index cards, several per girl
- A timer (your phone will do)

### Before You Begin

Prepare a number of index cards, a few per girl, by writing the name of a celebrity or well-known fictional character on one side of each index card. These may include actors, superheroes, book characters, Bible figures etc.

### What To Do

1. Have everyone sit in a circle. Give everyone a headband to wear around their head, positioned in the middle of their forehead. Place the index cards face down in the middle of the playing area.
2. Everyone takes one index card and, without looking at the name on it, places the card in the centre of her headband with the name visible to others – it should stay in place without needing to hold it.
3. Choose someone to go first. Start the timer – one or two minutes is usually a good amount of time, depending on how difficult you want to make it.
4. The person who is “it” asks the other girls “yes” or “no” questions to help figure out what name is on their forehead. They ask each girl one question, starting with the girl on their left.
5. When they have asked each girl one question they may start again as long as the timer hasn’t run out.

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6. At any time, the girl who is “it” may ask, “Am I...?” and if the answer is no, she may continue asking questions.
7. If the girl guesses their card before the timer runs out, she may take another card and try to guess it before the timer runs out.
8. When girls guess their cards correctly before the timer runs out, they get to keep the card as a point.
9. After the timer runs out, the next girl gets to be “it.” The first player to have three cards/points wins (though you can play to a higher number if you would like.)

#### OPTION 1

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To play without a timer, limit the number of questions each player can ask other players. cannot guess the card within that number of questions, their turn ends.

#### OPTION 2

If you have it, you could play the board game Headbanz or download the app Heads Up, but try to keep the cards to people rather than objects, to get the girls thinking about defining personal characteristics.

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*Get Hands-On*

## Who am I?



### What To Do

1. Have girls find a partner. If you have an odd number of girls, you will participate with them.
2. 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.
3. 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.

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4. Switch roles. Now the other girl answers the question “Who Am I?” in one minute while their partner listens.
5. Ask – How did you find that exercise? Was it difficult to talk about only yourself for one full minute? Was it difficult to only listen for one full minute?
6. Tell the girls you will be doing this again. You will be answering the same question, but this time will have three minutes to talk about yourself. This time, the listener will be able to speak, but only to ask questions that will help them understand more about their partner. Do this twice, so each girl gets to be both the talker and the listener.
7. Ask – Did you ever run out of things to say about yourself? Did knowing that your partner could ask questions change what you said? If so, how? As the listener, was it helpful to be able to ask questions?

Say – A guy named Clay Scroggins says, “Your identity is the conception you have of yourself.” But it can sometimes be difficult to define, and when we do it is important to be able to answer this question truthfully.

## Mixed Messages



Identity isn't just a matter of how we perceive ourselves. It's also based on how we sense others perceive us. There are many voices seeking to define us: parents, friends, supervisors, coaches, teachers etc. The people that surround us distinctly shape who we are. The people we are in relationship with greatly affect how we see ourselves. Some speak truth into our lives and build us up. Others speak lies into our lives, judging and tearing us down. Learning which voices to listen to and which ones to tune out is important in order to have a healthy self-identity.

### What You Need

- Two audio devices – phones or iPods work well
- Two speakers
- One copy of the “Mixed Messages” activity found in Appendix 3-A for each girl
- Pens or pencils

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## Before You Begin

- Choose two speaking audio clips – passages from audio books or clips of a movie are good choices. Try to make these approximately the same length, and between one to three minutes in length. Load one of these onto each audio device.
- Print one copy of the “Mixed Messages” activity found in Appendix 3-A for each girl.

## What to Do

1. Link one audio device to one speaker, and the other audio device to another speaker. Place one speaker on the right side of the room, and the other on the left side of the room.
2. Explain to the girls that they will be listening to two things at the same time, and then will be asked to share what they remember.

3. Press play on both devices. Allow the audio clips to play through fully.

4. Ask – What do you remember from the audio clips? What was the conversation on the right side of the room about? What about on the left side?

Share – Scientifically speaking, we live in a world of noise, where many sounds compete for our attention. The secret to gathering useful information through your ears (or any of your senses) is to pay attention to meaningful signals and filter out the junk.

Ask – Did you find it confusing listening to two conversations at once?

Share – In a room full of chatter, our brain can only track one conversation well, so it’s important that we determine which conversation is most important.

5. Explain – In life we often have many different people speaking to us as well. While they are not speaking always at the same time we can internalize many people’s messages and then find that they get confused in our minds, especially when it comes to people saying things that define us.

We are going to spend some time identifying who may say things that define our identity, and then determine whether these messages might be confusing to us or not.



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Pass out one copy of the “Mixed Messages” activity to each girl, along with a pen or pencil. Have girls identify whose voice they hear on a regular basis. What are these people saying about them? Girls can write about one person in each speech bubble.

Some examples to get them thinking could include:

- Parents – Do they identify you as the responsible oldest child, or do they coddle you as the baby of the family? Do they say you are musical, smart, lazy, a screw-up?
- Teachers – Do they identify you as the class clown, a scholar, or a trouble-maker?
- Coaches – Do they identify you as a star player, a hard worker, a talented athlete, or a fourth-liner?
- Friends – Do they identify you as cool, or nerdy, or a jock, or a tag-along?

Give girls about 10 minutes to complete this activity. Allow them to find a private space in the room to think this over and to fill these in accurately. For some girls this will be a positive exercise. For others it may be painful. You may want to put some quiet music on in the background at this time.

6. Once girls have filled out their Mixed Messages page, have them look for any messages that match. They can put a checkmark beside these. Next have them look for any messages that DON'T match. They can put an X beside these. Have them consider if there are any messages they feel are untrue about themselves?

Ask – Who are the people around you right now, and how are they affecting you and the way you see yourself? Who is cheering for you? Who is a negative influence in your life?

Who are the loudest voices speaking into your life right now? Who should be the loudest voices for you right now?

Say – Pay attention to those voices and their volume. Many of them are shaping your identity and, in some cases, you may not even be aware of how it's affecting you.

Just like a sound-mixer for a band, we can choose which voices we listen to loudly and which ones we choose to not pay as much attention to. Do you like the drums loud? Crank the bass. Does your coach speak truth into your life? Listen to his or her words.

Your identity will be shaped largely by the voices you listen to. <sup>1</sup>

The logo for "Grow" is written in a stylized, cursive script. The word "Grow" is written in a dark blue or black ink, with the letters flowing together in a handwritten style.

1. Scroggins, Clay. How to Lead When You're Not in Charge: Leveraging Influence When You Lack Authority. Grand Rapids, MI: Zondervan, 2017.



## Gideon's Story



Judges 6:1-6, 12-16 & 7:2-8, 15-22

The way the girls described themselves in the “Who Am I?” activity may have differed from the ways girls identified that others described them in the “Mixed Messages” activity. Sometimes the way we see ourselves is different than the way others see ourselves.

In the story of Gideon we see that the way Gideon sees himself is different from the way God sees him. Help the girls to identify the way Gideon sees himself and the way God sees him. Then, allow Gideon's story to play out to see who is right!

As you read Gideon's story, pause at natural transitions in the story to pose questions to the girls to maintain attention and interest in the story.

If you have a group of girls that would be comfortable reading, you may want to have four girls read a portion of this story. You could print off the following four passages in full on various slips of paper, or you could have four girls look up the following passages in Bibles:

- Judges 6:1-6
- Judges 6:11-16
- Judges 7:2-8
- Judges 7:8-22

Read (or have a girl read) Judges 6:1-6

Say – Throughout the Bible to this point the Israelites, seems to go on a roller coaster ride with God. Sometimes they trust Him and do as He says, and then they don't. When they don't, God allows the natural consequences of their actions to occur, and they often aren't very pleasant!

Ask – How do you think the Israelites would answer the question “Who am I?” based on these two verses? (I am scared, I am oppressed etc.)

Say – By verse six, it appears that the Israelites have remembered that they are important to God. In fact, at this time in history Israel is known as God's chosen people. The recognition of this causes them to ask God for help. Let's see if God decides to help.

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Read (or have a girl read) Judges 6:11-16

Ask – What was God’s response to the Israelites asking for help? (He sends an angel to Gideon, he chooses Gideon to save Israel etc.)

Ask – How would Gideon answer the question “Who am I?” based on this passage? (I am scared –Gideon is threshing wheat in a winepress to hide from the Midianites, I am abandoned – see verse 13, I am weak – see verse 15.)

Ask – Who does God say Gideon is? What message is God sending to Gideon about who he thinks Gideon is? (God says Gideon is a mighty hero – see verse 12, God says Gideon is strong – see verse 14, God says Gideon is not alone – see verse 16.)

Say – Let’s read on to see whether Gideon or God is correct about his character. Someone who is scared, weak and abandoned would not be able to rescue the Israelites from the Midianites.

Read (or have a girl read) Judges 7:2-8

Ask – What is happening here? (Gideon gathers an army of 32,000 men, but God tells Gideon that he has too many soldiers. God reduced the number of soldiers from 32,000 to only 300, etc.)

Ask – Why do you think God did this? What is he trying to teach Gideon? (God wants Gideon to be brave and strong in himself, rather than relying on the bravery and strength of a large army; God wants Gideon to know that they can win the battle because God is with him, not because a large army is with him, etc.)

Say – Let’s see how this battle turns out with only 300 soldiers!

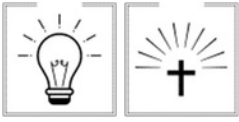
Read (or have a girl read) Judges 7:8-22

Ask – What happened? How does the story end? (Gideon and the Israelites won the battle, the Midianites ran away in fear, the battle was won by breaking jars, blowing trumpets and yelling, etc.)

Ask – Who correctly identified Gideon’s personality? Gideon, or God? (God) How does it make you feel that God knew Gideon better than he knew himself? (Answers may range from joyful to scared to skeptical. Embrace each of these, and do not tell the girls they are wrong regardless of how they feel. Your girls may be at differing stages in their faith journey, and this is ok.)

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## Who God Says We Are



### What You Need

- One copy of the bookmark found in Appendix 3-B per girl, printed on cardstock
- The song “You Say” by Lauren Daigle or “Who You Say I Am” by Hillsong Worship, and an audio device and speaker.

#### Option 1

A whiteboard or chart paper

Markers

#### Option 2

Paper or canvas

Various art supplies – paints, pastels etc. Feel free to use whatever you have available to you.

#### Option 3

One copy of the Psalm 139:14 and/or 1 John 3:1 colouring sheet found in Appendix 3-C.

Fine-tipped markers or pencil crayons.

### What To Do

Say – Remember when we talked about “Mixed Messages”? Whose voice did you identify as speaking into your life? (Parents, coaches etc.) There is one very important voice we did not discuss, and that is God’s voice.

Ask – How do we hear God’s voice ? (Prayer, worship music, Officer/Pastor, the Bible etc.)

Ask – Have you ever heard God’s voice? Have you thought about him talking about you?

Say – God created us, so he knows a lot about us – in fact, he knows everything about us! And in the Bible, he actually talks about us a lot. There are a lot of places in the Bible where God talks about who we are, and provides ways of identifying ourselves.

Pass out the bookmarks. Read through the bookmark together.

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Listen to the song “You Say” by Lauren Daigle or “Who You Say I Am” by Hillsong Worship.

Ask – Thinking about the Bible verses on the bookmark and the lyrics of the song, how does it make you feel knowing that this is how God identifies you?

Say – While God places positive people in our lives to help shape our identity, His presence in our lives should be most important and His voice should be the one we listen to the most.

Encourage girls to keep the bookmarks in their Bibles or journals to remind them.

#### OPTION 1

If you have a group of girls that is Biblically literate you could have them brainstorm Bible verses that include descriptors of humanity. The verses on the bookmark can be used as a good starting point, but there are many, many more places in the Bible where God says who we are.

#### OPTION 2

If you have time, ask girls to choose one of the “Who Am I” Bible verses from the bookmark. Invite them to represent this characteristic in an artistic way of their choosing. They can choose a visual art (painting a picture, for example), writing a poem or song lyric, or any other way they would like to express themselves.

#### OPTION 3

If you have time, but do not have an artistically creative group, you may wish to use some adult colouring sheets rather than allowing for free creative time. Provide girls with one colouring sheet each and colouring materials and enjoy some relaxing time of fellowship together

## Prayer



God, sometimes we don't think very highly of ourselves. Sometimes we believe the lies people tell us that we aren't pretty enough, or smart enough, or good enough. Forgive us for not seeing ourselves the way you see us – as wonderfully made, as worthy of love, and as your daughter. Help us to see the truth. Thank you for creating us, for choosing us, for forgiving us, and for always – always – loving us. Amen.

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## Women's Health



While it is important for everyone to stay healthy, there are some health issues that affect women proportionally more than men, including eating disorders and osteoporosis. Concerns such as reproductive health, breast cancer, PMS and others are specific to women and girls. Explore together specific ways that girls and women can be intentional about leading healthy lives.

### OPTION 1: CREATE A WOMEN'S HEALTH POSTER OR BROCHURE

#### What you need

- Internet access (for research)
- Paper, pencils, markers etc.
- Poster board (if making large posters)

#### What to do

Divide girls into groups of two to four

Invite girls to select one of the following topics to research:

- a. Medical screenings and tests: What procedures will women need from puberty through menopause? What is involved in each procedure? At what age should girls start having them? How often? What are the benefits of each test?
- b. Healthy eating: What nutrients are specifically beneficial to women and why? What foods are these found in? Suggest some recipes that would be especially healthy for women.
- c. Fads and beauty practices: Think about a feminine fad such as extreme dieting, piercings, wearing cosmetics, wearing high heels, carrying purses etc. Research what health problems girls and women can experience from these practices?

Give girls adequate time to research their topic and create their poster or brochure.

Have groups take turns presenting their brochures or posters to the rest of the girls.

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## OPTION 2: SPEAK WITH A HEALTH PROFESSIONAL

Invite a health professional, such as a public health nurse, from the community to visit your group to discuss women's health. You may want to have the girls prepare some questions in advance.

### Stay Healthy - Get Active



## OPTION 1: PRACTICE EXERCISING TOGETHER!

Choose from one of these suggestions or come up with your own way to get the girls' bodies moving!

- Go for a jog together
- Visit a basketball court or tennis court in your community
- Get outside for a soccer game
- Do a video exercise program together
- Try WholyFit (<https://www.wholyfit.org/>)

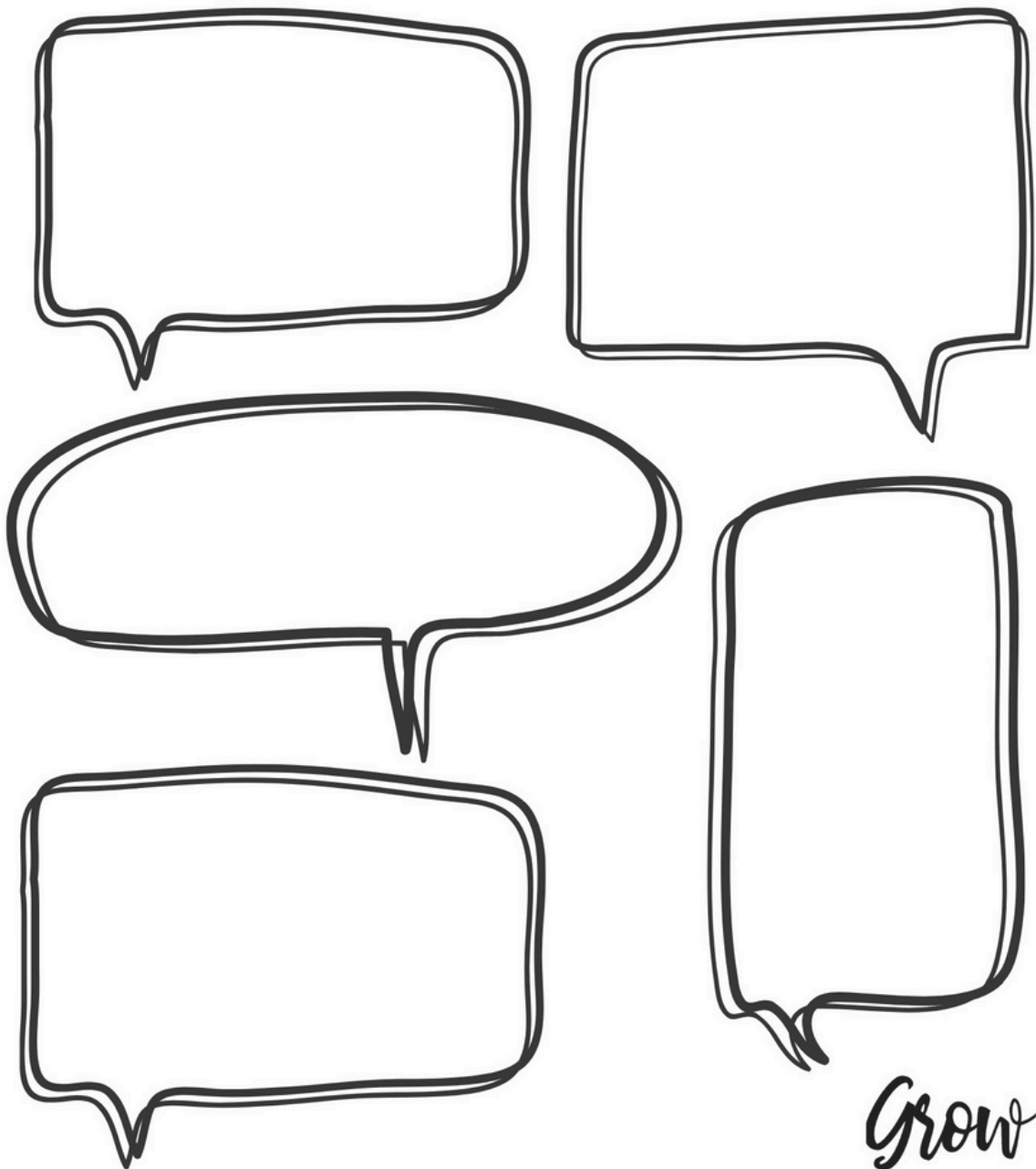
## OPTION 2: CONTACT A LOCAL GYM OR FITNESS CENTRE

Ask if one of the personal trainers would be willing to give the girls a tour and show them some exercises they can do to stay healthy.

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# MIXED MESSAGES

What do other people say about you?



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WHO AM I?	WHO AM I?	WHO AM I?
<p>As a child of God I am...</p> <p><b>WONDERFULLY MADE</b></p> <p>"For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well." Psalm 139:13-14 NIV</p> <p><b>LOVED</b></p> <p>"See what great love the Father has lavished on us, that we should be called children of God! And that is what we are!" 1 John 3:1 NIV</p> <p><b>CHOSEN</b></p> <p>"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness, and patience." Colossians 3:12 NIV</p> <p><b>FORGIVEN</b></p> <p>"I remind you, my dear children: Your sins are forgiven in Jesus' name!" 1 John 2:12-13 MSG</p> <p><b>CREATED FOR A PURPOSE</b></p> <p>"For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them." Ephesians 2:10 ESV</p> <p><b>A FRIEND OF GOD</b></p> <p>"I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you." John 15:15 NIV</p>	<p>As a child of God I am...</p> <p><b>WONDERFULLY MADE</b></p> <p>"For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well." Psalm 139:13-14 NIV</p> <p><b>LOVED</b></p> <p>"See what great love the Father has lavished on us, that we should be called children of God! And that is what we are!" 1 John 3:1 NIV</p> <p><b>CHOSEN</b></p> <p>"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness, and patience." Colossians 3:12 NIV</p> <p><b>FORGIVEN</b></p> <p>"I remind you, my dear children: Your sins are forgiven in Jesus' name!" 1 John 2:12-13 MSG</p> <p><b>CREATED FOR A PURPOSE</b></p> <p>"For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them." Ephesians 2:10 ESV</p> <p><b>A FRIEND OF GOD</b></p> <p>"I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you." John 15:15 NIV</p>	<p>As a child of God I am...</p> <p><b>WONDERFULLY MADE</b></p> <p>"For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well." Psalm 139:13-14 NIV</p> <p><b>LOVED</b></p> <p>"See what great love the Father has lavished on us, that we should be called children of God! And that is what we are!" 1 John 3:1 NIV</p> <p><b>CHOSEN</b></p> <p>"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness, and patience." Colossians 3:12 NIV</p> <p><b>FORGIVEN</b></p> <p>"I remind you, my dear children: Your sins are forgiven in Jesus' name!" 1 John 2:12-13 MSG</p> <p><b>CREATED FOR A PURPOSE</b></p> <p>"For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them." Ephesians 2:10 ESV</p> <p><b>A FRIEND OF GOD</b></p> <p>"I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you." John 15:15 NIV</p>

Appendix 3-C– Full-size copies can be downloaded at [www.salvationist.ca/women-s-ministries/grow/](http://www.salvationist.ca/women-s-ministries/grow/). We are thankful to Salvationist Michelle Stoney, Gitxsan Artist, for allowing us to use these illustrations.

