

Grow



HELPING GIRLS GROW IN JESUS

“Let your roots grow deep into Jesus.”

Colossians 2:7

Module 9: Grow Together



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

Create Energy	Get Hands-On	God’s Word	Application	Talk About It	Life Skills
<i>Hand and Feet</i>	<i>Wanted A Friend</i>	<i>Body Building</i>	<i>Spiritual Gifts</i>	<i>Smartphones</i>	<i>Conflict Resolution</i>
Interact with your friends in positive ways by encouraging them and praying for them.	Create a wanted ad for a friend	Learn about the importance of unity through diversity in the church.	Take a spiritual gifts test and discover what your spiritual gifts are, and how you can use them to serve others.	Is your phone good or bad? Spend some time discussing the pros and cons and set out some healthy boundaries for smartphone use.	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.)
	<i>Red Light-Green Light</i>				
	Are those around you truly your friend?				
	<i>Circles Of Friends</i>				
	Learn about healthy friendship boundaries.				

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

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. ~Laura

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Hands



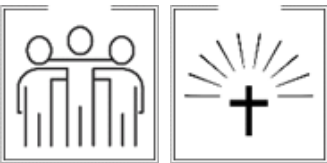
What You Need

- 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

1. 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.
2. Using the tape or sticky-tac, have girls post their papers approximately eye-level around the room.
3. 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

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What To Do

1. Distribute one piece of paper to each girl.
2. 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.
3. Invite girls to write any struggles or challenges they are experiencing on their footprints.
4. Have girls place their papers on the floor around the room.
5. 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 praying for your friends?

How did it feel knowing your friends were praying for you?

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Wanted: A Friend



What You Need

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

What To Do

1. 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 coloured paper
- Tape or sticky-tac

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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

What To Do

1. 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.
2. Go through each scenario one at a time, as a large group. There may be some discussion or differing of opinions, especially between “red” and “yellow” scenarios, and that’s ok. Allow girls to work together on this task for as long as required.

Circles Of Friends



What You Need

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

What To Do

1. 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.)
2. 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.
3. 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.
4. 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.



Body Building



1 Corinthians 12:1-31

MANY PARTS, ONE BODY

What You Need

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

Before You Begin

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

What To Do

1. Show the girls the pen. Ask – What is this? (A pen) What is the most important part of this pen? (The ink)
2. 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.) rather it is who or what we have faith in.
3. 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.
4. Ask for another volunteer to come up and write their name with the pen on a piece of paper.
5. We may have thought the ink was the most important part, but there are other parts, like the spring, that are just as important. It's the same with a faith community – a church! Not one person is more important than the others.

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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.)

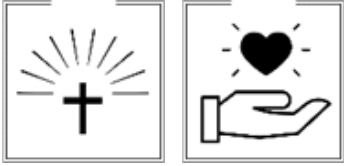
A NOTE ABOUT SPIRITUAL GIFTS

Two commonly misunderstood gifts are prophesy 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 recognises all spiritual gifts. However, in light of the susceptibility of some to abuse in public worship, the Army emphasises those gifts that encourage the clear proclamation of the gospel and draw into the circle of worship everyone who is present."



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Spiritual Gifts Inventory



What You Need

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

What To Do

1. Distribute one copy of the spiritual gifts test to each girl, along with pens or pencils.
2. Allow time for the girls to complete the Spiritual Gifts Test.
3. 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.

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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.)

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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

1. 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.
2. 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.
3. Go over the results with the girls.

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.

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What To Do

1. 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.
2. 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.
3. 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

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



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Step 1 – STOP	<p>Before you respond in any way, ask yourself – What am I feeling? Go over common feelings list. Girls can use this list as a check-in exercise.</p> <p>Ask yourself – What story am I telling myself? Go over the wisted stories.</p>
Step 2 – LISTEN	<p>Talk to the person you are in conflict with, with the intent of listening, rather than speaking. Go over the Redemptive Conversation outline.</p>
Step 3 – DISCERN	<p>Pray for wisdom.</p> <p>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?</p>



In the space provided below, write a want ad for your new friend.

A large, empty rectangular box with a thin grey border, intended for writing a want ad for a new friend.

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You are afraid of your friend's
temper.

Your friend criticizes you or people
you care about.

Your friend threatens to hurt you.

Your friend bullies and makes fun of
you or other kids at school.

Your friend pressures you to do
things you do not want to do.

You are nervous that if you tell your friends something personal, s/he will tell other people at school.

Your friend sometimes makes fun of you.

You rarely get to plan what the two of you will do together.

Your friend tells you not to hang out with certain people.

You say that you agree with your friend, even when you really don't. You are afraid they won't be your friend if you disagree.

You usually feel happy when you are
with this person.

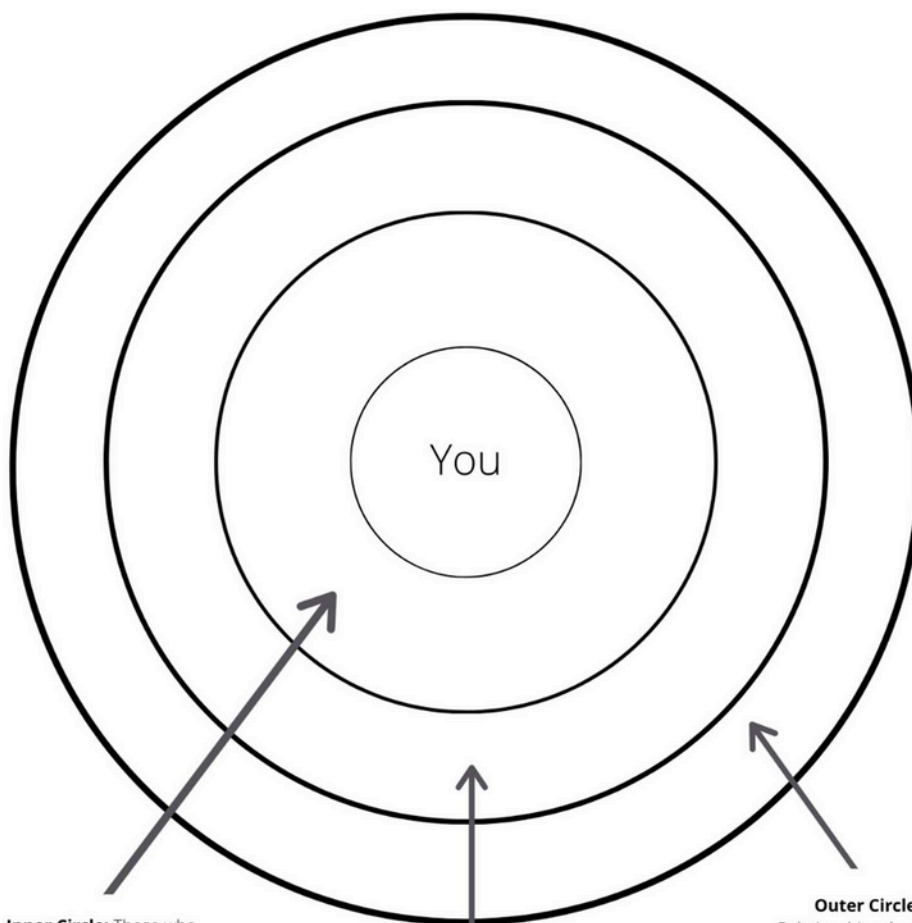
Your friend respects your feelings
and your opinions.

Your friend talks to you about
his/her feelings.

You enjoy being with this person, but
you also enjoy spending time with
other friends.

Your friend is happy when good
things happen to you.

CIRCLES OF *Friends*



Inner Circle: Those who you are closest to and who you can trust. Reserved for very few people; family and close friends.

Middle Circle: People you enjoy talking to and spending time with. You share interests, experiences, joys and frustrations.

Outer Circle: Relationships that are a part of your life, but don't involve a deep connection. You share laughs, but not innermost feelings..



CONFLICT TRIGGERS

Read each statement and decide whether the statement describes you. Count the number of “yes” responses for each category.

I get into conflicts mostly when someone...

	YES	NO
Does not give me the respect I feel I deserve		
Does not acknowledge when I have done a		
good job Does not appreciate me or my skills		
Does not realize I am growing up		
Does not treat me fairly		
Does not include me in activities		
R TOTAL =		

	YES	NO
Makes fun of me Criticizes		
me unkindly Misquotes or		
changes what I say Judges		
me unfairly Talks behind my		
back Says negative things to		
me		
L TOTAL =		

	YES	NO
Tells me what to do Acts bossy		
towards me Makes rules I do		
not agree with Tries to make		
me change my mind Takes		
control away from me Holds		
me back		
T TOTAL =		

Gets what I want Takes my things		
without my permission Doesn't let		
me get what I need Tries to cheat		
me Leaves me without what I need		
Receives more than I do		

Creates unrealistic expectations		
for me Treats me rudely/bullies		
me Threatens me and others		
Laughs at me Ignores me		
Manipulates me with words		

Conflict Triggers Scoring

L – Love and Belonging Total= _____

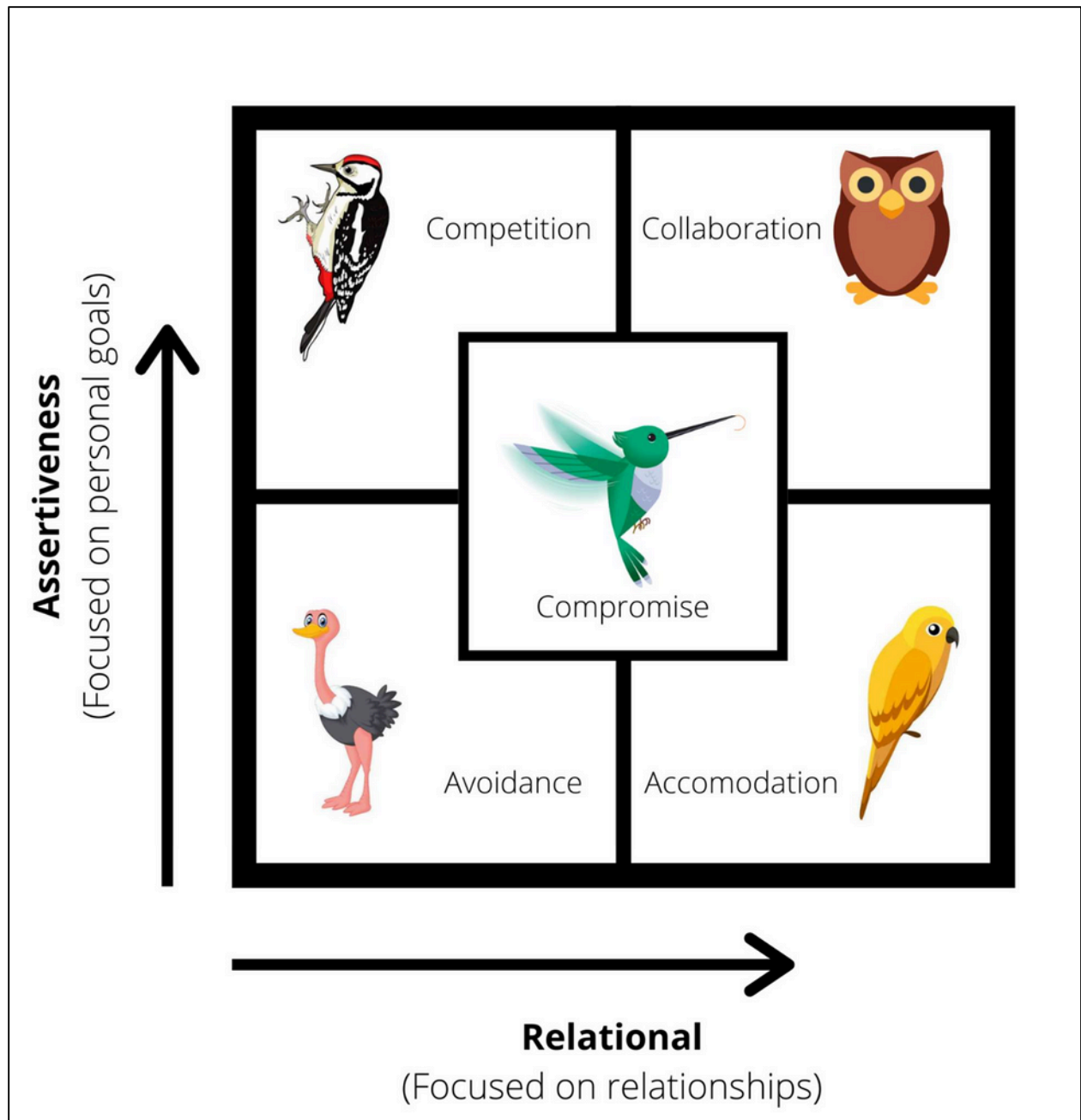
R – Respect and Esteem Total= _____

T – Trust and Control Total= _____

S – Safety and Freedom Total= _____

H –Control and Acceptance Total= _____

Scores of 11-12 indicate these are probably “hot button” triggers for you. When these needs are not met, the result is often conflict. Scores of 8-10 indicate these may be “hot button” triggers for you. When these needs are not being met, the result is often conflict. Scores of 6-7 indicate these are probably not “hot button” triggers for you and do not lead to conflict between you and others very often.



CONFLICT RESOLUTION TOOLKIT



ASK: WHAT AM I

FEELING?

Right now, I am feeling...

Anger	Envy
Anxious	Excited
Belonging	Fear/scare
Blame	d
Disappointm	Frustrated
ent Disgust	Gratitude
Embarrassm	Grief Guilt
ent Empathy	Happy

WHAT STORY AM I TELLING MYSELF?

Sometwisted stories are...

All or Nothing: You see things in black and white categories (small failure = total failure)

Overgeneralization: You see single events as never-ending patterns of “always/forever.”

Negative focus: You reject positive experiences, insisting they “don’t count.” Jumping to

conclusions: You become a mind-reader or fortune-teller, jumping to conclusions without

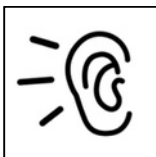
facts to support them. Magnification: You exaggerate the problem and the shortcomings of

the other person. “Should” statements: You tell yourself or others that things should be the

way you hoped or expected when there are no grounds for it. Labeling: Attaching negative

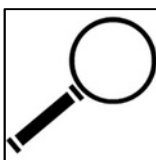
labels to yourself or others, like “I’m a loser.” Blame game: You hold yourself or others

personally responsible for things outside of your or their control.



LISTEN: REDEMPTIVE CONVERSATION GUIDE

Assume you do not know the truth completely. Ask open questions to help you understand. Listen to learn, not interrupting, attacking or ignoring.



DISCERN: PRAY FOR WISDOM

Did I do something wrong? Do I need to confess and ask for forgiveness? Did the other person do something wrong? Do I need to forgive?