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HELPING GIRLS GROW IN JESUS

"Let your roots grow deep into Jesus."

Colossians 2:7

Module 13: Grow Your Voice



Girls Will learn

You can feel big feelings. Your emotions matter.

Key Verse

The Lord is close to the brokenhearted; he rescues those whose spirits are crushed. –
Psalm 34:18

Module Components

Create Energy	Get Hands-On	God's Word	Application	Talk About It	Life Skills
<i>Emotions Alphabet Relay</i>	<i>Emoji Stories</i>	<i>The Emotions of God</i>	<i>Emotional Regulation</i>	<i>Artificial Intelligence</i>	<i>Money Management</i>
Can you name one emotion for every letter of the alphabet	Can you identify the emotions of characters in a book or TV show?	Use a Feelings Wheel to identify emotions Jesus felt during his time on Earth.	Tips and tricks for how to keep calm during big feelings.	Hey Siri! AI is everywhere these days. How should we respond?	How much should we spend, save and give?
<i>Emotions Pictionary</i>	<i>Feelings Wheel</i>		<i>Glitter Jar</i>		
Try your hand at drawing some emojis!	What is it, and how do you use it?		A fun craft project to help girls process their feelings.		

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



How are you feeling today?
No, really? How are you feeling?

This simple question was asked of my son at the end of every day of online kindergarten during the days of COVID lockdowns. Most days I listened to my sweet, resilient boy share that he was, “happy because I got to play with my sister at lunchtime,” or “happy because I liked the book we read today.”

But one day, I knew he’d been struggling. He shared with me during a recess break that he really didn’t like online school, that he missed playing with his friends, and that he just wished the “stupid virus” never came. I sympathized with him, and I agreed that online school wasn’t much fun, and that it was ok to miss his friends. A few minutes later the tears stopped, and I asked him how he was feeling. “Still sad,” he responded, and I assured him that was ok. Sometimes I feel sad too.

So it surprised me that, not more than a half hour later and logged back into school, when prompted to share about his feelings with his teacher, he plastered a fake smile on his face and declared to his class, “I feel happy because I like online school.”

Wait, what?

His feelings hadn’t changed, but he acknowledge that his teacher didn’t like when her students were unhappy. Regardless, I encouraged him to tell the truth about his feelings next time. What was the point of a feelings check-in if you couldn’t be honest? Wasn’t that the point?

So the next day, my son did just that. Bravely, he shared with his class that he, in fact, didn’t like online school and that not being in class with his friends made him feel sad. My mommy-heart cheered him on. “Yes! Way to go!” His teacher’s response, however, broke my heart. She quipped back, “Oh no, you mustn’t feel sad. You need to be happy to be at online school.”

Which, really, is quite sad.

I fear my son’s experience is not unique. We live in a culture of toxic positivity. And while society likes to label some emotions as “good” and other emotions as “bad,” all emotions are God-given and good for us.

In this module, girls will learn to identify their own emotions, recognize that even Jesus felt a full spectrum of emotions too, and in doing so increase their emotional intelligence and acceptance of their own and other’s feelings. Here’s to all the vibes – joy, frustration, sadness – the whole lot! Because, with God, all vibes are welcome.¹

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Emotions Alphabet Relay



Get girls thinking of the many emotions by having them play a simple relay race. How many feelings can you name – one for each letter of the alphabet, we hope!

What You Need

- Two pieces of flip-chart paper, or two sections of white board or chalk board
- Markers or chalk

What To Do

1. Divide the girls into 2 groups and have them line up at a “starting line” some distance in front of their flip-chart paper.
2. The first girl in each line begins with a marker. On “go”, the first girl in each line will run to the flip-chart paper and write one emotion that corresponds with one of the letters of the alphabet (example: H – happy)
3. The girl will then run back to their team and pass the marker to the next girl in line before going to the back of the line. The next girl then runs to the flip-chart paper and writes another emotion corresponding with another letter (example: S – sad) before running back to their group and passing the marker to the next girl in line.
4. Teams continue in relay fashion until there is an emotion listed beside each letter of the alphabet.

**Note: for more difficult letters, you can decide if you want to skip them during set-up, or if you will accept modifications such as “e-X-cited.”*

**Note: you may need to modify this activity if you have girls with disabilities. If “running” across the room doesn’t work, you can simply have the team work together to complete their emotions alphabet as fast as possible without the relay component.*

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After the activity, share: Author and researcher Brene Brown surveyed 7000 people over 5 years, and found that on average people can only identify three emotions as they are actually feeling them: happiness, sadness and anger – so we did very well here.

However, there are so many other emotions out there! Brene Brown suggests in her book “Atlas of the Heart” that there are actually 87 different emotions. 87!!

Emotions Pictionary



You might think it is difficult to draw emotions, but emojis capture a full range of emotions on simple yellow faces. Here, girls will get a chance to try their hand at drawing feelings in a classic game of Pictionary.

What You Need

- Flip-chart paper or a white board or chalk board
- Markers or chalk
- A timer (an hourglass from a board game, or just a timer on a phone)
- One copy of appendix 13-A

Before You Start

- Print a copy of appendix 13-A and cut out the emotions cards

What To Do

1. Divide the girls into two teams.
2. Have each team choose someone to draw first.
3. Choose a team to go first. This team's first drawer selects a card that features an emotion. On “Go”, the leader starts the timer and the drawer attempts to create a visual representation of the emotion listed on their card. The rest of the players on their team must guess what the picture depicts before time runs out. (1-2 minutes is usually enough.)

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The round ends when the time is up or when someone on the guessing team correctly guesses the emotion, which awards the guessing team one point. (No correct guesses in the allotted team awards no points.)

4. Now it's the other team's turn. Repeat step 3.

5. Continue switching back and forth between teams for a pre-determined number of rounds, allowing different girls to draw. At the end of the game, the team with the most points wins.

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Emoji Stories



Sometimes it's easier to identify emotions in others than it is ourselves. Here, girls will continue familiarizing themselves with emotions by identifying them in characters in a book or TV show.

What You Need

- One Copy of Appendix 13-B for each girl (if possible, print on card stock)
- 6 popsicle sticks for each girl
- Scissors
- Tape
- A book or TV show episode that demonstrates a wide range of emotions

What To Do

1. Make your emoji puppets.
2. Pass the supplies to each girl.
3. Invite them to cut out the emojis and then tape each one to the end of a popsicle stick.
4. How did you know which emotion to put up at a specific moment? What indications were there that the character was feeling a specific emotion? (i.e. they were laughing so they seemed happy, they were crying so they seemed sad etc.) Did you ever feel like you needed to put two masks up at a time? Is it possible to feel more than one feeling at a time? (Hopefully, yes!) Why?

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Feelings Wheel



A Feelings Wheel is a tool that can help girls recognize different emotions in themselves. In this activity, you'll introduce girls to a Feelings Wheel and teach them how to use it.²

What You Need

- 1 copy of Appendix 13-C for each girl (ideally printed in colour on cardstock)

What To Do

1. Distribute a copy of the Feelings Wheel to each girl.
2. Explain to the girls that a Feelings Wheel helps us to be more specific about the emotions we feel. The more specific we can be in identifying our emotions, the more we can understand them. The innermost circle has what we call “core” or “basic” emotions: emotions that are more easily identified or expressed, like sadness, anger, and disgust. The outer two circles include “secondary” emotions that get more complex as they reach the outer edge.
3. Teach the girls how to use the Feelings Wheel:
 - a. Start in the center of the circle and choose the core emotion you think you are feeling.
 - b. Move outward from that emotion to the middle ring of the circle where it breaks the emotion down further. Which word best describes how you are feeling?
 - c. Finally, identify the feeling in the outer ring that best identifies how you are feeling.
4. Ask, why would it be helpful to be more specific about the emotions we are feeling?

When we can name our feelings specifically, we are better able to respond and take care of those emotions accurately. For example, we could simply say that we are sad, but if we can identify the complex emotion that goes along with that, like ashamed, grief, or left out, we can better address the emotion ourselves, or ask for help from others.

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Identify the complex emotion that goes along with that, like ashamed, grief, or left out, we can better address the emotion ourselves, or ask for help from others.

Remember, there are no wrong emotions. All emotions are useful for helping us to understand ourselves and each other.

5. You may wish to take some time here to talk more about feelings by asking girls some of the following questions:

- Are there “good” or “bad” emotions? No, all feelings are useful information.
- Which of these feelings are more easily managed? Each participant might have their own perspective.
- Which feelings do you find overwhelming? A great way for participants to learn about each other.
- Do you feel judged for showing any of these feelings, and why?
 - Is this impacted by gender norms and expectations? It may be expected for girls to show sadness/cry, but not boys. It may be harder for girls to show anger, etc.
 - What about your culture? Are some feelings more accepted than others in your culture?
- Are there places that seem easier to show your feelings? Online or text is easier (hello emojis!) but they also might be misunderstood more; I can show my feelings easier with my friends, or in a journal etc.

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Attitude of Gratitude



Jesus felt a full spectrum of emotions during his time on earth. Using the Feelings Wheel, girls will identify the emotions Jesus felt in various Bible passages.

What You Need

- 1 copy of Appendix 13-D per girl or group of girls
- A Bible or Bible app for each girl
- Pens or pencils
- Feelings Wheels (Appendix 13-C)

What To Do

1. Divide the girls into groups of 2-3 and distribute a copy of Appendix 13-D and bibles to each girl or group.
2. Explain that, using the Feelings Wheel, we are going to identify how Jesus might have felt in various scripture passages.
3. Allow 20-30 minutes for girls to complete the worksheet.

Suggested answers (though others may be accepted as long as the girls can explain why they think Jesus felt the way he did – this is mostly speculation, after all.)

Matthew 17:14-20 – judgmental, appalled

Mark 6:30-31 – tired, weak, peaceful, content

Luke 10:17-24 – joy, thrilled, thankful, proud

Luke 22:39-46 – nervous, uneasy, afraid

Luke 22:54-62 – let down, sad

John 2:13-17 – offended, insulted, furious, disrespected

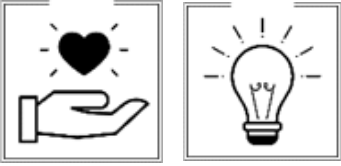
John 11:17-37 – grief, sorrow

John 19:25-27 – trustful, hopeful, loving

4. Discuss that because Jesus has experienced human feelings, we can turn to him no matter how we are feeling, and he will understand us and love

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Emotional Regulation



While all feelings are good and helpful, sometimes we need to be able to control our emotions because of the situation we are in, or so we can communicate them clearly and respond appropriately. For example, it's likely not ideal to cry in a job interview, and we can't productively talk through a problem with our friend if we are yelling in an angry outburst.

When emotions feel out of control, this is called emotional dysregulation. Managing, or controlling, emotions is called emotional regulation.

There are many ways to regulate our emotions. Here, we will share just a few with the girls.

Breathe Deeply

When we feel big emotions, our breathing often speeds up. Intentionally slowing down our breathing can help regulate those big emotions so we can respond appropriately. Model the following breathing exercises with the girls, then encourage them to try themselves.

Five Finger Breathing

Slowly trace one finger up and over the fingers of the other hand. As you move your finger up, breathe in. As you move your finger down, breathe out. Go from thumb to pinkie and back again.

Box Breathing

- Slowly breathe in for a count of 4.
- Hold your breath for a count of 4.
- Slowly breathe out for a count of 4.
- Repeat several times.

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Hot Chocolate Breathing

- Imagine holding a cup of hot chocolate.
- Pretend taking a long breathe in through your nose to smell the chocolate. Then, pretend blowing out your mouth slowly over the cup to cool it down. Repeat several times.
- (You could make practicing this even more fun by making cups of hot chocolate for the girls – just make sure it's not hot enough to burn them.)

Move Your Body

When we feel emotions like fear and anger, our bodies go into what we call “Fight or Flight” response. This has developed from centuries of living with real threats, like wild animals, that we would have to literally fight or run away from.

Today, things that threaten us aren't as physically dangerous, but our bodies want to respond the same way we have throughout history. We can trick our minds into feeling safe by moving our bodies.

Flex and Release

- Pull your hands into a very tight fist. Hold for a few seconds, and then release.
- Curl your toes tightly under the balls of your feet. Hold for a few seconds, and then release.
- Scrunch up your face muscles into a silly scowl. Hold for a few seconds, and then release.
- Repeat with various muscles in your body, flexing and then releasing.

Go For A Walk

This is exactly what it sounds like. If you can't actually go for a walk, march on the spot, or do some squats.

Self-Soothe

Reminding yourself that you are safe, even in the midst of your big feelings, can go a long way to regulating your emotions.

5-4-3-2-1

Use your five senses to ground yourself in your surroundings. Identify 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste.

Positive Self-Talk

Create a list of 10 true things about yourself that are good.

Prayer

Psychologists have proved that prayer can help reduce feelings of anger, isolation, anxiety, fear and others. So, when you are feeling big feelings, turn to God and talk to him about them. Thank God for the good things in your life, and ask him to help you with whatever situation is causing you to feel this way.

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Glitter Jars



As a fun hands on activity to close this portion of the lesson, you may want to make glitter jars.

What You Need

- A small, water-tight jar or water bottle for each girl
- Clear glue
- Glitter
- Food colouring
- Hot water
- A whisk or stick
- Funnel (Optional)
- Super Glue (Optional)

What To Do

1. Mix about 20% glue with 80% warm water and whisk together. The glue will give the water a more viscous consistency.
2. Add in glitter and food colouring as desired.
3. Pour into the jar or water bottle – using the funnel may help if the opening of your bottle is small.
4. Seal the jar or bottle – Optional: you may want to help the girls seal it with super glue. To use the jars, shake the jar and then set them on a flat surface.

Explain that sometimes our minds are full of thoughts and feelings, swirling around like the glitter in the jar. While it's ok to have strong feelings – they can even be beautiful! – it can be difficult to work out our problems, to talk about whatever is causing us to be upset, or even to use positive energy to our advantage when our feelings are swirling every which way.

As we watch the glitter settle in the jar, allow your feelings and thoughts to settle too. When our bodies and feelings have settled, we can help to address whatever brought our big feelings to the surface.

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Money Management



Three Budget Baskets

What You Need

- 3 baskets labelled “spend,” “save,” and “give”
- Paper
- Pens or pencils

What To Do

1. Discuss that we will be talking about budgeting, or how we choose to spend our money.
2. Draw the girls’ attention to the three baskets. Ask the girls to define what is meant by “spend”, “Save” and “give”
 - a. “Spend” – purchasing something right now
 - b. “Save” – setting money aside to buy something in the future, or to use in an emergency
 - c. “Give” – using money to help others, like tithing to your church or giving to a charity
3. Pass out three slips of paper and a pen or pencil to each girl. Ask each girl to write down what percentage of their money they should “spend”, “Save” and “Give,” and then have them place them anonymously in the corresponding basket.
4. Read the girls responses aloud, and facilitate a discussion based on their answers.

Note: While there are general suggestions about how much people should be saving and giving to charity, a simple Google search indicates that there is no universal consensus on this. A good rule of thumb is that at least 10% of your income should go into savings. A Biblical tithe suggests that 10% should be given to those in need, including the church, though teaching on generous giving fluctuates throughout the Bible and the 10% rule should not become legalistic or binding.

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Needs and Wants

What You Need

- The basket labelled “Spend”
- The basket labelled “Save”
- Paper
- Pens or Pencils

What To Do

1. Identify that we are going to look a bit closer at each basket. First, we are going to look at the spend basket.
2. Pass out paper and pens or pencils to each girl. Give them 5-10 minutes to create a list of things they'd like to have or do that cost money. You may want to provide them examples to get them started.
3. Once their lists are complete, ask them to group their lists into the following categories:
 - a. Must have/do
 - b. Nice but not necessary
 - c. Not really important to me
4. Discuss that there will always be things in our lives that are needs and wants, and things that look pretty on a commercial but really aren't important to us. It's important to be able to identify the difference.
5. Share that when we create a budget – that is, we figure out what we should be spending our money on – we need to ensure we have enough money for our needs before we spend money on our wants.
6. Ask the girls if there are any “wants” they could put in the “save” basket?
7. What other things might we want to save for? (Education, a house, a trip, retirement etc.)

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Give It Away

What You Need

- The basket labelled “Give”
- Paper
- Pens or Pencils
- Optional: access to the internet via a phone, tablet or

What To Do

1. Identify that we are going to now look closer at the “give” basket.
2. Pass out paper and pens or pencils to each girl. Give them 10–15 minutes to write down three things that are important to them. Have them identify charitable organizations that relate most to the things they have identified. You may invite them to research charities that relate to one of their interests
3. Invite each girl to share their lists and charitable organizations with the group.

OPTION 1

These activities have focused on the girls’ use of money now, as teens. If you have time, you may invite them to imagine their lives 10–15 years from now. Ask them to write down what they think they’ll need to buy, some big purchases they’ll want to save for, and which charities they’d like to be able to support. Help them create a practice budget that will help them see how they might use their money in the future.

OPTION 2

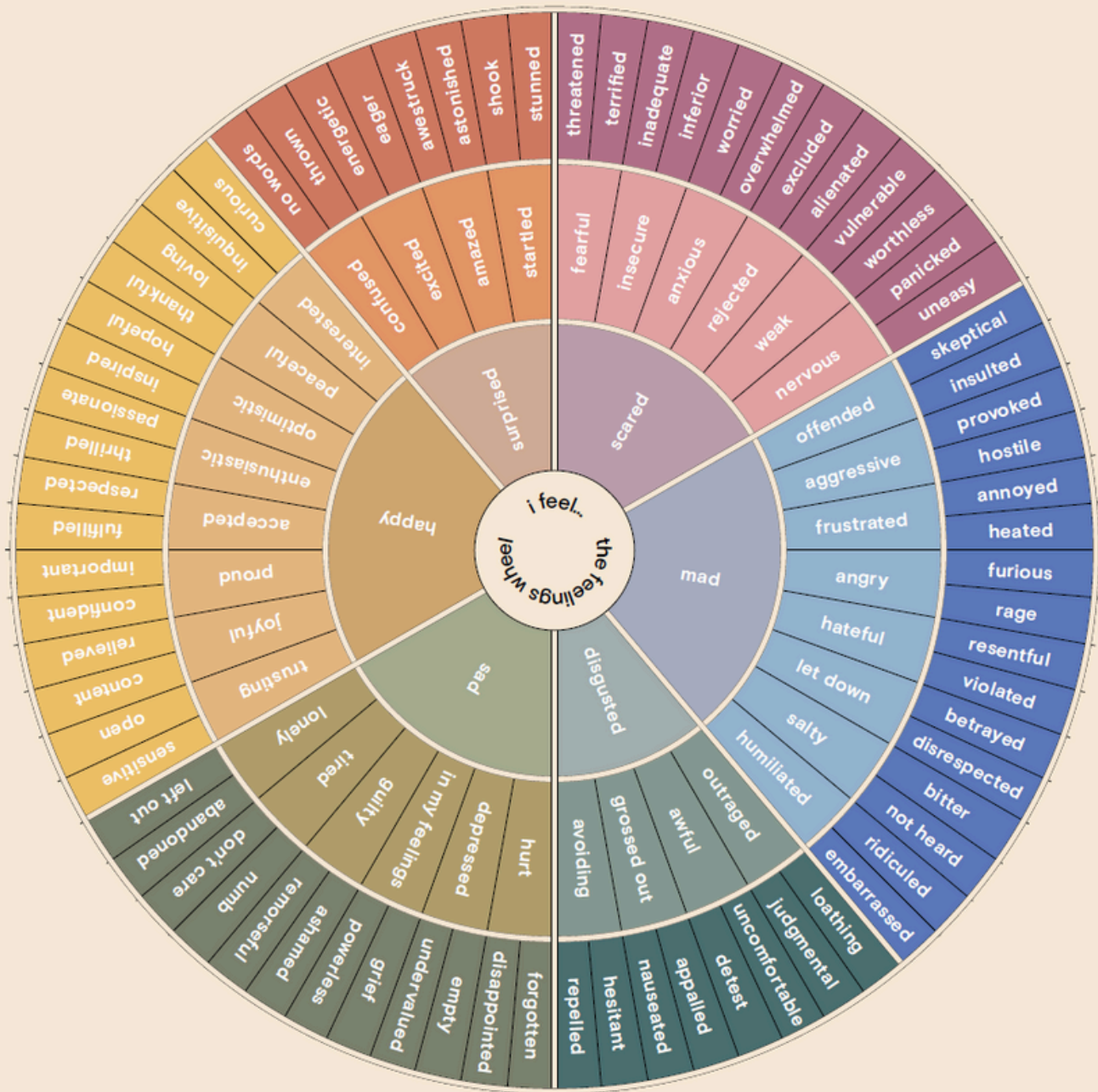
If possible, invite someone who works in banking or financial advisement to speak to your group about money management. This may be someone who attends your church, or you may ask a local bank or financial group if someone may be willing to donate some of their time to speak to your group.

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Appendix 13-A

HAPPY	SAD	PLAYFUL
CURIOUS	SURPRISED	SCARED
CALM	PROUD	GUILTY
DISGUSTED	ANXIOUS	CONFIDENT
EXCITED	SHAME	DEPRESSED
BORED	FRUSTRATED	CONFUSED
JEALOUS	GRIEF	LOVE





Appendix 13-D

Bible Passage	Emotions Jesus Felt
Matthew 17:14-20	
Mark 6:30-31	
Luke 10:17-24	
Luke 22:39-46	
Luke 22:54-62	
John 2:13-17	
John 11:17-37	
John 19:25-27	