




MY FRIEND · MY SISTER, MY FRIEND · MY SISTER, MY FRIEND



Leader's
GUIDE



This resource My Sister My Friend was adapted from the Sisters in Sync Inc. resource that was created and developed by Dolores Allen. Dolores has a passion for ministry to teenage girls and she credits God for giving her a vision for this ministry. She developed this resource over a period of years as she implemented it in churches and updated the resource as needed. It is her desire that teenage girls should be encouraged to participate in the implementing of this resource so that they can be trained to be leaders of the future. General Conference Women's Ministries thanks our sister Dolores Allen for allowing us to adapt and contextualize the original resource to meet the needs of our teenage girls around the world.

General Conference Women's Ministries Department



Introduction

The *My Sister, My Friend* (MSMF) program aims to teach adolescent and teen girls essential knowledge and life skills while developing bonds of friendship within the group, fostering a healthy sense of self-worth and self-confidence, and nurturing each member's own spiritual life. The MSMF group is a safe place where girls find security and the freedom to talk about issues they face at home, in school, or elsewhere. They are free from judgment and embarrassment while receiving loving guidance, sound advice, and Christ-centered principles for their situations.

The MSMF Leader

Ideally, the group leader is an individual in your church or community with teaching skills and experience working with youth. She facilitates the activities and discussions for each session, utilizing the exercises in the curriculum. She is creative and innovative in planning the lessons, and enthusiastic in presenting them to MSMF members. She may incorporate your cultural diversity into the MSMF curriculum to meet the unique needs of the girls in the group.



The Curriculum

There are two components to the MSMF program curriculum: the leader's guide and the student workbook. The group leader must have the leader's guide and the student workbook to reference. Each member should have her own copy of the student workbook content. Ideally, each member will be given her own book; if you do not have the resources to do so, ensure that each member receives her own copy of the relevant page.

The MSMF program curriculum is comprised of ten modules, each relating to a topic fundamental to adolescent and teen girls' interests and needs. Each module contains two or more activities. For easy reference between the leader's guide and student workbook, the modules and their activities are numbered according to their order in the student workbook: 1.1 is the first activity of Module 1, 1.2 is the second activity of Module 1, and so on. The content is ordered with the member's experience in mind: Modules 1–6 follow a natural thematic progression, and are ideal for completing one after another in order. Modules 7–10 contain content that should be covered throughout the duration of the program, and so are placed in the back of the workbook so as to not disturb the progression of the other modules.

The leader's guide provides learning objectives for every module and detailed guidance for every activity therein. The activities were intended to be practical and accessible; very few require more materials than the student workbook and a Bible. They were designed to meet the learning objectives of their module when completed as a whole. However, you need not complete every activity or do every activity in order (except where specified in the leader's guide) and it would be undoubtedly beneficial to use the provided content as inspiration to create new activities that make the program even more extensive. You should use your discretion when selecting activities for your group, and your creativity when constructing new activities related to each module.



We suggest that the program be conducted in regular meetings at least every one or two weeks, of a length appropriate for your situation. This will foster friendships, create anticipation of new content, and allow members to reflect on what they've learned and offer feedback of how they have practically applied the lessons since the last meeting.

It is important that the MSMF leader become very familiar with the curriculum—both the leader's guide and the student workbook—before presenting this material to the group. You should pay particular attention to Modules 7–10, as they contain valuable content that should be continually explored throughout the program—perhaps at every meeting. Advance planning will ensure that members are continually engaged in Bible studies and the prayer partner program, involved in a variety of community service projects, and have regular opportunities to practice leadership skills.

We pray that the Holy Spirit will guide you as you design and lead this program. It is our hope that *My Sister, My Friend* will be an investment in the futures of the young girls who participate in it, and that the skills they learn here will help prepare them to be outstanding citizens in their communities and in the Kingdom of God.



Curriculum Outline

1. WHO AM I? (Gifts, Talents, and Values)

- 1.1 – A Picture of Me: create a unique personality collage
- 1.2 – Spiritual Gifts Test: identify and understand your spiritual gifts
- 1.3 – Values: identify and demonstrate positive values
- 1.4 – Charisma: create a Bible-based definition of “charisma”
- 1.5 – Attitude Check: make a deliberate decision to practice positive choices
- 1.6 – The Writer Within

2. WHAT'S UP WITH ME? (Self-Esteem, Self-Respect, and Self-Control)

- 2.1 – Introduction to Self-Esteem: define and understand self-esteem
- 2.2 – Self-Esteem Assessment: gain an understanding of your own self-esteem
- 2.3 – Beauty: discuss common concerns about beauty
- 2.4 – Diversity in Beauty: celebrate diversity by learning about beauty in different cultures
- 2.5 – Self-Hate: learn to identify negative thoughts
- 2.6 – Affirmations: stop negative thoughts by focusing on Scripture promises
- 2.7 – Sounds and Emotions: introduce the concept of emotional triggers
- 2.8 – Life Stories: reflect on past and present experiences, and articulate hopes for the future
- 2.9 – Self-Esteem Quotes: engage with thought-provoking quotes about self-esteem
- 2.10 – Managing Emotions: learn techniques for managing strong emotions; practice exchanging contradicting opinions
- 2.11 – Self-Control and Self-Discipline: articulate the need for self-control and self-discipline in different areas of life
- 2.12 – Expressing Yourself: practice expressing strong emotions in a healthy way
- 2.13 – Love Languages: learn about different ways of expressing love

3. WHAT AM I GOING TO DO? (Career Planning)

- 3.1 – Setting Goals: practice setting specific, realistic goals.
- 3.2 – Preparing for an Interview: learn tips for going to a job interview
- 3.3 – Practice Interview: practice interview skills in a roleplay exercise



4. ACADEMIA EXTREME (Academic Skills)

- 4.1 – Preparing for a Test: learn tips for studying for a test
- 4.2 – Time Management: use a “to do list” to organize and prioritize tasks
- 4.3 – Success and Excellence: gain a Bible-based understanding of success

5. WORKING IT OUT (Making Good Decisions)

- 5.1 – Solving Problems: learn a method to resolve a situation of conflicting choices or a moral/ethical dilemma
- 5.2 – Disagreements: discuss the nature of disagreements between friends
- 5.3 – Resolving Conflict: learn a method to resolve interpersonal conflict

6. OFF TO A GREAT START (Life Skills)

- 6.1 – A Healthy Plate: learn the components of a balanced and healthy diet
- 6.2 – Food and Feelings: discuss the emotional aspect of food choices
- 6.3 – Faithful Stewardship: gain a biblical understanding of stewardship
- 6.4 – Managing a Budget: practice planning expenses within a budget
- 6.5 – Shopping on a Budget: go on a field trip to practice shopping within a budget
- 6.6 – Virtue and Purity: gain a Bible-based understanding of virtue
- 6.7 – Am I Ready?: gain a Bible-based understanding of sexuality; identify other influences from peers and cultural messages
- 6.8 – Relationships and Abuse: identify abusive characteristics; discover positive characteristics of a romantic partner from a Bible-based perspective

7. IT'S THE TRUTH (Spirituality and the Church)

- 7.1 – I Want to Know: ask questions about spirituality and the church
- 7.2 – Negative Emotions: complete a Bible study of John 2:13–16, about controlling negative emotions
- 7.3 – Happy and Blessed: complete a Bible study of Matthew 5:1–12, about finding happiness in difficult situations
- 7.4 – Getting Roots: complete a Bible study of Jeremiah 17:5–8, about strengthening your personal relationship with God and your fellowship with other Christians



8. REACHING OUT (Community Service and Mission)

- 8.1 – God’s Care and Concern: research biblical evidence of God’s care for vulnerable people
- 8.2 – Serving Your Community: identify a specific community need and undertake a service project to meet that need

9. PRAY WITH ME (Prayer Partners)

- 9.1 – Prayer Partners: select prayer partners and begin a regular routine of praying together
- 9.2 – Prayers from the Heart: complete a Bible study about strongly emotional prayers in the Bible
- 9.3 – Corporate and Intercessory Prayer: complete a Bible study about corporate and intercessory prayer
- 9.4 – Prayer Groups: learn about different ways that Christians pray together; decide to join or start a prayer group

10. WHO’S FOLLOWING ME? (Leadership Development)

- 10.1 – Role Models: identify positive and negative role models; understand your own position as a role model
- 10.2 – Team Player: identify characteristics of a “team player”; study the Bible’s guidance about working together
- 10.3 – Leaders of the Bible: complete a Bible study about leadership qualities of godly leaders

Module 1

WHO AM I?

GIFTS, TALENTS, AND VALUES

"I will give thanks to You, for I am
fearfully and wonderfully made."

Psalm 139:14a



INTRODUCTION

While teaching this module, keep in mind that not all girls may be from homes where every value discussed in this module is taught or practiced. Ensure that this group is a safe place for them to express themselves and ask for help while learning something very new to them.

Homes are not the only place where we learn and appreciate values. Our friends and the people we look up to shape our understanding and acceptance of what is right and wrong. So it's essential to give MSMF members opportunities to develop strong friendships and bonds in the class as they discuss these crucial issues.

Your class should be a place where the strengths and gifts of one person are recognized and validated by others—where each individual sees her spiritual gift as something that makes her important to her peer group, family, community, and to God's mission.

LEARNING OBJECTIVES

- To understand values and their meaning
- To learn their own value system
- To understand the power and influence of values on their own life
- To be able to identify their own spiritual gifts
- To understand the Christian definition of "charisma"
- To be aware of difficult ethical and moral situations, and make Christ-like choices when they arise
- To understand the benefits of journaling

SUPPLEMENTAL MATERIAL

The following material from *Messages to Young People* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

Young friends, the fear of the Lord lies at the very foundation of all progress; it is the beginning of wisdom. Your heavenly Father has claims upon you; for without solicitation or merit on your part He gives you the bounties of His providence; and more than this, He has given you all heaven in one gift, that of His beloved Son. In return for this infinite gift, He claims of you willing obedience. As you are bought with a price, even the precious blood of the Son of God, He requires that you make a right use of the privileges you enjoy. Your intellectual and moral faculties are God's gifts, talents intrusted to you for wise improvement, and you are not at liberty to let them lie dormant for want of proper cultivation, or be crippled and dwarfed by inaction. It is for you to determine whether or not the

weighty responsibilities that rest upon you shall be faithfully met, whether or not your efforts shall be well directed and your best (MYP 39.1).

In the history of Joseph, Daniel, and his fellows, we see how the golden chain of truth may bind the youth to the throne of God. They could not be tempted to turn aside from their course of integrity. They valued the favor of God above the favor and praise of princes, and God loved them and spread His shield over them. Because of their faithful integrity, because of their determination to honor God above every human power, the Lord signally honored them before men. They were honored by the Lord God of hosts, whose power is over all the works of His hand in heaven above and the earth beneath. These youth were not ashamed to display their true colors. Even in the court of the king, in their words, their habits, their practices, they confessed their faith in the Lord God of heaven. They refused to bow to any earthly mandate that detracted from the honor of God. They had strength from heaven to confess their allegiance to God (MYP 27.4).

ACTIVITIES AND DISCUSSIONS

A Picture of Me (1.1, Student Workbook p. 04). In this activity MSMF members will create collages that represent their unique personalities. It also presents an opportunity for members to learn more about each other. If members are not well acquainted, you may choose to do one or two icebreaker activities as well.

For this activity you will need:

- Construction paper
- Flashlight
- Pencil
- Scissors
- Variety of colored markers
- Stickers, glitter, and other craft supplies (optional)
- Variety of magazines (optional)

Tape a piece of construction paper to the wall. Have the member sit in a chair in front of the wall and face sideways. Shine the flashlight toward the paper, creating a shadow of the member's profile on the construction paper. (You may have to experiment with the distances between the paper, chair, and flashlight in order to achieve a good-sized silhouette on the paper.) Trace the silhouette on the paper and cut it out.

Ask each member to decorate their own silhouette paper with whatever craft supplies are available. They may use the ideas given in the workbook or come up with other elements to add to their personalized collage. Make sure that each member signs her own collage.

Allow members to share and explain their creations with each other. If possible, you may display the finished collages on a bulletin board.

Spiritual Gifts Test (1.2, Student Workbook p. 04). Before starting this activity with MSMF members, ensure you understand the analysis instructions below. Begin the session by reading aloud or paraphrasing the following introduction.

God has blessed each believer with spiritual gifts. Do you know what spiritual gifts God has given you? The Spiritual Gifts Test will help you determine your unique spiritual gifts. This test evaluates twenty gifts. Don't look ahead to see what they are, because that will influence your results!

Keep in mind that this test was written by people, not by God, and so it is certainly imperfect. It should be used as a starting place to begin to discover how God has gifted you, but not as an absolute indicator. The test may not always indicate your true spiritual gifts. It is just one tool in what should be a lifelong search for how God has blessed you to be a blessing to others.

This test consists of one hundred statements. You will respond to each by entering in a number on the answer sheet. Depending on how you feel about each statement, enter a number between 1 and 10, where 1 means that the statement does not describe you at all and 10 means that the statement describes you perfectly. Responses should be based on how well each statement describes the desires of your heart, or drawn from personal experience.

Before you start the test, find the answer sheet in your workbook on page 9 and fold where indicated, along the line that runs down the sheet. Fold it so you can see the one hundred numbered boxes, but cannot see the names of the spiritual gifts and talents.

The test should take less than an hour to complete. When members are finished, read aloud the analysis instructions below. Help MSMF members as needed, making sure every member has completed each step before moving on to the next. Some parts of the test may be difficult for younger members to understand or evaluate. You may consider pairing them with older members who can help them understand the more difficult statements, but some of the youngest members may simply need to revisit this activity later when they have further developed the ability to evaluate their own gifts.

ANALYSIS INSTRUCTIONS

1. First look over the answer sheet to make sure you have entered a number from 1 to 10 in each of the one hundred response boxes. If you left any of the boxes empty, go back and read the corresponding question, then enter your response.
2. Now unfold the answer sheet. Calculate the sum of the five responses in each row and enter it in the "Sum" column. Do this for each row of responses. Each sum should be a number between 5 and 50.
3. Next look over the numbers you entered in the "Sum" column. Look for the three highest numbers in that column. Place an A in the "Rank" column for the highest number, a B for the second highest, and a C for the third highest.
4. Now look at the names of the spiritual gifts or talents beside the "Rank" boxes where you entered A, B, or C. These are the spiritual gifts and talents that it seems God has given to you.

Make sure each member has completed the analysis to determine her three strongest spiritual gifts before moving on. Then read aloud or paraphrase the following text about the biblical teachings of spiritual gifts.

From Scripture, we learn the following key information about spiritual gifts:

1. Every Christian has at least one spiritual gift (1 Peter 4:10).
2. No Christian has all the gifts (1 Corinthians 12:28–30).
3. There is no gift that every Christian possesses (1 Corinthians 12:29–30).
4. We cannot choose our gifts; God does that job (1 Corinthians 12:7–11).
5. Spiritual gifts indicate God's call and purpose for a Christian's life (Romans 12:2–8).
6. Spiritual gifts are for the common good to build up the body of Christ (1 Corinthians 12:27).
7. Gifts used without love do not accomplish God's intended purposes (1 Corinthians 13:1–3).
8. Believers will account to the Lord for how they use their gifts (1 Peter 4:10).

Read aloud the following text describing each spiritual gift or talent included on the test. Write the given Bible verses on the board so that members who have shown a strength for that gift can research its biblical application.

ART

Exodus 28:3–4 | Exodus 31:1–11 | Exodus 35:30–35

God gives to some believers the special ability to create artistic expressions that produce a spiritual response of strength and inspiration, or the skill to create, build, maintain, or repair items used within the church. It is the divine enablement to creatively design and/or construct items to be used for ministry, or communicate God's truth through art forms.

People with this gift may:

- work with wood, cloth, paint, metal, glass, and other raw materials
- make things that increase the effectiveness of others' ministries
- work with different kinds of tools and be skilled with their hands
- develop and use artistic skills such as drama, writing, art, music, dance, etc.
- use variety and creativity to captivate people and cause them to consider Christ's message

DISCERNMENT

1 Corinthians 12:7–11 | 1 John 4:1–6 | 1 Corinthians 2:9–16

God gives to some believers the special ability to know with assurance whether certain behavior or teaching is from God, Satan, human error, or human power. It is the divine enablement to distinguish between truth and error, good and evil, and right and wrong.

People with this gift may:

- identify deception in others with accuracy and appropriateness
- determine whether a word attributed to God is authentic
- recognize inconsistencies in a teaching, prophetic message, or interpretation
- be able to sense the presence of evil

ENCOURAGEMENT

Romans 12:6–8 | Titus 1:9 | Acts 11:23–24

God gives to some believers the special ability to offer words of comfort, hope, and reassurance to discouraged, weak, or troubled Christians in such a way that they are consoled.

People with this gift may:

- come to the side of those who are discouraged to reassure them and give them hope
- emphasize God's promises and confidence in His will

SHEPHERDING

John 10:1–16 | Acts 20:28 | Ephesians 4:11–15

God gives to some believers the special ability to assume a long-term personal responsibility for leadership and the spiritual care, protection, guidance, and teaching of a group of believers. It is the divine enablement to nurture, care for, and guide people toward ongoing spiritual maturity and becoming like Christ.

People with this gift may:

- provide guidance and oversight to a group of God's people
- model with their life what it means to be a fully devoted follower of Jesus
- establish trust and confidence through long-term relationships
- lead and protect those within their span of care

FAITH

1 Corinthians 12:7–11 | Mark 5:25–34 | Acts 27:21–25

God gives to some believers the special conviction to be firmly persuaded of God's power and His promise to accomplish His will and purpose, displaying such a confidence in Him and His Word that circumstances and obstacles do not shake that conviction. It is the divine enablement to act on God's promises with confidence and unwavering belief in His ability to fulfill His purposes.

People with this gift may:

- believe the promises of God and inspire others to do the same
- act in complete confidence of God's ability to overcome obstacles
- demonstrate an attitude of trust in God's will and His promises
- advance the cause of Christ because they go forward when others will not
- ask God for what is needed and trust Him for His provision

GIVING

Romans 12:6–8 | 2 Corinthians 9:6–15 | 2 Corinthians 8:2–5

God gives to some believers the special ability to recognize God's blessings and respond to those blessings by generously, sacrificially, and cheerfully giving of one's resources—such as time, talent, and treasure—without thought of return. It is the divine enablement to contribute money and resources to the work of the Lord with cheerfulness and liberality.

People with this gift may:

- manage their finances and limit their lifestyle in order to give as much of their resources as possible
- support the work of ministry with sacrificial gifts to advance the kingdom of heaven
- meet tangible needs that enable spiritual growth to occur
- provide resources, generously and cheerfully, trusting God for His provision
- have a special ability to make money so that they may use it to further God's work

HEALING

1 Corinthians 12:7–11 | 1 Corinthians 12:28–31 | Acts 3:1–10

God gives to some believers the special ability to serve as a human instrument through whom He may cure illness and restore health—physical, emotional, mental, or spiritual—apart from the use of natural means. It is the divine enablement to be God's means for restoring people to wholeness.

People with this gift may:

- bring restoration to the sick and diseased
- authenticate a message from God through healing
- use healing as an opportunity to communicate a biblical truth and see God glorified
- pray, touch, or speak words that miraculously bring healing to one's body

SERVICE

1 Corinthians 12:28–31 | Romans 16:1–2 | Acts 9:36

God gives to some believers the special ability to serve the church in a supporting role, or to invest their talents in the lives and ministries of other members of the body, enabling them to increase their effectiveness. It is the divine enablement to accomplish practical and necessary tasks that support and meet the needs of others.

People with this gift may:

- serve behind the scenes whenever needed to support the gifts and ministries of others, without having to be asked
- see the tangible and practical things to be done and enjoy doing them
- sense God's purpose and pleasure in meeting everyday responsibilities
- attach spiritual value to practical service
- rather do a job than find someone else to do it

HOSPITALITY

1 Peter 4:9–10 | Romans 12:9–13 | Acts 16:14–15

God gives to some believers the special ability to provide an open home and warm welcome to those in need, with a readiness to invite strangers into their home or church for the sake of the gospel. It is the divine enablement to care for others by providing fellowship, food, and shelter.

People with this gift may:

- meet new people and help them feel welcome
- create a safe and comfortable setting where relationships can develop

- seek ways to connect people together into meaningful relationships
- set people at ease in unfamiliar surroundings

INTERCESSION/PRAYER

Ephesians 6:18 | 1 Timothy 2:1-2 | 1 Kings 13:6

God gives to some believers the special ability to pray for extended periods of time on a regular basis, seeing frequent and specific answers to their prayers to a degree much greater than that expected of the average Christian. It is the divine enablement to consistently pray on behalf of and for others, seeing frequent and specific results.

People with this gift may:

- feel compelled to earnestly pray on behalf of someone or some cause
- have a daily awareness of the spiritual battles being waged
- are convinced God moves in direct response to prayer
- pray in response to the leading of the Spirit, whether they understand it or not
- exercise authority and power for the protection of others

KNOWLEDGE

1 Corinthians 12:7-11 | 2 Chronicles 1:7-12 | Colossians 2:2-3

God gives to some believers the special gift whereby the Spirit enables them to understand in an exceptional way the great truths of God's Word and to make them relevant to specific situations in the church. This gift involves the desire to seek out and learn as much about the Bible as possible. It is the divine enablement to bring truth to the body of Christ through a revelation or biblical insight.

People with this gift may:

- receive truth that enables them to better serve the church
- search Scripture for insight, understanding, and truth
- gain knowledge that at times was not attained by natural means
- have an unusual insight or understanding that serves the church
- organize information for teaching and practical use

LEADERSHIP

Romans 12:6-8 | Hebrews 13:7 | Hebrews 13:17

God gives to some believers the special ability to set goals in accordance with God's purpose and to communicate them to others in such a way that they voluntarily and harmoniously work to-

gether to accomplish these goals for the glory of God. It is the divine enablement to cast vision, motivate, and direct people to accomplish the purposes of God.

People with this gift may:

- provide direction for God's people or ministry
- motivate others to perform to the best of their abilities
- present the "big picture" for others to see
- model the values of the ministry
- take responsibility and establish goals

COMPASSION

Romans 12:6–8 | Luke 7:12–15 | Luke 10:30–37

God gives to some believers the special gift whereby the Spirit enables them to feel exceptional empathy and compassion for those who are suffering—physically, mentally, or emotionally—and feel genuine sympathy for their misery, not only speaking words of compassion, but also caring for them with acts of love that help alleviate their distress. It is the divine enablement to cheerfully and practically help those who are suffering by putting compassion into action.

People with this gift may:

- focus on alleviating the sources of pain or discomfort in suffering people
- address the needs of the lonely and forgotten
- express love, grace, and dignity to those facing hardships and crisis
- serve in difficult or unsightly circumstances and do so cheerfully
- concern themselves with individual or social issues of oppression

MIRACLES

1 Corinthians 12:7–11 | 1 Corinthians 12:28–31 | Mark 16:17–18

God gives to some believers the ability to serve as a human intermediary through whom He performs acts of supernatural power that are recognized by others to have altered the ordinary course of nature and authenticated the divine commission.

People with this gift may:

- speak God's truth and have it authenticated by an accompanying miracle
- express confidence in God's faithfulness and ability to manifest Christ's presence
- bring the ministry and message of Jesus Christ with power
- claim God to be the source of miracles and glorify the Lord
- represent Christ and, through this gift, point people to a relationship with Christ

MISSION

Ephesians 3:6–8 | Mark 16:15 | Acts 1:8

God gives to some believers the special ability to use whatever other spiritual gifts they have in another culture. Those with this gift find it easy or exciting to adjust to a different culture or community, and find great joy working with people of other countries or those with distinct cultural differences. Those with this gift have a stronger than average desire to be a part of the fulfillment of the Great Commission around the world.

People with this gift may:

- have an intense spirit of unease at the thought of all the unsaved people in the world
- adapt themselves and core biblical principles to different surroundings by being culturally sensitive and aware
- be able to establish meaningful relationships with people of other nationalities or cultures
- desire to minister to unreached people in other communities or countries

MUSIC

1 Samuel 16:14–23 | 1 Corinthians 14:26 | Psalm 33:1–3

God gives to some believers the special ability to present personal witness and inspiration to others through instrumental music, singing, or dancing, enhancing the worship experience of other believers. Those listening or watching become inspired to feel the presence and majesty of God.

People with this gift may:

- sing or play a musical instrument well, and enjoy it
- have special joy singing praises to God, either alone or with other people
- be able to use their musical ability to help and inspire others to worship God
- see that their singing or instrument playing is a spiritual encouragement for others

PROPHECY

1 Corinthians 12:7–11 | Romans 12:6–8 | Ephesians 4:11–13

God gives to some believers the special ability whereby the Spirit empowers them to proclaim the Word of God with clarity and apply it fearlessly with the aim of strengthening, encouraging, and comforting believers, and convincing unbelievers. It is the divine enablement to reveal truth and proclaim it in a timely and relevant manner. There may be immediate or future implications.

People with this gift may:

- expose sin or deception in others for the purpose of reconciliation
- speak a timely word from God causing conviction, repentance, and edification

- see truth that others often fail to see and challenge them to respond
- understand God's heart and mind through experiences He takes them through

TEACHING

Ephesians 4:11–16 | Romans 12:6–8 | 1 Corinthians 12:28–31

God gives to some believers the special ability to clearly explain the truths of the Word of God and apply them effectively so that those taught gain true understanding and growth. It is the divine enablement to understand, clearly explain, and apply the Word of God, causing greater Christ-likeness in the lives of listeners.

People with this gift may:

- communicate biblical truth that inspires greater obedience to the Word
- challenge listeners simply and practically with the truths of Scripture
- focus on changing lives by helping others understand the Bible better
- give attention to detail and accuracy

WISDOM

1 Corinthians 12:7–11 | James 3:13–18 | 2 Chronicles 1:7–11

God gives to some believers the special ability to sort through opinions, facts, and thoughts in order to determine what solution would be best for the individual or the community. Believers with this ability apply knowledge to life in such a way as to make spiritual truths quite relevant and practical in proper decision-making and daily life situations. It is the divine enablement to know the mind of the Holy Spirit in such a way as to receive insight into how knowledge may best be applied to specific needs arising in the body of Christ.

People with this gift may:

- consider the unseen consequences in determining the next steps to take
- receive an understanding of what is necessary to meet the needs of the church
- provide divinely given solutions in the midst of conflict and confusion
- hear the Spirit provide direction for God's will in a given situation
- apply spiritual truth in specific and practical ways

WRITING

Luke 1:1–3 | 1 John 2:1 | 1 John 2:12–14

God gives some believers the special ability to express truth in a written form that will edify, instruct, and strengthen the community of believers. The Bible was written by people with this

gift. It is the divine enablement to formulate thoughts and ideas into meaningful written forms so that the reader will find courage, guidance, knowledge, or edification through the words shared with them.

People with this gift may:

- write stories, sermons, devotions, histories, prayers, songs, or poetry to be used to build up the body of Christ
- be inspired by the Holy Spirit in their writing
- teach God's Word to others through their writing
- use writing to express other gifts
- be better at expressing their thoughts in written form than in verbal form

End the activity by reading together the Bible verse. Encourage members to be more aware of their God-given gifts and to take opportunities to use them for God's purposes.

Values (1.3, Student Workbook p. 10) If time permits, ask MSMF members ahead of time to research—asking parents, family members, teachers, and friends—the meaning of the values listed on this page. Ask them to share their findings and opinions with the group. Alternately, facilitate a group discussion of the values. Ask MSMF members to think of people in their life who exemplify those values, and offer examples of specific actions and traits that demonstrate each value. Ask them to write down a value they already have and one they want to exemplify more.

Using the questions in the workbook, facilitate a discussion about how various people shape our values, and how our values influence important decisions.

Read together the Bible verse and encourage members to “speak the truth in their hearts,” being unafraid to live according to their Christian values.

Charisma (1.4, Student Workbook p. 11) Note: This activity is best used after members have completed 1.2 **Spiritual Gifts Test**, as members will be better prepared to identify the specific gifts that make up their own charisma.

Read aloud or paraphrase the following to introduce the activity and explain the concept of “charisma.”

We all know of someone we could describe as having a lot of “charisma”: a beautiful actress who gives witty interviews and looks stylish wherever she goes, a confident politician able to persuade anyone to agree with him—even a friend who just seems to make friends effortlessly. It probably seems that “charisma” is simply that indefinable magnetism that only a few lucky people use to charm and influence, and you may have even thought to yourself, “I’m just not good enough to do that.” But there’s another definition of “charisma”! In Greek, the word “charisma” means “gift” or “favor.” Although this

meaning is less well known nowadays, the word has been used since 1640 to refer to a special gift or power given to someone by the Holy Spirit to be used for the good of the church. When you realize that charisma is more than just charm and confidence—that it's any special gift bestowed by the Holy Spirit—you can see how each one of us is uniquely empowered to be confident, capable, and admirable as we use our talents for God's work. Now that's charisma!

Using the words in the workbook, facilitate a discussion about various types of charisma. Emphasizing the Christ-centered definition of charisma, guide members to see how characteristics like integrity and competence are part of being charismatic. Explain that no one has all the spiritual gifts, but every Christian has at least one (see Bible verses in **1.2 Spiritual Gifts**). Also explore how other traits more commonly associated with charisma—such as power and self-confidence—can be applied to our new definition (for example, a person given lots of power and influence has a wider audience with which to share the gospel).

Read together the Bible verse and encourage members to celebrate their diversity of spiritual gifts—their own unique “charisma.”

Attitude Check (1.5, Student Workbook p. 11) Read aloud, one by one, each “tough choice” in the Student Workbook. Without pressuring members to share their responses, ask them to circle the choices they agree with and practice.

After you've read all choices, ask them to think about the statements they didn't circle and consider why those decisions aren't a top priority in their lives. Gently encourage them to reconsider the way they value those particular tough decisions.

Read together the Bible verse. Encourage them to ask themselves each time they face a tough decision, “Is this something I would be proud to do in the name of the Lord Jesus?”

The Writer Within (1.6, Student Workbook p. 12). In advance of this activity, you may purchase each girl a small, inexpensive journal or ask each girl to bring a small notebook that she can use as a journal.

Read the text together, and facilitate a discussion about the benefits of journaling discussed in the text. Encourage members to journal throughout the program, reflecting on new concepts and jotting down their thoughts on the material presented. Occasionally throughout the program, you may ask members about their journaling experience.

Read together the Bible verse. Explain that God knows us so well He understands our private thoughts even better than we do ourselves. MSMF members should feel free to express their thoughts in their private journals, and feel equally at liberty to go to God with their private anguish, anxiety, and concerns. He has “searched us and known us”; He understands exactly how we feel.

Module 2

WHAT'S UP WITH ME?

SELF-ESTEEM, SELF-RESPECT, AND SELF-CONTROL

"Add to your faith virtue, to virtue knowledge, to knowledge self-control, to self-control perseverance, to perseverance godliness, to godliness brotherly kindness, and to brotherly kindness love."

2 Peter 1:5b-7



INTRODUCTION

As a girl grows into a young woman, she experiences many changes—physical and emotional—that can be both confusing and exciting. It is important for her to have role models during this critical time, to help her gain the confidence and understanding to navigate through the complexities of life. Thus far the strongest influence on her and her self-esteem has probably been her family. She probably grew up mirroring her mother's responses to life situations.

The topic of self-esteem is best taught in a safe environment where participants are of the same sex and are familiar with one another. In such an environment there is less likelihood of anyone feeling threatened or judged.

Since this topic may result in a need for participants to ask sensitive questions or talk to you in private, ensure that you include some extra time to accommodate such situations.

LEARNING OBJECTIVES

- To define self-esteem and the different levels of self-esteem
- To understand how self-confidence is related to self-esteem
- To identify one's level of self-esteem and the things that lower it
- To understand the connection between self-esteem and perceptions of beauty
- To celebrate diversity in beauty
- To recognize negative self-talk and learn to replace it with positivity
- To understand how environmental factors can trigger emotions
- To reflect on past experiences, life in the present, and future goals
- To learn to control strong feelings and emotions
- To recognize the value of self-control
- To express ideas and opinions appropriately
- To identify one's love language and that of others

SUPPLEMENTAL MATERIAL

The following material from *Messages to Young People* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

Many who are sincerely seeking for holiness of heart and purity of life seem perplexed and discouraged. They are constantly looking to themselves, and lamenting their lack of faith; and because they have no faith, they feel that they cannot claim the blessing of God. These persons mistake feeling for faith. They look above the simplicity of true faith, and thus bring great darkness upon their souls. They should turn the mind from self, to

dwell upon the mercy and goodness of God and to recount His promises, and then simply believe that He will fulfill His word (MYP 111.3).

When temptations assail you, as they surely will, when care and perplexity surround you, when, distressed and discouraged, you are almost ready to yield to despair, look, O look, to where with the eye of faith you last saw the light: and the darkness that encompasseth you will be dispelled by the bright shining of His glory. When sin struggles for the mastery in your soul, and burdens the conscience, when unbelief clouds the mind, go to the Saviour. His grace is sufficient to subdue sin. He will pardon us, making us joyful in God.

There is a wonderful power in silence. When impatient words are spoken to you, do not retaliate. Words spoken in reply to one who is angry usually act as a whip, lashing the temper into greater fury. But anger met by silence quickly dies away. Let the Christian bridle his tongue, firmly resolving not to speak harsh, impatient words. With the tongue bridled, he may be victorious in every trial of patience through which he is called to pass. In his own strength man cannot rule his spirit. But through Christ he may gain self-control. In His strength he may bring his thoughts and words into subjection to the will of God. The religion of Christ brings the emotions under the control of reason and disciplines the tongue. Under its influence the hasty temper is subdued, and the heart is filled with patience and gentleness (MYP 135.3–136.1).

ACTIVITIES AND DISCUSSIONS

Introduction to Self-Esteem (2.1, Student Workbook, p. 15). Read together the passage in the workbook about self-esteem, providing time for MSMF members to share their thoughts and opinions. Read together the Bible verse and spend some time discussing it: ask MSMF members to consider what Jesus' incredible sacrifice for us should tell us about our worth, and how that may affect our self-esteem. Encourage them to keep this verse in mind the next time they find themselves in need of a boost of healthy self-esteem.

Self-Esteem Assessment (2.2, Student Workbook, p. 16). This exercise is to be done individually—in private and without the influence of others. Ensure that everyone understands this is not being graded or shared with their families. All MSMF members need to be comfortable knowing that this assessment is only a tool with which they can start to objectively analyze their own self-esteem.

Introduce the activity by explaining that an important step in improving your self-esteem and self-confidence is being honest about how you feel about yourself. Reassure members that their answers on this assessment are private, unless they would like to share. Allow members to complete the assessment at their own pace. Afterwards, ask them to evaluate their answers. Allow time for them to share their thoughts. However, do not pressure anyone to participate.

Read together the Bible verse and remind MSMF members that, no matter how they answered the questions on the assessment, they are “fearfully and wonderfully made”!

(You may consider revisiting this exercise toward the end of the program, and asking MSMF members if their experience in the program has affected any of their answers.)

Beauty (2.3, Student Workbook, p. 17). Introduce the discussion by reading aloud or paraphrasing the following:

All through our lives, our bodies change. As a girl grows into a woman, for example, her body shape will change quite a bit. Her waist develops and her hips get a little larger. She grows breasts, begins having periods, and may get pimples on her face. Hormones can cause intense and confusing emotions, and she might start having romantic feelings now too. These changes don't start at the same time for every girl, though. While you might feel disappointed or embarrassed about growing up at a different pace from your friends, try not to let it concern you: we're all on a different schedule, set by our own bodies.

All these changes can be difficult and confusing, but part of becoming a woman is getting to know your body and loving the way it is. There are also health benefits to being in tune with your own body: the better we know our bodies and what is normal for us, the more likely we are to notice any changes that may need medical help.

Facilitate a conversation about the discussion questions. Allow MSMF members to lead the discussion, stepping in only to direct to conversation to touch on the main points of the questions. Encourage members to freely express their opinions, but ensure that no one feels pressured to speak on this topic if they feel uncomfortable.

Read together the Bible verse. Ask members to think about the previous discussion, and compare society's idea of beauty with the Bible's.

Diversity in Beauty (2.4, Student Workbook p. 17).

This activity uses the following materials:

- Scissors
- Glue
- Strips of paper
- Pens
- Poster board
- Printed pictures gathered from research (optional)
- Magazines (optional)

Depending on the facilities and resources available, decide in advance of this session whether MSMF members should conduct their research individually at home or as a group during the meeting. If research is to be done at home, instruct members to use the Internet, library, newspapers, magazines, or interviews with friends, parents, and other people to learn about beauty ideals—in their own culture as well as in different cultures and at different times in history if possible. Ask them to take notes, and (if possible) print and cut out pictures in preparation for the group activity.

If research is to be done at the meeting, you may bring in magazines and other materials for the members to look through. To supplement these in the event that there is no opportunity for members to conduct research online, use the information below about beauty ideals in different cultures and time periods, and add any of your own knowledge or research, to help present a wide and diverse image of beauty.

Either divide the MSMF members into small groups or work all together. Using a poster board ask them to use their research (either from home or from the materials at the meeting) to create a poster displaying or describing the diverse characteristics of beauty they discovered from various cultures and time periods. They may glue pictures onto the board, illustrate the characteristic with their own drawing, or write short descriptions. Use the strips of paper to add their comments and observations. If working in small groups, ask each group to briefly share their findings with the rest of the members after finishing the activity.

Asian Girls

In many Southeast Asian countries, healthy looking skin is more important than perfectly applied makeup. Women spend much time cleansing and caring for their skin in order to achieve a healthy, natural “glow.” Another mark of beauty in some areas of Asia is having large eyes.

African and Maori Girls

The Suri people of Ethiopia see beauty in the lip plates of women and girls. A clay plate is used to stretch the lip, and the relative beauty of the woman is judged by the size of her lower lip. Another tribe in Ethiopia uses scarring to display female beauty. Scars on the woman's torso and chest represent sensuality and appeal. In New Zealand, even in modern times, a facial tattoo is used amongst some indigenous Maori people as a sign of cultural pride and beauty.

Middle Eastern Girls

As part of long-held religious traditions, some women in the Middle East wear clothing that covers most of the body and face. This clothing offers only a brief glimpse of the beauty behind the veils, sending a signal that the wearer is demure and reticent and that she is reserved for her husband or future husband.

Girls Throughout History

In ancient Egypt, an ideal figure was narrow shoulders and a high waist. During the Italian

Renaissance, a rounded stomach and full hips were considered marks of great beauty. And in the United States during the 1920s, a flat chest and boyish silhouette were the most stylish. All kinds of looks and figures have been considered beautiful—all around the world and at different periods in time.

Read together the Bible verse and pray that MSMF members will always celebrate their own unique beauty, while remembering that true beauty is more concerned with character than looks.

Self-Hate (2.5, Student Workbook, p. 18). This activity combines personal introspection and open discussion. Begin by reading aloud or paraphrasing the following text, and ensure that members understand what “self-talk” is.

We all engage in self-talk every day, whether or not we are actively aware of it. Consider the fleeting thoughts you may have about a physical feature of yours, the way you completed a certain task, or how you feel about your ability to achieve a future goal—these are all a part of self-talk. You might call it your inner voice or internal monologue. The messages you give yourself can sometimes be damaging, though. For example, negative self-talk where you are overly harsh with yourself could be damaging. Similarly, self-talk that falsely boosts your ego can also do harm. Practice self-talk that is balanced, objective, and rooted in biblical principals. Your self-talk should help you develop your natural, God-given abilities in a positive, healthy way.

Lead the conversation about the self-hate statements discussed on this page and, at intervals, pause to allow the girls to fill in the blanks privately (either with things they have felt or thought about themselves or, if not applicable, things they have heard at school, in the media, etc.). Because examples of negative self-talk discussed in this activity may be particularly hurtful and familiar to many girls, be sensitive to those in the group who may feel uncomfortable during this exercise.

End this activity on a positive note by reading together the Bible verses, and urge MSMF members to remember that God will strengthen them in their discouraging moments of self-doubt.

Affirmations (2.6, Student Workbook, p. 20). Begin this activity by reviewing the concept of self-talk (2.5 Self-Hate). Next, lead the group in reading the positive affirmations and their accompanying Bible verses. You may engage MSMF members by asking them to look up verses and read them aloud. Ask members to identify one affirmation that resonates with them, and encourage them to keep it in mind, recalling it next time they catch themselves engaging in negative self-talk.

Sounds and Emotions (2.7, Student Workbook, p. 21). This activity uses sound to show how feelings are affected by many external factors. Developing the ability to identify emotional triggers helps us identify the positive and negative influences on our emotions. This is particularly im-

portant for young people who are still learning how to make decisions about things such as drugs, alcohol, people, or certain behaviors. This activity also uncovers how people may respond differently to the same things.

For this activity you will need the following:

- Four large pieces of poster paper for signs
- Markers
- Tape
- Variety of noise-making objects or recorded sound effects, both mundane and unusual (e.g., bell, loud music, kissing sound, applause, phone ringing, balloon popping, nails on a chalkboard, dog barking, thunderstorm, etc.)

Before the session, make four signs labeled happy/excited, sad/upset, shocked/scared, and relaxed/peaceful. Tape these signs in the four corners of the room.

Introduce the activity by reading or paraphrasing the following:

Emotions are triggered by both internal and external factors. Some of these we can control, and some we can't. What we *can* control is the way we react to and handle our emotional responses. Being able to identify the triggers that affect our emotions is something we get better at as we grow older, and today we will start practicing this skill by exploring emotional responses to something that may seem unusual: sounds!

Explain that when you play a sound they are to go to the area marked with the emotion they felt as soon as they heard the sound.

Next, play each sound, giving time for MSMF members to go to the area of the room marked with the emotion they felt. To ensure spontaneous reactions and to create the element of unexpectedness and surprise, conceal your noise-making objects until just before you use them.

After the activity is completed, divide the members into small groups and use the questions in the workbook to discuss the impact this activity had on them. Also allow them to freely share their observations about their own reactions.

Read together the Bible verse and invite members to connect it to the previous activity. What emotions are evoked by this description of the sounds Ezekiel heard from God and His angels? What emotions will we feel when we meet Him face to face?

Life Stories (2.8, Student Workbook, p. 22). Have MSMF members follow the directions in the student workbook and write three short stories about their past, present, and future. Emphasize that they don't need to worry about making the stories perfectly polished; these will not be graded, and their purpose is only to clarify their own thoughts.

Read together the Bible verse. Ask MSMF members to reflect on how God has guided their steps in the past and present, and pray that they continue to listen to His guidance as they face the future.

Self-Esteem Quotes (2.9, Student Workbook, p. 22). Ask members to select a quote from the list that is especially meaningful to them. Have them memorize it and share what the quote means to them. To avoid repetition, this works well as a small group activity.

Managing Emotions (2.10, Student Workbook, p. 23).

Introduce the session by reading or paraphrasing the following text. You may engage the MSMF members by allowing them to respond to the text with their own ideas, opinions, and experiences.

Experiencing strong emotions is part of growing up. Becoming an adult means learning how to handle our emotions in a positive way. Most of us handle emotions such as joy, happiness, success, and elation with no difficulties, but what about the ones like anger, jealousy, frustration, or sorrow?

As you grow older you may feel like the methods you used as a child to cope with emotional situations don't work as well anymore. You may wish for simpler times when your parents just told you what to do. Or you may wish you had more space and independence! This period in your life can be very difficult—you're not quite a child and you're not quite an adult.

Sometimes when people realize they aren't coping well with change, they begin bottling things up. Although this is a natural reaction, the consequences can be damaging. The inability to manage emotions in a positive way can lead us to destructive decisions like self-harm or addiction.

The inability to cope with emotions can also lead to negative eating habits. As you make choices about what and when you eat, it is important to understand *why* you eat. For many of you, this is the time in your life when your relationship with food will be cemented into habits you will carry for the rest of your life. Many of us become a "victim of food" one way or another during our lives. For some, it's being on the latest diet, moving from one food fad to the next, having a "naughty" chocolate and then skipping a meal or harshly restricting what you eat. But a healthy relationship with food does not involve a difficult diet, purging, or bingeing. It is about objectively knowing what is good for your body and not allowing your emotions to determine what you should or should not eat.

A great way to control your emotions is to exercise regularly. Physical activity is a positive way to get rid of pent up energy. For example, when you're so angry that you feel like punching someone, go for a run while listening to some uplifting music! The added ben-

enefit of physical activity is that it helps you stay fit while you become better at expressing strong emotions in healthy ways.

Next, move into an activity that requires the following material:

- A variety of current newspapers and magazines

The purpose of this activity is to help MSMF members learn healthy ways to manage their emotions, express contradicting opinions, and to be open to ideas that contradict their own.

Divide MSMF members into small groups, where they will pretend to be on a TV talk show that discusses current topics. Distribute the newspapers and magazines to help members come up with interesting and relevant topics to discuss. One person in the group leads the discussion as the host and the others participate as guests and audience members (if time permits, they may take turns being the host). Give the groups sufficient time to prepare their topics and then have each group act out their show for the rest of the group who are the audience.

Read together the Bible verse, and encourage members to claim the peace of God next time they feel overcome with emotion.

Self-Control and Self-Discipline (2.11, Student Workbook, p. 25). This activity helps one recognize the value of self-control. You will need the following supplies:

- Four poster boards
- Large variety of magazines, newspapers, and catalogs (covering different topics such as sports, women's interest, teen magazines, etc.)
- Glue
- Scissors
- Markers or pens

Set up four stations around the room, placing poster supplies at each. Assign one of these topics to each station: food, entertainment, drugs/alcohol, and education. Divide members into four groups—one for each station. (If you have more than twenty-four girls attending your meeting, increase the number of stations.)

Using the questions on page 25 of the Student Workbook to guide them, have each group use words and pictures from the printed material to create a collage that illustrates the importance of exercising self-control in their assigned area. Allow about forty minutes for this activity. Then bring the groups back together to present their collages and talk through the discussion questions together.

Memorize the Bible verse together and encourage MSMF members to keep it in their hearts and minds the next time they feel themselves in need of some self-control.

Expressing Yourself (2.12, Student Workbook, p. 26). Before the activity, read together the Bible verses to understand how the Bible depicts healthy and respectful communication.

Give MSMF members an opportunity to practice communication skills with a group debate. Choose an age-appropriate topic that will invite spirited discussion, about which members are likely to have a strong opinion. For example, the topic “only girls should cook at home” may start an interesting discussion. Encourage them to be assertive and persuasive in expressing their opinion, while remaining respectful and courteous of those with the opposing opinion—exhibiting the qualities depicted in the Bible verses.

Love Languages (2.13, Student Workbook, p.27). “Love languages” are five ways that people express and understand emotional love. They are based on the principles from the book, *The Five Love Languages* by Gary Chapman. Introduce the activity by reading or paraphrasing the following:

Words of affirmation: This love language expresses love with words—words that build up and affirm.

Quality time: This love language expresses love through time—quality, one-on-one time without distractions.

Acts of service: This love language expresses love by doing things—things that require consideration, personal effort, and planning.

Physical touch: This love language expresses love through human touch—touch in the form of hugs and kisses, holding hands, and pats on the back.

Gift-giving: This love language expresses love with tangible gifts—gifts that are given at random times and not just for a special occasion such as a birthday.

Have MSMF members complete the worksheet in the workbook. Based on their answers, have them circle the love language they most identify with. Ask members to share their love language with the group.

Read together the Bible verse and ask members to reflect on God’s “love language” toward us. Help them realize that God doesn’t show His love for us in just one way, but many—the affirmation and encouragement He gives us in His Word, the beautiful world He created for us, and the service and sacrifice of His Son Jesus all display God’s care and concern for us. And His love for us is so immense there is nothing in the world that could separate us from it.

Module 3

WHAT AM I GOING TO DO? CAREER PLANNING

"Whatever you do, work at it with all your heart, as working for the Lord, not for men."

Colossians 3:23



INTRODUCTION

Work teaches young girls a lot about responsibility. It teaches accountability, the value of money, and the importance of contributing to their families and community. The process of seeking a job and committing to employment also helps teens build valuable time-management skills as they learn to balance multiple tasks. Girls excel in school when they keep busy because they know they must manage their time well.

Even the most mature teenager, however, may need help with the new experience of getting and keeping a job. But with preparation, encouragement, and support from parents and other adult mentors, teens can experience success that will carry into adulthood. Of course in some countries teen girls work at an earlier age in order to assist with the family's economic survival. They may or may not be paid for their work, but the principles of good work habits still apply.

As you work through the career-planning module, consider these suggestions for additional activities to enhance the lessons:

- Throughout the year, invite guest speakers—selected from church members, coworkers, or the community—to give a presentation about their career. They can share information such as how they joined their career, how much education was needed, and invite MSMF members to ask them questions.
- Host a Career Day. Invite guests from different professions to bring brochures and other information to their table and speak to MSMF members individually about their career options.
- Ask group members to research a career and bring their report to the meeting. These careers should include a variety of jobs in different fields, such as homemaker, beautician, musician, pharmacist, etc.
- Ask members to share information about their parents' careers or jobs—especially if they are business owners or entrepreneurs.

LEARNING OBJECTIVES

- To educate MSMF members about career choices
- To begin planning for a career and other long-term goals
- To learn how to research a career of their interest
- To begin learning how to navigate the hiring process
- To learn and practice key interview skills

SUPPLEMENTAL MATERIAL

The following material from *Messages to Young People* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

It is the work of the youth to make advancement day by day. Peter says, "Add to your faith virtue; and to virtue knowledge; and to knowledge temperance; and to temperance patience; and to patience godliness; and to godliness brotherly kindness; and to brotherly kindness charity. For if these things be in you, and abound, they make you that ye shall neither be barren nor unfruitful in the knowledge of our Lord Jesus Christ."

All these successive steps are not to be kept before the mind's eye, and counted as you start; but fixing the eye upon Jesus, with an eye single to the glory of God, you will make advancement. You cannot reach the full measure of the stature of Christ in a day, and you would sink in despair could you behold all the difficulties that must be met and overcome. You have Satan to contend with, and he will seek by every possible device to attract your mind from Christ.

But we must meet all obstacles placed in our way, and overcome them one at a time. If we overcome the first difficulty, we shall be stronger to meet the next, and at every effort will become better able to make advancement. By looking to Jesus, we may be overcomers. It is by fastening our eyes on the difficulties and shrinking from earnest battle for the right, that we become weak and faithless.

By taking one step after another, the highest ascent may be climbed, and the summit of the mount may be reached at last. Do not become overwhelmed with the great amount of work you must do in your lifetime, for you are not required to do it all at once. Let every power of your being go to each day's work, improve each precious opportunity, appreciate the helps that God gives you, and make advancement up the ladder of progress step by step. Remember that you are to live but one day at a time, that God has given you one day, and heavenly records will show how you have valued its privileges and opportunities. May you so improve every day given you of God, that at last you may hear the Master say, "Well done, thou good and faithful servant" (MYP 45.2–46.2)

ACTIVITIES AND DISCUSSIONS

Setting Goals (3.1, Student Workbook p. 29). Part of becoming an adult is identifying your hopes for the future and setting your mind to achieving them. This activity encourages girls to look at the things they want to achieve and provides them with a technique to help them define and reach their goals.

As a group, read through the text in the workbook. Pay attention to the four elements of realistic goal-setting (“what,” “why,” “when,” and “challenges”) and spend sufficient time explaining how the given example includes all four elements. Invent another example to illustrate the method, if necessary. Ensure that members understand how setting and achieving specific, realistic short-term goals helps them work toward achieving larger, more complex goals like a career choice or significant academic accomplishment.

After reading and understanding the text, direct the group to work on the goal-setting worksheet individually. Alternately, divide the group into pairs so that each girl can share their goals and get feedback from their partner on the way they’ve used the four elements of goal-setting. Ask them to think about at least two or three specific, realistic goals they can work toward. In preparation for other activities related to career planning, encourage them to be particularly thoughtful in choosing goals that will benefit their future education and/or career. Be mindful that in addition to goals directly related to studying or finding a job, for some girls this may include developing skills such as public speaking, computer proficiency, or learning a language.

Read together the Bible verse and encourage members to commit all their future goals and ambitions to the Lord.

Preparing for an Interview (3.2, Student Workbook p. 31). Read through the text as a group, and facilitate a conversation about the interview tips presented in the text.

Read aloud the story about Tiara’s job interview. Facilitate a conversation about the discussion questions, and encourage MSMF members to frame their answers in terms of the interview tips in the previous passage.

Read together the Bible verse, and encourage members to trust in God to supply their confidence as they take their first steps to enter the workforce.

Practice Interview (3.3, Student Workbook p. 33). Note: this activity should be completed after **3.2 Preparing for an Interview**. In advance of this activity, ask girls to think about jobs or careers they are interested in pursuing and spend 30–45 minutes at home researching the career of their choice. They should make notes in the Student Workbook, being guided by the given prompts but not limited to them. They may conduct this research online, if possible, or by interviewing knowledgeable people such as teachers, parents, or individuals working in that profession. Read for them the Bible verse in the Student Workbook, and as they research careers of interest encourage them to think about how they may use their future work to praise and glorify God.

For the activity, divide members into pairs, putting together girls interested in the same career wherever possible. Ask pairs to trade off playing the roles of interviewer and interviewee, and before beginning allow them some time to jot down notes—questions they will ask when they play the interviewer as well as talking points they can use when they play the interviewee. Prompt

the “interviewers” to ask general questions such as “Why do you want to work here?,” “What are your strengths?,” or “Are you good at working with others in a group?” as well as questions specific to the type of job their partner is interviewing for. Encourage the “interviewees” to use the skills they learned from the text to present themselves professionally, and the information they gained from their research to speak knowledgeably about the unique demands of the job they have chosen.

Module 4

ACADEMIA EXTREME ACADEMIC SKILLS

"The heart of the prudent
acquires knowledge, and the ear
of the wise seeks knowledge."

Proverbs 18:15



INTRODUCTION

The study habits and time management skills MSMF members learn now will stay with them throughout the rest of their academic career—and beyond into adulthood. It's important to guide members in developing healthy habits now that will last them a lifetime. Be mindful, however, that everyone learns and works differently. Study methods or time management techniques that work for one person may not be helpful for another. While this module offers one simple method of prioritizing tasks and managing time, encourage members to explore different techniques and find what works for them.

New habits take patience, persistence, and quite a lot of time to become a permanent part of life. A health psychology researcher did a study of students who wanted to begin new health-related habits and found that it took them an average of sixty-six days to develop their new habit. Furthermore, more complex behaviors took longer to form a habit. So guide members in prayerfully and persistently pursuing good study habits, and ensure that the MSMF group is a positive network that holds them accountable while providing encouragement and support.

As you work through the academics module, consider these suggestions for additional activities to enhance the lessons:

- Create a study group that meets on a regular basis.
- Pair older MSMF members with younger members to be academic mentors, helping them in difficult subjects and encouraging good study practices.
- Ask members to keep a detailed and honest account of how they spend their time every day for a week. At the end of the week, ask them to evaluate their time management decisions.

LEARNING OBJECTIVES

- To learn and practice healthy habits in test preparation and studying
- To learn and practice principles of good time management
- To understand the concept of success

SUPPLEMENTAL MATERIAL

The following material from *Messages to Young People* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

God requires the training of the mental faculties. He designs that His servants shall possess more intelligence and clearer discernment than the worldling, and He is displeased with those who are too careless or too indolent to become efficient, well-informed work-

ers. The Lord bids us love Him with all the heart, and with all the soul, and with all the strength, and with all the mind. This lays upon us the obligation of developing the intellect to its fullest capacity, that with all the mind we may know and love our Creator.

If placed under the control of His Spirit, the more thoroughly the intellect is cultivated the more effectively it can be used in the service of God. The uneducated man who is consecrated to God and who longs to bless others can be, and is, used by the Lord in His service. But those who, with the same spirit of consecration, have had the benefit of a thorough education, can do a much more extensive work for Christ. They stand on vantage ground.

The Lord desires us to obtain all the education possible, with the object in view of imparting our knowledge to others. None can know where or how they may be called to labor or to speak for God. Our Heavenly Father alone sees what He can make of men. There are before us possibilities which our feeble faith does not discern. Our minds should be so trained that if necessary we can present the truths of His word before the highest earthly authorities in such a way as to glorify His name. We should not let slip even one opportunity of qualifying ourselves intellectually to work for God (MYP 173.1–3).

ACTIVITIES AND DISCUSSIONS

Preparing for a Test (4.1, Student Workbook p. 35). Read through the test preparation tips as a group. Emphasize that preparation for a test should begin on the first day of class—diligently practicing good study habits. These tips are meant to reinforce the knowledge they should already have, and soothe their nerves before sitting down for the exam.

Read together the Bible verse, and facilitate a discussion of the metaphor “buying” and “selling” truth, wisdom, and instruction. Ask them to think of ways they can “buy” understanding (for example, being actively engaged in class sessions, learning a new skill, reading books, or studying difficult new Bible concepts), and ways they may inadvertently “sell” it (for example, neglecting schoolwork, skipping class, spending an excessive amount of time with idle entertainment, or letting their spiritual life grow stagnant). Encourage them to carefully evaluate their choices every day, making a conscious decision to “buy” truth instead of “selling” it.

Time Management (4.2, Student Workbook p. 36). Read aloud the first paragraph, describing an example scenario where one might have conflicting obligations and wishes. Facilitate a conversation about the text’s suggestions about prioritizing those conflicts (asking a friend for advice, praying for guidance, etc.) and ask MSMF members how they make similar tough decisions. Emphasize that sometimes the choice isn’t between a good thing and a bad thing—at times we have to choose between two good things.

Offer the “to do list” as one method to organize and prioritize conflicting tasks. Ask MSMF members to fill out their own to do lists with tasks related to their academics, hobbies, work or chores, social activities, and family events, as well as the estimated time required for each task. Ask them to think about how they can manage their time to balance all their tasks or—if that seems unmanageable—how they should prioritize their obligations.

Read together the Bible verses, and explain that the phrase “redeem the time” is phrased in other translations as “making the most of your time.” God wants us to use our time wisely, and one way students can do that is to practice responsible study habits that will allow them to further their education and future career in a way that glorifies God.

Success and Excellence (4.3, Student Workbook p. 37). Facilitate a conversation about the concept of success. Ask MSMF members, “What is success? How do you achieve it?” You may discuss the questions in the workbook together and help them fill in the blanks, or allow them to fill in the blanks on their own and discuss their answers later.

Read together the Bible verses and emphasize that worldly accomplishments are only one part of success. God has great plans for each of them, and in becoming the person God wants them to be they will find the greatest success of all.

Module 5

WORKING IT OUT MAKING GOOD DECISIONS

"Trust in the Lord with all your heart, and lean not on your own understanding; in all your ways acknowledge Him, and He shall direct your paths."

Proverbs 3:5-6



INTRODUCTION

From the minute you wake up until the moment you fall asleep, life is full of decisions. They range from the trivial—like what to wear or what to eat for breakfast—to the serious—like how to repair a friendship or what to say in a crucial job interview. It is quite common to feel anxiety or trepidation when faced with a decision, or to delay making an important decision for fear of making the wrong choice. And when the consequences of poor past decisions linger in your mind, it is understandable why the fear of failure or the concern of how that decision may affect others can be crippling. This is especially true for adolescents and teens who have just started to make important decisions for themselves and do not yet have a wealth of experience in navigating difficult situations. For all these reasons and more, it is vital for young people to learn healthy, rational, Christ-centered methods of decision-making.

In this module, decision-making is presented in two components: problem-solving and conflict resolution. While the former deals with issues of conflicting choices or ethical/moral dilemmas and the latter deals with interpersonal issues, the methods for each process require a similar skillset. MSMF members will learn the basic skills of sound decision-making that can be used in any scenario: to think critically about difficult situations, communicate competently under pressure, evaluate the potential consequences of any given choice, and prayerfully select the best path of action.

LEARNING OBJECTIVES

- To learn how to make rational and ethical decisions
- To practice problem-solving techniques
- To acquire basic skills in thinking critically and communicating effectively
- To learn how to work with others and resolve conflict

SUPPLEMENTAL MATERIAL

The following material from *Thoughts from the Mount of Blessing* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

Christ is “the Prince of Peace” (Isaiah 9:6), and it is His mission to restore to earth and heaven the peace that sin has broken. “Being justified by faith, we have peace with God through our Lord Jesus Christ.” Romans 5:1. Whoever consents to renounce sin and open his heart to the love of Christ, becomes a partaker of this heavenly peace.

There is no other ground of peace than this. The grace of Christ received into the heart, subdues enmity; it allays strife and fills the soul with love. He who is at peace with God and his fellow men cannot be made miserable. Envy will not be in his heart; evil surmisings will

find no room there; hatred cannot exist. The heart that is in harmony with God is a partaker of the peace of heaven and will diffuse its blessed influence on all around. The spirit of peace will rest like dew upon hearts weary and troubled with worldly strife (MB 27.2–3).

ACTIVITIES AND DISCUSSIONS

Solving Problems (5.1, Student Workbook p. 39). In this activity, MSMF members will learn a problem-solving method and apply it to a hypothetical scenario. To choose the scenario in step one of “Problem-Solving Steps,” you may offer members five or six options of problems they might face, or assign a scenario to each group. Suggestions are given as examples below, but you should choose situations that are realistic, culturally relevant, and age appropriate for your group. (Note: choose a situation that features a problem of conflicting choices, a moral or ethical dilemma, or something similar. For an activity to practice navigating interpersonal conflict, see **5.3 Resolving Conflict**.)

Divide MSMF members into small groups of three or four. Guide them through the following problem-solving steps (also listed in the Student Workbook) as they apply them to their chosen scenario, and check that every group member is actively engaged at every step. Depending on the size of your group, they may write down their thoughts on the board for everyone to see, or on a piece of paper to share with the other groups later.

SUGGESTED SCENARIOS

- Your friend asks you to fake illness and skip your last class in school in order to attend an event hosted by their church.
- Your non-Christian neighbor invites you to a social event that you’re not sure is appropriate.
- Your two best friends are having parties at the same time, and you only have time to attend one of them.

PROBLEM-SOLVING STEPS

1. **Identify the problem.** Sometimes verbalizing the issue helps teens see solutions more clearly.
2. **What are all of my possible choices?** Ask members to generate answers to their selected problem and write them down. Don’t evaluate answers at this time. The object of this step is to come up with as many potential solutions as possible. There will be time to analyze them in the next two steps.
3. **For each choice, ask: What are the possible positive consequences?** For this step and the next, encourage them to think critically and without bias. They should feel free to admit the positive consequences of a selfish decision, but also be able to acknowledge the difficult consequences of a moral decision.

4. **For each choice, ask: What are the possible negative consequences?**
5. **Which solution should I try?** For many situations, the best solution will be obvious. But for teens, decisions are often not so easy. Remind them that when they have tough decisions to make, they may want to consult with a parent, teacher, counselor or other trusted adult. Above all, they should prayerfully seek guidance from God when evaluating the different paths they may take.
6. **What is my plan for using this solution?** Ask members to identify a concrete plan of action for their chosen solution. They should think about how much time they will need to devote to this plan, what material resources they may need, whether they need to cooperate with someone else to get it done, whether their success depends upon someone else's contributions as well as their own, and other considerations. Answers generated in this step will vary greatly depending on the nature of the problem and the proposed solution.
7. **How will I check to see how things worked out?** Ask members to come up with a clear definition of success, referring back to the initial problem and evaluating how well they've resolved it. As they go out and use this problem-solving method in real-life applications, remind them to not be discouraged or embarrassed if their solutions to problems aren't successful at first. As young people grow and mature, they will become more adept at navigating tough situations with grace and confidence.

Read together the Bible verse and point out that it specifies how God gives us wisdom when we ask Him for it: "liberally and without reproach." The Bible doesn't always make that promise about the things we pray for! Sometimes we may ask for something that God decides we should not have. But *wisdom* is something He will always give us—liberally, and without reproach.

Disagreements (5.2, Student Workbook p. 40). Introduce this session by reading aloud or paraphrasing the following text:

Disagreements are just a part of life. We all have them at some point—with family, friends, classmates, or neighbors. You probably have different sorts of disagreements with parents than you do with friends, and the ways you solve those disagreements may be different too. But in any relationship, having occasional disagreements is to be expected. It's not a sign that a parent doesn't care for you, or that you're not as close to your friend as you thought you were.

Remember that disagreements don't always need to turn into conflicts. It's best to deal with our disagreements calmly and with respect—*before* feelings are hurt or arguments begin. Proverbs compares conflict to "releasing water," like the breaking of a dam. Imagine the destruction done by a great body of water suddenly unleashed upon an area totally unprepared for a flood. That's the kind of damage that can happen to an important

relationship if we allow conflict to erode the bonds of trust, love, and respect. Proverbs advises us to “stop contention before a quarrel starts,” which means dealing with disagreements before they get worse.

Facilitate a discussion about the questions in the workbook. Regarding the last question: if the phrase “agree to disagree” is unfamiliar to MSMF members, explain that it means acknowledging that people may have a different opinion about something and accepting that they will not find a “resolution” that brings them both to the same line of thinking. Explain that not all problems can, or should, be solved this way, but sometimes the best solution is to simply accept that people have different ways of thinking. In such cases, “agreeing to disagree” only works if you truly respect the other person’s opinion, and aren’t just holding a grudge or ill feelings.

Read together the Bible verse and ask MSMF members what they think of the analogy of “releasing water” (breaking of a dam) for conflict. Ask them to come up with different analogies for conflict. For example, a firecracker set off in the middle of the night might be like a trivial spat in the midst of an otherwise pleasant conversation; a branch bending before it snaps might be like a friendship that has been strained for quite a while, finally exploding in an emotional argument.

Resolving Conflict (5.3, Student Workbook p. 41). In advance of this activity, ask for two MSMF members to volunteer as “actresses” in a scene. Ensure that they’re able to spend a few minutes practicing the initial skit, and willing to go along with some improvisation during the activity; older members may be the best choice for these roles. Suggestions are given as examples below, but you should choose scenarios that are realistic, culturally relevant, and age appropriate for your group. (Note: choose a situation that features a problem of interpersonal conflict. For an activity to practice making decisions with conflicting choices or moral/ethical dilemmas, see 5.1 Solving Problems.)

Ask the actresses to act out the initial conflict in a short scene in front of the rest of the MSMF group. Then “pause” the scene, read the first step of conflict resolution and ask the rest of the group to “direct” the next part of the scene. Ask them to articulate how each actress should behave and what she should say. The actresses will then continue the scene, responding to the group’s direction. You may consult with your actresses ahead of time and allow them to at times demonstrate how something said or done may not be well received by the other person. At these times you may “rewind” the scene when the group’s direction doesn’t help resolve the conflict, and encourage the rest of the members to come up with a different approach. Repeat for each step in the conflict resolution process. This can be a fun and spirited activity; encourage your actresses to be very expressive in their acting so as to engage their fellow members.

SUGGESTED SCENARIOS

- Sarah's sister Mary keeps borrowing her clothes without asking.
- Rebecca overheard her best friend Ruth gossiping about her.
- Naomi feels that her teacher Mrs. Moses has been grading her assignments unfairly.

Read together the Bible verse and ask MSMF members to reflect carefully on how this verse is phrased: Paul says that if we have found any love, fellowship, and mercy in Christ, then we should reflect that love, fellowship, and mercy in how we deal with other people. We sometimes tend to feel as though our relationship with God is totally separate from our relationships with others, but Paul tells us here that the boundless love God shows to us is the very reason why we ought to strive to be "of one accord, of one mind." Encourage MSMF members to keep this verse in mind the next time they find themselves in conflict with someone else.

Module 6

OFF TO A GREAT START LIFE SKILLS

"And whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to God the Father through Him."

Colossians 3:17



INTRODUCTION

The activities and discussions in the “Life Skills” module cover a wide range of basic skills and knowledge young girls should be equipped with as they prepare to navigate adult situations with less supervision from the parents, teachers, and other role models who have guided them thus far. This module introduces MSMF members to the basic principles of a healthy diet and lifestyle, the core concepts of stewardship, the importance of managing a budget, how to participate in romantic relationships according to biblical teachings, and what to look for in potential romantic partners.

Because some MSMF members may be too young to have even begun making their own decisions about spending money, it may be difficult for them to relate to the practical activities about finances. You may choose to pair them with an older member for those sessions. Similarly, the discussions about virtue, premarital sex, and romantic relationships may not yet be appropriate or relevant for the youngest members. Use your discretion for these activities; you may consider dividing the group, or presenting a modified version of the content.

There is one additional subject which may complement this module, but which is not included in the curriculum: the rules of proper etiquette in formal social situations. Competence in this area may be useful for a number of reasons: In certain environments, a young woman’s etiquette may be viewed as a reflection of her personal and professional competence. Additionally, learning to behave in social situations with confidence and grace may ease her anxieties about entering the work force, forming adult relationships, or socializing outside of her immediate circle of family and friends. However, etiquette is not included in the following activities and discussions because social “rules” and expectations vary so widely from culture to culture. If you feel it would be beneficial to your MSMF members to have a session dedicated to etiquette, you should devote the time to those conventions most relevant and practical for your own culture. A general suggestion for an activity about etiquette is given below.

As you work through the life skills module, consider these suggestions for additional activities to enhance the lessons:

- Plan a dish or meal that can be made at the MSMF meeting. Choose a healthy, simple recipe that every member can help prepare. Go over the ingredients list with members and ask them to identify how each major food group is represented. Demonstrate how choosing foods from every food group contributes to a healthy and balanced diet. Allow all members to help prepare the meal; you may even allow older members to take a leadership role and direct the process.
- Invite an accountant or a financial manager to make a presentation about basic financial matters for MSMF members (the lecture should include topics such as opening a bank account, balancing a check book, using debit and credit cards, banking online, understanding credit

scores, or any information relevant for your community). If possible, they may bring hand-outs or brochures for the girls and enlist their participation in the lecture.

- Demonstrate and practice the conventions of etiquette most relevant to your culture. Then have the MSMF members host a formal event, to which they invite their parents or friends. MSMF members will use the etiquette skills they learned as they interact with the guests.

LEARNING OBJECTIVES

- To identify the components of a healthy diet
- To understand the connection between emotions and food choices
- To understand the biblical principles of stewardship
- To be introduced to the concept of managing a budget
- To plan a shopping trip with a budget
- To understand the Bible's teachings about relationships and dating
- To recognize characteristics of healthy and unhealthy relationships

SUPPLEMENTAL MATERIAL

The following material from *The Ministry of Healing*, *Counsels on Stewardship*, and *Messages to Young People* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

Our bodies are Christ's purchased possession, and we are not at liberty to do with them as we please. All who understand the laws of health should realize their obligation to obey these laws which God has established in their being. Obedience to the laws of health is to be made a matter of personal duty. We ourselves must suffer the results of violated law. We must individually answer to God for our habits and practices. Therefore the question with us is not, "What is the world's practice?" but, "How shall I as an individual treat the habitation that God has given me?" (MH 310.4).

The followers of Christ are not to despise wealth; they are to look upon wealth as the Lord's entrusted talent. By a wise use of His gifts, they may be eternally benefited, but we are to bear the fact in mind that God has not given us riches to use just as we shall fancy, to indulge impulse, to bestow or withhold as we shall please. We are not to use riches in a selfish way, devoting them simply to our own enjoyment. This course would not be doing right toward God or toward our fellow men, and would bring at last only perplexity and trouble (CS 133.1).

Before giving her hand in marriage, every woman should inquire whether he with whom she is about to unite her destiny is worthy. What has been his past record? Is his life pure? Is the love which he expresses of a noble, elevated character, or is it a mere emotional fondness? Has he the traits of character that will make her happy? Can she find true peace and joy in his affection? Will she be allowed to preserve her individuality, or must her judgment and conscience be surrendered to the control of her husband? As a disciple of Christ, she is not her own; she has been bought with a price. Can she honor the Saviour's claims as supreme? Will body and soul, thoughts and purposes, be preserved pure and holy? These questions have a vital bearing upon the well-being of every woman who enters the marriage relation (MYP 439.2).

ACTIVITIES AND DISCUSSIONS

A Healthy Plate (6.1, Student Workbook p. 43). This activity discusses the components of a balanced, healthy diet and why it's important to give our bodies healthful foods. Keep in mind that most girls will not have a choice about what they eat at home. Further, economic circumstances may make it difficult to eat every "healthy plate" component at every meal. Emphasize that healthy eating does not require following a strict set of "rules" regarding food, and ensure they understand that as long as they are making the best choices possible given the resources they have available, they are doing the best they can to care for their God-given body and mind. Ask MSMF members to fill in the worksheet about the major food groups in the workbook, reading aloud or paraphrasing the information below as you work through the activity.

(The following material is adapted from The Nutrition Source, Harvard School of Public Health, www.hsph.harvard.edu/nutritionsource)

The most nutritious way to eat is to fill your plate with a variety of healthy foods from the major food groups. Here's what makes up a healthy plate:

Whole grains: Whole grains—like brown rice and oats—have great health benefits, but the process of making refined grains—like white rice or white bread—makes those foods lose many valuable nutrients. Whole grain kernels have three parts: the outer layer of bran, the core of the seed called the germ, and the soft interior layer called the endosperm. Whole grains are often refined, removing the bran and germ, in order to make food products that are light and fluffy. But those foods are much less nutritious because of all the nutrients lost when the bran and germ were removed. Some more examples of whole grains are corn, millet, quinoa, and rye.

Health benefits of whole grains: People who eat plenty of whole grains have a lower risk of dying from heart disease. They are also less likely to develop inflammatory diseases or diabetes. The fiber in whole grains promotes intestinal health, and prevents constipation.

Protein: Protein is found in virtually every kind of body part or tissue—muscles, bones, skin, and even hair. It's responsible for powering chemical reactions in your body and carrying oxygen in your blood. Meat, fish, and eggs contain protein, but you can also find it in nuts, seeds, beans, lentils, and even some vegetables. It's important to remember that if we don't eat animal protein, we must eat a variety of plant-based protein. This is because the essential amino acids found in protein are not always present in all kinds of plant-based protein.

Health benefits of protein: The quality of protein you eat is more important than the quantity. Eating red meat or other high-fat sources of protein increases your risk of diabetes or heart disease. But eating low-fat or plant-based protein will decrease your risk of developing these diseases.

Fruits and vegetables: No single fruit or vegetable provides all the necessary nutrients, so it's important to eat as many different kinds as you can. Try choosing leafy green vegetables like lettuce, spinach, and kale as well as vegetables of different bright colors like tomatoes, peppers, and squash. Look for different kinds of fruits as well, like apples, bananas, pears, mangos, berries, and pineapples.

Health benefits of fruits and vegetables: Eating plenty of vegetables lowers the risk of heart disease and stroke, and eating a vegetarian diet is associated with lower blood pressure. One study found that when people who already have high blood pressure changed their diet to include plenty of fruits and vegetables and lower fat, they lowered their blood pressure as much as medication would. And eating plenty of whole fruits is associated with a lower risk of diabetes. Fruits and vegetables also contain fiber, which promotes intestinal health and prevents constipation.

Healthy oils: We don't need to avoid all kinds of fat, but it's important to choose healthier oils whenever possible and use them in moderate quantities. "Good" fats (unsaturated fats) include vegetable oils—olive, canola, and corn, for example—and are even found in nuts and seeds. Fats to avoid include trans fats, which are sometimes found in processed foods, and saturated fats, which include red meat, butter, cheese, and ice cream.

Health benefits of healthy oils: One special kind of unsaturated fat, called omega-3, is important to include in your diet because it is an essential fatty acid that your body needs to function. Additionally, it lowers the risk of heart disease and improves the effectiveness of certain medications.

Water: The things you eat are only one part of your diet; you need to take care with what you drink too. Water is the absolute best beverage you can choose. Sugary drinks like soda contain lots of calories but virtually no nutritional benefit. Drinking a lot of these beverages can cause you to unintentionally consume more calories than you should, which

causes weight gain. Even fruit juice should be consumed in moderation—just a small glass per day—because it too contains calories, with less nutrients than whole fruit. For a tasty twist on plain water, try using fresh additions like lemon, orange, mint, ginger, or cucumber. Women should generally aim to drink 91 ounces (11 cups) of water per day, with 80% coming from beverages and the rest from food.

Health benefits of water: Drinking water restores fluids lost through metabolism, breathing, sweating, and the removal of waste. It quenches your thirst and rehydrates your bodily systems.

Exercise: Although it's not on your plate, regular exercise is one of the best things you can do for your health. And just as we make time to feed our bodies every day, we should also set aside time to exercise them. If you haven't been exercising regularly, try going for a brisk 30-minute walk five days a week—it's a good way to start being active. Other great physical activities include playing sports, swimming, jumping rope, or hiking.

Health benefits of exercise: People who live sedentary lifestyles—without much exercise, or none at all—are more likely to be overweight and develop many kinds of chronic diseases. People who spend a great deal of time sitting or watching television are more likely to die prematurely than people who have an active lifestyle.

Read together the Bible verse. Ask members to reflect on how God, when He first created the world, paid such particular attention to how His creation would nourish us and keep us healthy. He created an entire world of grains, fruits, vegetables, nuts, and seeds just for us!

Food and Feelings (6.2, Student Workbook p. 44). Some teens develop a dangerously unhealthy relationship with food, which can lead to an eating disorder—a serious mental illness, for which young women aged twelve to twenty are most at risk. Be aware during this discussion, and any other about eating and feelings regarding food, that some girls may disclose a serious problem with eating, or their worry for a friend or family member. If you are approached by a young lady who may be suffering from an eating disorder, please consult with a pastor on which steps to take next.

Facilitate a conversation about the discussion questions. Allow MSMF members to direct the conversation, stepping in only to ensure that it touches on the main points of the question prompts.

Read together the Bible verse. Encourage members to eat in order to fuel their body, not to soothe hurt feelings. The Bible tells us that we should look to God—not earthly comforts—for emotional healing, for He will “fill the hungry soul with goodness.”

Faithful Stewardship (6.3, Student Workbook p. 45). Read through the text as a group. Engage MSMF members by asking them to look up and read aloud the Bible verses mentioned in the

text. Emphasize the second paragraph, which describes the difference between ordinary earthly stewardship and stewardship for God. Then divide members into small groups and ask them to discuss the idea of stewardship as worship. Encourage them to realize that stewardship is not something we do just because we are commanded to, but because we desire to express our love, gratitude, and worship for the Creator.

Read together the Bible verse, and ask MSMF members to commit their efforts to being faithful in managing whatever resources God gives them now and in the future.

Managing a Budget (6.4, Student Workbook p. 47). Using the budget form, MSMF members will be introduced to the concept of planning expenses within a budget in order to meet basic, realistic needs. (This is one of two activities that utilize the **Budget Form, Student Workbook p. 49**; the other is 6.5, **Shopping on a Budget**. If you plan to use both activities you may wish to make an extra copy of the form for each member.) In advance of the activity, decide on a pretend “budget” for MSMF members. Choose either a weekly or monthly budget, and use a figure that is realistic for your community, yet not overly difficult to work within.

Facilitate a discussion of the questions in the workbook. Then ask MSMF members to write down the total budget you’ve allotted at the top of the page. Then ask them to think of some basic expenses they would have if they were totally financially responsible for themselves. In addition to items related to housing, food, saving, and transportation to work or school, encourage them to think about less obvious expenses (for example, tithes and offerings, toiletries such as soap and shampoo, expenses related to caring for a pet, leisure activities, purchasing new clothes, or contributing to an emergency fund for unexpected expenses). Ask them to write each item in the first column. Then ask them to prioritize these expenses in the “priority” column: high priority items absolutely must be paid for every week or month, medium priority items may be delayed for two weeks or one month before being paid, and low priority items are not truly necessary at all. Finally, divide members into pairs or small groups to fill in the “cost” column. They will need to do some independent research in order to come up with reasonable figures. For example, they may look at advertisements for housing in the newspaper, investigate prices of common household items in the grocery store, or interview their parents or other adults. This research may need to be done outside the MSMF session.

Finally, ask members to calculate two totals and write them in their budget form: total cost of the “high priority” items, and total cost of all items. Facilitate a discussion of what members learned during this exercise. Did anyone’s total cost go over budget? Would they be able to stay within budget if they limited themselves to only high priority items? Was anyone surprised at how much various items cost? Ask members to share the items they accounted for in their budgets. How were everyone’s budgets alike or different?

Read together the Bible verse. Draw members’ attention to the phrase “firstfruits.” Explain that this verse is instructing us to put aside God’s tithes and offerings *first*, before we use our material

resources for our own benefit. Further emphasize the promise in the second half of the verse: “then your barns will be filled to overflowing.” Returning a portion of our wealth to God is not meant to be a burden; on the contrary, He has promised to bless us for using our resources faithfully. Encourage MSMF members to keep this verse’s instruction in mind in the future when they are in charge of managing their own budget.

Shopping on a Budget (6.5, Student Workbook p. 48). Using the budget form, MSMF members will be introduced to the concept of shopping within a budget and evaluating choices of products. (This is one of two activities that utilize the **Budget Form, Student Workbook p. 49**; the other is **6.4, Managing a Budget**. If you plan to use both activities you may wish to make an extra copy of the form for each member.) In advance of this activity, decide on a shopping location and scenario (suggestions are given below) and arrange for adequate adult supervision on the field trip. When creating the shopping scenario, try not to give members a strict shopping list; offering them a more general task to accomplish allows more room for creativity, and creates more opportunity for discussion after the activity.

Facilitate a discussion of the questions in the workbook. Then take MSMF members to the chosen store and explain to them their pretend budget and the scenario for which they are shopping. Give them 30–45 minutes, or a reasonable amount of time, to look around the store and evaluate their options. Ask them to use the Budget Form to write down the items they would purchase with their pretend budget, and the cost. They may also use the “priority” column to prioritize their choices, so that in the event that their entire selection would go over budget they can choose to eliminate items of lower priority. Emphasize that each member is to use their pretend budget however they think is best—some girls may choose to buy just a few high-quality items, while others may look for low prices and special discounts to be able to afford more products. After the activity, sharing members’ differing choices will create an opportunity for further discussion of the questions in the workbook.

SUGGESTED SHOPPING SCENARIOS

- Grocery store—shopping for ingredients to cook breakfast for your family
- Clothing store—buying new outfits for summer vacation
- Home goods store—purchasing decorations, bedding, and curtains for your bedroom

Read together the Bible verse. In this verse, we are counseled to be prudent with our material possessions because material wealth may be depleted at any time. Encourage MSMF members to treat every God-given resource with respect, using it faithfully for His purposes.

Virtue and Purity (6.6, Student Workbook p. 50). In creating a safe space we cannot disregard the important issues our young girls are facing. We must address those issues in a tactful, sensitive, and sincere manner, without seeking to demean or embarrass. We must treat each with dignity, as our Savior would have us do. When discussing the issues of virtue and virginity, emphasize that rape and sexual abuse is a sin and a violation, for which the victim should never be blamed.

Survivors of rape or sexual abuse should not be made to feel “impure” or less than virtuous. If you are approached by a young lady who is being sexually abused in her home or otherwise, please contact the local authorities and then seek counsel from your pastor.

While leading this discussion, be guided by the following Bible verses about virtue and purity: Galatians 5:19, 1 Thessalonians 4:3, Romans 13:13, and Proverbs 31:10–31.

Read together the Bible verse. Pray together, and affirm that God will uphold each MSMF member in her integrity as she strives to conduct herself as a godly young woman.

Am I Ready? (6.7, Student Workbook p. 51). Facilitate a discussion about the Bible verses and discussion questions about premarital sex. Have Bibles on hand and allow members to look up the context of these verses in order to improve their understanding.

Encourage them to think about how this biblical counsel can be applied to relationships and dating today. Discuss how peer pressure and cultural messages affect their thoughts about what they want from a dating relationship. Do these influences make them feel confused or unsure about what they want? Allow members to direct the conversation, stepping in to encourage them to think more deeply about the discussion topic.

Read together the Bible verse. Pray together that MSMF members will look to God’s wisdom—which is pure, peaceable, and full of mercy—instead of earthly wisdom, when they are faced with decisions to make about dating and relationships.

Relationships and Abuse (6.8, Student Workbook p. 53). Divide members into small groups and ask them to talk about the discussion questions. Allow enough time for thorough discussion, then bring the whole group back together to work through the list of healthy and unhealthy characteristics of dating relationships. Spend sufficient time discussing each item, allowing MSMF members to voice their opinions, illustrate some characteristics with example scenarios, or share about times they experienced or observed these characteristics. This section contains much potential for discussion, and may take more than one meeting to cover thoroughly.

Read together the Bible verse. Encourage MSMF members to notice that the Bible specifies the kind of husband a man ought to be—loving and caring for his wife as he loves and cares for himself, treating her as precious as a part of his own body. Pray together that MSMF members will seek the will of God as they navigate adult relationships, and use discernment and wisdom to choose partners who exemplify the character described in this verse.

Module 7

IT'S THE TRUTH SPIRITUALITY AND THE CHURCH

"And you shall know the truth, and
the truth shall make you free."

John 8:32



INTRODUCTION

This module offers practical application of biblical principles through the study of God's Word, and the opportunity for members to ask questions about spiritual matters. These activities need not be done consecutively; you may find it beneficial to regularly return to this module throughout the MSMF program. However you choose to use this content, be certain to ground your presentation and all discussion in the Bible. Many young people feel a disconnect between spiritual matters and the rest of their life, and for those members the practical applications of this module present an opportunity to connect the two. You may also choose to incorporate into this module your own denominational history, while being mindful and sensitive of members who may be from different backgrounds.

The first activity in this module is simply a time for MSMF members to ask questions about the Bible, the church, or anything related to spirituality. Each activity thereafter is a guided Bible study containing three components: an introductory attention-getter to be read aloud by the leader, a short Bible passage with accompanying study questions for small group work, and exercises for practical application of the biblical concepts that members can do at home. Using these activities as a template, you may create new Bible studies tailored to the needs and interests of your group.

Here are a few general tips for creating your own lessons: Choose relatively short Bible passages that can be easily read aloud in a small group. Stick to one main idea to develop or question to answer, and keep that focus in mind while writing the rest of the lesson. For the "Listen" section, keep your read-aloud narrative short; these activities are meant to be self-guided for the most part. Grab their attention by asking them to remember something, answer a thought-provoking question, or engage with an anecdote. For the "Study" section, write study questions that recap the important points of the passage and ensure comprehension; these questions introduce the element of small group work, so they should be easy and simple. Members will have the opportunity for more in-depth discussion after reading together the narrative. In the narrative accompanying the passage, try to explain difficult ideas plainly and in informal language. Keep in mind that groups will read this narrative together, and discuss it as much as they feel comfortable to do so. You should offer a short explanation of the passage and present one specific discussion question that relates to the central idea of the Bible study. For the "Now You Try It" section, frame the central idea of the lesson in a one-sentence "challenge." Offer three practical exercises that members can do at home. Ensure that the exercises relate to the central theme. Be creative, and strive to make them intriguing and easily achievable.

LEARNING OBJECTIVES

- To clarify their questions about spiritual matters
- To study Jesus's example of dealing with anger and negative emotions

- To understand how to overcome negativity through the truth of God's Word
- To study Jesus's sermon about suffering and happiness
- To understand how to find lasting happiness in God
- To study Jeremiah 17:5–8, the illustration of the tree and the shrub
- To understand how Christian fellowship relates to one's personal relationship with God

SUPPLEMENTAL MATERIAL

The following material from *The Spirit of Prophecy, Thoughts from the Mount of Blessing and Christ's Object Lessons* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

After the temple was cleansed, the demeanor of Jesus changed; the terrible majesty of his countenance gave place to an expression of tenderest sympathy. He looked after the flying crowd with eyes full of sorrow and compassion. There were some who remained, held by the irresistible attraction of his presence. They were unterrified by his awful dignity, their hearts were drawn toward him with love and hope. These people were not the great and powerful, who expected to impress him with a sense of their grandeur; they were the poor, the sick, and the afflicted. . . This was a scene worthy of the temple of the Lord. He who, a short time before, had stood upon the steps like an avenging angel, had now become a messenger of mercy, soothing the sorrows of the oppressed, encouraging the despairing, relieving the suffering. Hundreds returned to their homes from the pass-over sound in body and enlightened in mind, who had come there feeble and desponding (2SP 119.2, 120.1).

Through trials and persecution, the glory—character—of God is revealed in His chosen ones. The church of God, hated and persecuted by the world, are educated and disciplined in the school of Christ. They walk in narrow paths on earth; they are purified in the furnace of affliction. They follow Christ through sore conflicts; they endure self-denial and experience bitter disappointments; but their painful experience teaches them the guilt and woe of sin, and they look upon it with abhorrence. Being partakers of Christ's sufferings, they are destined to be partakers of His glory. In holy vision the prophet saw the triumph of the people of God. He says, "I saw as it were a sea of glass mingled with fire: and them that had gotten the victory, ... stand on the sea of glass, having the harps of God. And they sing the song of Moses the servant of God, and the song of the Lamb, saying, Great and marvelous are Thy works, Lord God Almighty; just and true are Thy ways, Thou King of saints." "These are they which came out of great tribulation, and have washed their robes, and made them white in the blood of the Lamb. Therefore are they before the throne of God, and serve Him day and night in His temple: and He that sitteth on the throne shall dwell among them" (MB 31.1).

Whatever the appearance may be, every life centered in self is squandered. Whoever attempts to live apart from God is wasting his substance. He is squandering the precious years, squandering the powers of mind and heart and soul, and working to make himself bankrupt for eternity. The man who separates from God that he may serve himself, is the slave of mammon. The mind that God created for the companionship of angels has become degraded to the service of that which is earthly and bestial. This is the end to which self-serving tends (COL 200.3).

ACTIVITIES AND DISCUSSIONS

I Want to Know (7.1, Student Workbook p. 57). Ask members to fill out their worksheet with questions they have regarding the Bible, their spirituality, or the church. The prompts on the page may give them ideas. Be sensitive to the fact that some members may feel shy about not knowing something; you may choose to have members write their questions on a separate slip of paper instead, to be handed in anonymously. Discuss the questions as a group and have Bibles on hand for members to look up passages as needed. You may need more than one session to discuss all the questions, or you may choose to take a few minutes from subsequent sessions to spend on this activity.

Negative Emotions (7.2, Student Workbook p. 58). Introduce the session by asking the MSMF members, "What are some negative emotions?" Ask them to write down their answers in the space provided.

Read aloud the "Listen" section. Then divide MSMF members into small groups and ask them to work through the "Study" section together. They should read together John 2:13–16, discuss and answer the questions, then continue to read together the remaining text and discuss the emotional management technique presented.

Bring the whole group back together, and encourage members to do the "Now It's Your Turn" section at home. Read together the Bible verse and pray that MSMF members will control their negative emotions, rather than letting negative emotions control them.

Happy and Blessed (7.3, Student Workbook p. 60). Introduce the session by asking the MSMF members, "What are the things that make you happy?" Ask them to write down their answers in the space provided.

Read aloud the "Listen" section. Then divide MSMF members into small groups and ask them to work through the "Study" sections together. They should read together Matthew 5:1–12, discuss and answer the questions, then continue to read together the remaining text and discuss how Jesus tells us to react to suffering and unhappiness.

Bring the whole group back together, and encourage members to do the “Now It’s Your Turn” section at home. Read together the Bible text and pray that MSMF members will always find “exceeding joy” in God, even during trying times.

Getting Roots (7.4, Student Workbook p. 62). Introduce the session by asking the MSMF members, “Who are the people you trust most in the world?” Ask them to write down their answers in the space provided.

Read aloud the “Listen” section. Then divide MSMF members into small groups and ask them to work through the “Study” section together. They should read together Jeremiah 17:5–8, discuss and answer the questions, then continue to read together the remaining text and discuss how trusting in God leads us to Christian fellowship.

Bring the whole group back together, and encourage members to do the “Now It’s Your Turn” section at home. Read together the Bible verse and pray that MSMF members actively seek to be a part of their Christian community, so they may be “encouraged together by their mutual faith.”

Module 8

REACHING OUT COMMUNITY SERVICE AND MISSION

"Also I heard the voice of the Lord, saying: 'Whom shall I send, and who will go for Us?' Then I said, 'Here am I! Send me.'"

Isaiah 6:8



INTRODUCTION

In 1990, the Seventh-day Adventist Church conducted the Valuegenesis study of adolescence and youth. This comprehensive look at Christian youth explored, among other things, the extent to which service was an important value among Adventist young people. The majority considered that all the goals related to service—such as to show love to other people, and to help people who are poor or hungry—were very important. Many young people are looking for something meaningful to pour themselves into, recognizing that collecting material possessions is a pursuit that will eventually leave them empty. Community service is an opportunity for teens to bond as friends while working together in service to others, helping young Christians find that meaningful purpose.

MSMF leaders should survey the surrounding community and make contacts that will acquaint members with their community's needs, taking advantage of useful resources and connecting with others involved in local youth ministries. Keep apprised of local outreach programs, events, and other opportunities for members to be actively involved in mission. Leader should constantly strive to find ways to challenge and motivate MSMF members to perform community service outreach.

As you work through the community service module, consider these suggestions for additional activities to enhance the lessons:

- Organize a day-long educational mission trip in which MSMF members visit a local organization (such as a homeless shelter or soup kitchen) and volunteer their services while learning about the purpose and operation of the organization.
- Ask members to think of a community service project idea for their local church to take on. MSMF members should conceive of the idea and prepare a written proposal and presentation for the pastor or church board.

LEARNING OBJECTIVES

- To research biblical guidance on serving vulnerable populations
- To be inspired by Jesus's life of service
- To articulate their own interests and passions regarding community service projects
- To be actively involved in developing and maintaining a program of community service

SUPPLEMENTAL MATERIAL

The following material from *The Ministry of Healing* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

The world needs today what it needed nineteen hundred years ago—a revelation of Christ. A great work of reform is demanded, and it is only through the grace of Christ that the work of restoration, physical, mental, and spiritual, can be accomplished. Christ's method alone will give true success in reaching the people. The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, "Follow Me." There is need of coming close to the people by personal effort. If less time were given to sermonizing, and more time were spent in personal ministry, greater results would be seen. The poor are to be relieved, the sick cared for, the sorrowing and the bereaved comforted, the ignorant instructed, the inexperienced counseled. We are to weep with those that weep, and rejoice with those that rejoice. Accompanied by the power of persuasion, the power of prayer, the power of the love of God, this work will not, cannot, be without fruit (MH 143.2–4).

ACTIVITIES AND DISCUSSIONS

God's Care and Concern (8.1, Student Workbook p. 65).

MATERIALS

- Bibles and concordances (enough for one per two or three members)

Introduce the session by defining the term "at-risk populations": people who—because of their age, physical disability, mental illness, socioeconomic status, or other factors—are particularly vulnerable, having a special need for care, and who may not be able to adequately provide for themselves. Give examples of at-risk populations (such as the elderly, homeless, blind, or people unable to read or write) and explain how their circumstances may make life significantly more difficult for them.

Divide members into small groups and give each group a Bible and concordance. Briefly explain how to use the concordances; you may also allow members to do their research online if possible. Ask members to do research using their Bible and concordance, and find out what the Bible says about helping at-risk populations. The workbook gives several verses, but groups may search for more passages about helping other people. If members are having difficulty finding more verses, you may direct them to these verses or others: Exodus 22:21, care for strangers or immigrants; James 1:27, care for orphans and widows; Isaiah 58:7, care for the poor and hungry; Leviticus 19:32, care for the elderly; and Luke 14:13–14, care for the physically disabled. You may also give them a hint to remember stories of Jesus's miracles: feeding the five thousand, healing the paralyzed man, or freeing the man driven insane by demon possession (which we may compare to showing compassion toward and helping those suffering from mental illnesses).

Read together the rest of the text in the workbook. Emphasize that we may not always be able to share our faith in obvious ways, but a Christlike attitude of servanthood is a witness all the same.

Read together the Bible verse and pray that MSMF members will reflect the compassion of the “Father of mercies and God of all comfort” in their interactions with others.

Serving Your Community (8.2, Student Workbook p. 66). The first part of this activity will be done at home. Ask MSMF members to research the particular needs of their local community, using the suggestions given in the workbook or another method you approve, and write their ideas in the workbook. You may divide the members into groups for this task, or allow some members to work individually if they desire. Everyone need not use the same method to conduct their assessment; in fact, multiple methods of research may yield a more diverse set of ideas. Work ahead to ensure parent or guardian participation for this project, as members should be guided by an adult while conducting their research. Emphasize the advice in the passage: MSMF members must follow through on their plans, because it is very hurtful to ask community members what they need but never show up to provide it.

In the MSMF meeting, ask the groups and/or individuals to share their findings and suggest a community service project for the entire group to take on. Allow members to discuss their options. Set a deadline for this activity, at which point you should decide on a specific, useful, and realistic community service project that MSMF members have expressed interest in. Schedule regular sessions for this project and enlist the participation of all members. Once the project is finished you may choose to take on another suggested project, so that MSMF members are engaged in community service throughout the program.

Read together the Bible verse and pray that MSMF members will find joy in humbly serving others in the course of their community service project.

Module 9

PRAY WITH ME PRAYER PARTNERS

"Now this is the confidence that we have in Him, that if we ask anything according to His will, He hears us."

1 John 5:14



INTRODUCTION

A vibrant prayer life is essential to the spiritual health of Christians. It brings us into communication with God, providing us a means of voicing to Him the matters on our hearts. Through prayer we seek guidance in difficult situations, receive comfort in grief, ask for forgiveness when we've done wrong, and lift praises for our blessings. As incredible as it seems that we should be able to talk to Him, the Creator of the universe, what's more is that He truly listens and cares!

Prayer ought to be one of the greatest joys of the Christian walk. Yet many young people view prayer as a chore—just another task to check off their daily routine. This module aims to inspire a new interest in prayer by exploring different ways of praying. It highlights some biblical prayers in order to illustrate the surprisingly honest, heartfelt prayers of people of faith, and introduces corporate and intercessory prayer. Additionally, this module suggests incorporating a prayer partners system into the MSMF program, with the goal of building friendship within the group while at the same time strengthening each individual member's relationship with God.

LEARNING OBJECTIVES

- To enrich their spiritual life through prayer
- To experience the joy of praying for and with others
- To study biblical examples of honest and heartfelt prayer
- To study corporate and intercessory prayer in the Bible

SUPPLEMENTAL MATERIAL

The following material from *The Desire of Ages* and *Testimonies for the Church* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

The Bible shows us God in His high and holy place, not in a state of inactivity, not in silence and solitude, but surrounded by ten thousand times ten thousand and thousands of thousands of holy intelligences, all waiting to do His will. Through channels which we cannot discern He is in active communication with every part of His dominion. But it is in this speck of a world, in the souls that He gave His only-begotten Son to save, that His interest and the interest of all heaven is centered. God is bending from His throne to hear the cry of the oppressed. To every sincere prayer He answers, "Here am I." He uplifts the distressed and downtrodden. In all our afflictions He is afflicted. In every temptation and every trial the angel of His presence is near to deliver (DA 356.3).

Let small companies assemble in the evening, at noon, or in the early morning to study the Bible. Let them have a season of prayer, that they may be strengthened, enlightened,

and sanctified by the Holy Spirit. This work Christ wants to have done in the heart of every worker. If you yourselves will open the door to receive it, a great blessing will come to you. Angels of God will be in your assembly. You will feed upon the leaves of the tree of life. What testimonies you may bear of the loving acquaintance made with your fellow workers in these precious seasons when seeking the blessing of God. Let each tell his experience in simple words. This will bring more comfort and joy to the soul than all the pleasant instruments of music that could be brought into the churches. Christ will come into your hearts. It is by this means only that you can maintain your integrity (7T 195.2).

ACTIVITIES AND DISCUSSIONS

Prayer Partners (9.1, Student Workbook p. 68)

MATERIALS

- A basket or other receptacle
- Strips of paper, each with the name of an MSMF member written on it

Read together the workbook text. Tell MSMF members that they will be selecting prayer partners to pray with. Have members select their partners by blindly drawing a name from the basket. (If there are an odd number of members, there will be one three-person prayer group. The next time prayer partners are chosen, ensure that these three girls are all placed in two-person partnerships.)

Prayer partners not only enrich members' spiritual lives, but present an opportunity to develop and strengthen bonds of friendship within the MSMF group. As such, it will be beneficial to periodically rotate partners if possible, while allowing each pair enough time to get acquainted with each other.

Encourage members to meet or call their prayer partners regularly, as agreed upon by both partners. If some members seem hesitant or shy about sharing prayer with someone else, you may suggest that they start by talking about a special promise in Scripture and then simply praying that they will be encouraged by that passage.

Prayers from the Heart (9.2, Student Workbook p. 69). Note: this activity is done within prayer partners or groups, so should be done after 9.1, **Prayer Partners**. Divide MSMF members into their prayer partners and give a Bible to each pair.

Read aloud the introductory text in the workbook, then ask them to work through the rest of the activity with their partner. Members should look up the given verses, read their larger context if needed, answer the questions, and discuss the kind of relationship these biblical figures had with God that they would make these prayers. Guide members to understanding that the Bible is full

of instances when people of faith voiced their doubt, confusion, frustration, and even anger to God. But when we go to Him “in truth”—in sincerity and faith—He listens.

Ask members to read the closing Bible verse with their prayer partner, and pray together as a pair.

Corporate and Intercessory Prayer (9.3, Student Workbook p. 71). Note: this activity is done with-in prayer partners or groups, so should be done after 9.1, **Prayer Partners**. Divide MSMF members into their prayer partners and give a Bible to each pair.

Read aloud the introductory text in the workbook, then ask them to work through the rest of the activity with their partner. Members should look up the given verses, read their larger context if needed, answer the questions, and discuss why Christians should participate in corporate and intercessory prayer.

Ask members to read the closing Bible verse with their prayer partner, and pray together as a pair.

Prayer Groups (9.4, Student Workbook p. 73). Read together the workbook text. Facilitate a discussion about the different kinds of prayer groups described, and ask MSMF members whether they'd be interested in trying any of them. Where possible, assist members in starting a prayer group within their local church or joining an existing one.

Read together the Bible verse, and pray that MSMF members will find fellowship in praying for and with others.

Module 10

WHO'S FOLLOWING ME? LEADERSHIP DEVELOPMENT

"Whoever desires to become great among you, let him be your servant."

Matthew 20:26



INTRODUCTION

Leadership skills are among the most important young people can learn to better prepare for the future. Yet sadly, they are often underdeveloped or even ignored altogether. The ability to inspire others and organize them into action toward a common goal has many potential applications. Besides being highly desirable to future employers, leadership skills give young people more confidence in social situations with their peers, help them manage their own households, and better equip them for service within the church. While we all use our influence to lead in some capacity, there are those who are chosen by God to serve in a specific leadership role. We must prepare and nurture our young people who have been called to this specific service.

The principles learned in this module can expand MSMF members' leadership skills while helping them explore their personal strengths. MSMF members will be inspired by great biblical leaders as they learn what makes not only a strong leader, but a godly one.

There are many opportunities to incorporate practice of leadership skills within every module of the MSMF program. With careful planning, these sessions can be an excellent place for members to get a head start on a vital skill that will benefit them greatly as they become adults. Consider these suggestions for additional activities to enhance the lessons:

- Have members take turns being a leader's assistant for every MSMF session. The assistant will arrive early to help the leader set up the space, greet members as they arrive, take attendance, pass out pencils or other materials for activities, read aloud Scripture or workbook text as requested by the leader, give the opening or closing prayer, or assist with any other tasks as appropriate.
- If you have a large group with girls of varying ages, you may pair older girls with the younger to be mentors. Ask the older girls to act as role models for the younger and help them understand the more difficult concepts throughout the program. If you have occasion to take outings together outside of the MSMF meetings, you may ask the older members to assist the adult chaperones in looking after the younger members.
- **Module 1:** After completing **1.2 Spiritual Gifts Test**, ask any interested members to come up with a small group activity or project they can coordinate that uses the spiritual gift highlighted by the test. The project may be a community service project, a gift for their church, an extracurricular project for school, or something else. The member should take a leadership role in conceiving of the idea, recruiting one or two other MSMF members to help, and carrying it out. For example, a member with a spiritual gift of art may design a mural of a biblical scene as a gift for her church, and lead a group of two other girls in painting and installing it. Or a member with a spiritual gift of hospitality may recruit three or four other girls and lead out in serving and cleaning up a fellowship lunch at church.

- **Module 2:** After completing **2.4 Diversity in Beauty**, ask a few interested members to put on a skit or play showcasing and celebrating beauty from around the world, utilizing costumes, hairstyles, acting, or displaying artwork and photographs. They may take the roles of director, casting director, costume designer, hairstylist, writer, etc. and work together.
- **Module 3:** Ask an interested member to independently research aptitude tests, self assessments, or other methods of determining a career one is well-suited for. Ask her to present her findings to the rest of the group and oversee an activity in which MSMF members take a similar aptitude test.
- **Module 4:** Ask a few interested members to organize and lead a cooperative study and tutoring group that meets regularly. They should identify their own academic strengths, and spend some of their meeting time offering tutoring to others.
- **Module 5:** If there arise any interpersonal conflicts within the group, ask an older, well-liked girl to act as a mediator. She may use the conflict resolution skills of this module to help.
- **Module 6:** If you choose to do the additional suggestion of a formal event to practice etiquette skills, you may leave the planning and preparation for the event almost entirely to the older members. Making the arrangements for seating, food, and inviting guests will be good practice in organization and juggling multiple responsibilities against a deadline. Ensure that you monitor their progress so as to ensure that the event goes as planned.
- **Module 7:** After all the Bible studies given in the workbook have been completed, ask if any members would like to take on the responsibility of writing and presenting a short Bible study in a similar format, for use at a future MSMF meeting. Allow any interested member to take the initiative herself to choose a topic, select Scripture, pose questions for discussion, and write a short narrative to read out loud. Review every Bible study before she presents it to the group but allow her own voice to shine through.
- **Module 8:** If there is a member who has shown a strong passion for a particular service idea, allow her to take a leadership role in coordinating a small group of three or four other members to carry out that idea. If you choose to do the additional suggestion of preparing a proposal of a service project for your local church, you may assign one of the older girls to be the spokesperson responsible for articulating the group's ideas in the written proposal and/or the presentation to the pastor.
- **Module 9:** If MSMF members have generally expressed interest in joining a prayer group, you may ask if one member would like to take on the responsibility of organizing it. She should commit to gathering everyone together every day or every week, as agreed upon, and be prepared to speak a few words or lead out in prayer as needed.

LEARNING OBJECTIVES

- To understand who and what role models are
- To take seriously their positions as role models for others
- To understand the importance of teamwork
- To study biblical examples of godly leaders
- To evaluate leadership characteristics in others

SUPPLEMENTAL MATERIAL

The following material from *Prophets and Kings* by Ellen G. White may help you prepare for this module. You may share with MSMF members as appropriate:

The path of men who are placed as leaders is not an easy one. But they are to see in every difficulty a call to prayer. Never are they to fail of consulting the great Source of all wisdom. Strengthened and enlightened by the Master Worker, they will be enabled to stand firm against unholy influences and to discern right from wrong, good from evil. They will approve that which God approves, and will strive earnestly against the introduction of wrong principles into His cause (PK 31.3).

Those who, standing in the forefront of the conflict, are impelled by the Holy Spirit to do a special work, will frequently feel a reaction when the pressure is removed. Despondency may shake the most heroic faith and weaken the most steadfast will. But God understands, and He still pities and loves. He reads the motives and the purposes of the heart. To wait patiently, to trust when everything looks dark, is the lesson that the leaders in God's work need to learn. Heaven will not fail them in their day of adversity. Nothing is apparently more helpless, yet really more invincible, than the soul that feels its nothingness and relies wholly on God (PK 174.3).

ACTIVITIES AND DISCUSSIONS

Role Models (10.1, Student Workbook p. 75). Read aloud the introductory text in the workbook explaining what a "role model" is. Divide MSMF members into groups of three or four. Ask them to discuss together the questions in the rest of the activity and write their answers in the space provided, then bring the whole group back together to share their thoughts. Read together the Bible verse, and pray that MSMF members will always "be an example in word, in conduct, in love, in spirit, in faith, and in purity."

Team Player (10.2, Student Workbook p. 77) Read through the text as a group, and make sure

MSMF members understand the definition of a “team player.” Ensure that they understand that the “team” may be any social situation—school, Sabbath School class, friend group, at home, etc. We should strive to exhibit the characteristics of a team player any time we interact with others. Emphasize that leadership is not just about bossing people around; it’s about being able to competently cooperate with everyone in the group and make sure others are doing the same.

Ask members to offer examples of behaviors and skills that display each characteristic, in a variety of social situations (for example, “communicating with competence” is speaking to parents and relatives with respect, but may also be fairly mediating a dispute between friends). Ask members to consider the question of whether they consider themselves to be team players and write their observations on the space provided in the workbook. Ask for volunteers to share their observations, naming the team player characteristics they are skilled in as well as those they would like to improve on.

Read together the Bible verses. Ask MSMF members to name the team player characteristics they see described in the verses, and answer the question “What is God’s attitude about being a team player?”.

Leaders of the Bible (10.3, Student Workbook p. 78). Divide MSMF members into groups of three or four, and give each group a Bible. Ask them to read together the text about each biblical leader and look up the verses provided. They should also find more verses about each figure, if possible, and discuss together what leadership lessons they can learn. Here are some ideas that may be gleaned from the texts:

Moses

- Using all the resources and opportunities you have to serve the Lord
- Showing concern for others who have fallen behind or who are feeling discouraged
- Staying calm in stressful situations

Deborah

- Being confident even when your success seems unlikely
- Balancing a career with family obligations as a wife and/or mother
- Giving credit to God for all your successes

Peter

- Spending time with people you look up to and learning from them
- Not giving up, even when you’ve made a bad mistake
- Not being afraid to ask questions; be constantly educating yourself

Bring the whole group back together and ask each group to share the leadership qualities they saw in each biblical figure. Then you may share with them the above ideas if they haven’t already been mentioned. (If time permits, you can use this session or another to ask MSMF members

to work in small groups and study another example of a biblical leader. Ask each group to make a short presentation about the leader, highlighting their accomplishments and explaining the leadership lessons we can learn from them.)

Read together the Bible verse, and pray that MSMF members will find lessons in the faith and conduct of godly leaders—both in the Bible and in their own lives—and follow their example.



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