

COUNSELOR'S GUIDEBOOK

MRS. BILL MARTIN



Counselor's Guidebook

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*A Reference Manual
for Girls' Missionary Auxiliary*

Mrs. Bill Martin

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Dedicated to

Glenda Haynes

Glenda served fourteen years, beginning in 1973, as the national director of youth auxiliaries for the Women's Missionary Auxiliary. Her love for Girls' Missionary Auxiliary is contagious, and her enthusiasm has helped us catch the spirit of GMA — our special place. Glenda's spirit and unselfish dedication serve as a model for all of us who work in GMA.

Acknowledgements

(for original printing in 1991)

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Introduction

Welcome to one of the most exciting endeavors you will ever share — the Girls' Missionary Auxiliary. Stop for a moment and catch your breath, because you are entering the wonderful world of GMA where marvelous opportunities await you.

GMA is an auxiliary of the church that the Women's Missionary Auxiliary sponsors. Any girl in grades four through twelve is eligible to become a member. Girls in grades nine through twelve compose the Young Ladies' Auxiliary, which is still part of GMA.

The GMA program takes a girl step by step into a relationship with Jesus. As she advances each year in the Forward Steps (a program of lessons and projects to complete), she grows in that relationship.

The Forward Steps develop a genuine love for God and His way of life. They concentrate on a positive Christian witness. They reward hard work and honor those who are willing to commit themselves to learning.

The GMA program teaches all phases of missions. This begins when a girl becomes a Christian by focusing on her place as a missionary in God's plan. It continues with studies of and contact with association Baptist missionaries. Every lesson in the Forward Steps relates to missions. When you teach the Forward Steps, you teach missions.

GMA introduces learn-by-doing experiences that involve the girls in helping others by using their talents in special ways in the community. Not only are they learning how to show God's love, but they are learning how to be good citizens as well.

GMA is all this and more! It is an exciting learning experience for girls and counselors alike. You are entering a program that won't let you merely sit and watch. As you guide the girls, you will learn along with them. Can you ask for more?

The Purpose of This Book

Counselor's Guidebook offers positive encouragement to all counselors — those who are beginning and those who are experienced. It not only gives information in all areas of GMA, but it also provides suggestions that other auxiliaries have used.

How to Use *Counselor's Guidebook*

This guidebook was written with the belief that GMA can be an enjoyable experience for girls and counselors alike.

You will probably want to read through this entire guidebook to get an in-depth overview of GMA. Be-

cause of your specialized work in GMA, however, you may choose to read only selected chapters. If so, you should make a concerted effort to get acquainted with all aspects of the GMA program in the near future. You must know the goals of each step and each phase to build upon the work of other GMA team members.

Assuming a girl begins the Maiden step at age nine, each step is geared to her age and learning abilities. The lesson plans are written with the understanding that you, the counselor, may want to use only a portion of the lesson material. You may want to change the lessons to fit your GMA's particular need.

Before beginning a new year, check the planning guides which follow page 60. You will find that the guidebook has done the thinking for you. Copy these planning guides and use them.

The guidebook is your source book. When you need an answer, go to the guidebook. When you need a suggestion, go to the guidebook. It contains information gleaned from experienced counselors throughout the United States.

The Goal

Whether you are a new counselor or a seasoned one, you may have voiced this sentiment: "Why do we do this? Why was this passage of Scripture chosen for memorization? It is so hard. Why is it necessary to attend so many meetings? How can we simplify what we are doing? I don't have a lot of time to spend in GMA. I can't seem to get it together. I am so disorganized. How can I become efficient?"

Haven't we all asked one or more of these questions? Maybe we haven't verbalized our feelings, but occasionally we have felt this way.

Counselor's Guidebook was written to answer the questions you have been asking. Not only will it answer these questions, but it will also help to make GMA an enjoyable, rewarding experience for you as well as the girls you teach.

The ultimate goal, of course, is that in working together we might give God an organization that is worthy to represent Him in the lives of young ladies.

The Method

Girls today need to be involved in the learning process. Discovery learning is being used more and more. With the counselor gently guiding, each girl in GMA learns by doing.

The reports and projects in the Forward Steps give a girl opportunities to discover truth and application.

This gives her a sense of accomplishment and trains her to find the answers to her questions. By the time she has completed the Forward Steps, she should have enough experience in Bible discovery that she will know how to study the Bible on her own and find it a joy to do so.

Her involvement in missions and activities that provide a service to others helps her in discovering the principles of love that Jesus taught. All these endeavors aid discovery learning.

The discovery method takes more time on the part of the counselor, but it pays off in the long run. It will motivate the girl and build her interest in learning. (Watch her face when she discovers a truth for herself.) As you use this method, she will become more mature in her understanding.

Adapting GMA to Your Church

Counselor's Guidebook describes GMA in its ideal form and sets standards so that girls can transfer from one church to another on equal footing. These standards also assure that girls who receive an award in one GMA program have put forth the same effort as girls receiving the same award in another church.

At the same time, every church, counselor, and group of girls differs from others. This fact of life requires you to adapt the instructions of the guidebook

to your particular needs. While this book attempts to equip large churches for a complete GMA program, you can adapt the organization to fit your church if you are not ready to make use of all these ideas yet. For example, you can operate with fewer officers and adult workers than recommended if your group is small.

You might even decide to use GMA lesson materials without requiring the girls to do all the Forward Steps projects. You may do so as long as you do not grant awards that the girls have not earned. To do so would be unfair to girls who earn their awards by completing all the requirements. Your girls cannot participate in district, state, or national presentation services, coronations, or Miss GMA/Jr. Miss GMA programs unless they work on the Forward Steps as required.

You may have special girls in your group who are not physically or mentally able to complete every assignment. A girl with a speech disability, for example, could not recite memorized scriptures on a par with other girls. In such cases, you might revise the GMA program to challenge and reward a girl on her level of ability.

In fairness to all concerned, use every suggestion in this guidebook which will help you toward effective ministry to the girls in your church.

GUIDE ONE

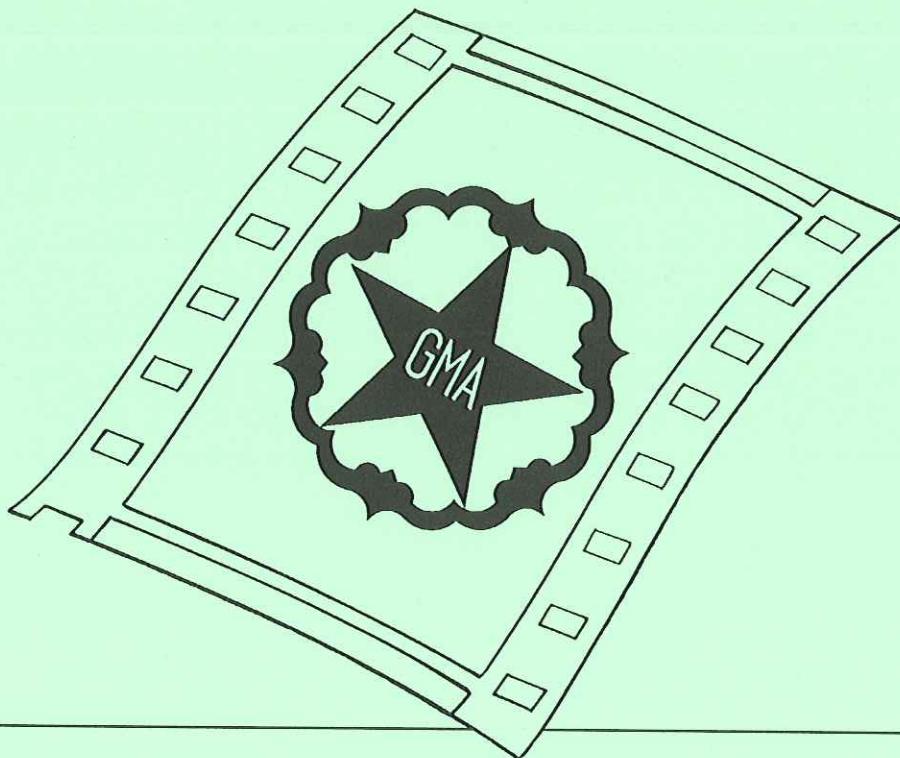
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Guide One — The Participants

I. The Counselor

The GMA counselor is...

1. A born-again believer
2. An active church member
3. Someone with a genuine love for girls
4. A person called of God
5. A dependable worker
6. One who avails herself of training opportunities
7. One who seeks to understand the specific needs of the individual girl
8. A model
9. One who knows Who the real teacher of her class is

As you read over the list, you may have reservations about being a counselor. Actually, the list contains little more than what God asks of us as Christian witnesses.

If God has called you to be a counselor, He will be the counselor through you. He has promised, *"Faithful is he that calleth you, who also will do it"* (1 Thessalonians 5:24).

He didn't promise that your work would be easy, but He has promised blessings if you are willing to follow Him. Let's take a closer look at a counselor.

1. A Born-Again Believer

A counselor can't lead girls to know Jesus if she hasn't met Him herself. Take a moment to review your conversion experience. What age were you? Whom did God use in your life to bring you to this decision? Did He use a passage of Scripture? Who or what influenced your decision to give your life to Jesus? As you remember these details, God will strengthen your witness as a counselor.

2. An Active Church Member

A counselor wants to let people know of her commitment to Christ. She joins the church and is baptized into fellowship with other believers.

Just as God planned the way of salvation, He provided a way for His work to be done in the world. That plan is through the church.

A counselor is active in all the work of the church because she serves as an example for her girls. She is able to guide girls into a healthy relationship within the fellowship of the church. A counselor's positive influence can make a difference in how a girl sees her church.

3. Someone With a Genuine Love for Girls

Girls need selfless, unconditional love. That need often intensifies around coronation time, in the wee morning hours at GMA Retreat, during efforts to teach a lesson, or in moments when girls decide to be unlovable. Genuine love sees what a young lady can become and believes in her.

Caring breaks barriers and changes attitudes. Caring makes a girl teachable.

4. A Person Called of God

A counselor feels God has called her to teach young ladies and eagerly becomes a fellow learner with them. She feels this is His plan for her life at this time. With this assurance, she will have the faith to trust Him to equip her to fulfill the responsibility in a way that honors Him.

She doesn't have to know all there is to know about the GMA program — or girls, for that matter — before she begins. She needs only the desire to begin. She needs the courage to be less than perfect. With God's help she determines to learn ways to become more effective with girls.

A counselor honors God first in her life and sets an example before girls. She knows that her lifestyle will determine how successful she will be as a counselor.

A counselor seeks to grow as a Christian. If she doesn't progress, regression is sure. She changes daily; therefore, she should keep her spiritual growth in balance with what is happening around her. If she doesn't continue to grow each year, how can she handle the new challenges she meets?

5. A Dependable Worker

A counselor is dependable. Being prompt for meetings is a major attribute of a good counselor. Can others count on you to be there and be ready to do your job?

6. One Who Avails Herself of Training Opportunities

A counselor will take advantage of every opportunity to learn how to communicate God's love through the teaching of His Word. She may attend Bible seminars, lectures, GMA workshops, and counselor classes.

She seeks to adopt teaching methods that are better than she now uses. She carefully chooses the right methods that will help the girls to understand. Sometimes these methods require more work of the counselor; but if more learning takes place, is it not worth it?

She watches for Christian speakers and teachers in her area and makes an effort to attend these meetings. She observes others in their presentation of God's Word and seeks to improve her abilities.

7. One Who Seeks to Understand the Specific Needs of the Individual Girl

A counselor is sensitive! She listens to what a girl is saying. She listens to what is not said. A counselor reads material that will help in understanding the characteristics of girls of the age she works with. She is alert to books written for girls today and those written for parents or teachers of young people. She keeps up with the times.

She realizes that to be a good counselor, she must understand what girls are subjected to on a daily basis. To get an insight into the lifestyles the world approves, she should occasionally listen to her girls' music and even watch some of the television programs they watch. Through teaching she can offer a positive alternative that God approves.

8. A Model

More than ever before girls need a model — someone who is *sincere* in what she believes and *consistent* in living it. Girls are not easily fooled. They can spot a phony.

Girls need a person they can believe in, someone who hasn't compromised her beliefs. When girls see a person who is committed, they decide such a life is worthwhile and possible.

9. One Who Knows Who the Real Teacher of Her Class Is

A counselor recognizes that her success does not depend upon her efforts or upon the study material. God is the teacher Who will touch the hearts of the girls through His Holy Spirit. He will plant the seeds of learning. The counselor will be *His* helper.

It is not the counselor's responsibility to pressure the girls for a response that she would like to see them make. God is capable of applying pressure when He sees the need. That is His responsibility.

God will give the strength, the knowledge, the understanding, the patience, and the love it takes to become a good counselor. "*Faithful is he that calleth you, who also will do it.*"

A counselor can depend upon God to do just that!

II. Getting to Know the Girls

You cannot lead your GMA effectively until you get to know the members. This applies to every girl from the youngest to the oldest. It makes no difference whether you are teaching a particular age in Forward Steps or guiding a missions lesson for the entire GMA. Every counselor, Forward Step leader, and missions leader should know what to expect from each age group. This keeps surprise and disappointments at a minimum. The positive side is knowing what potential there is in the girls to develop.

A good leader takes an in-depth look at the girls she will be guiding. She wants to know what girls of this age can comprehend. She wants to be sure she is using the appropriate techniques in teaching.

Knowing the characteristics of her pupils will give her understanding of why they act the way they do. She uses this knowledge in guiding them in discovery learning.

She wants to know how they feel so she can seek ways to build self-esteem and a sense of belonging.

Behavior characteristics of girls fall into three age

groups; the younger girl, the middle girl, and the young lady.

The following pages mention the most common attributes in each group. Keep in mind that a specific girl will not have all these characteristics, but you will recognize these traits more readily with this information.

"Guide Five — Lesson Plans" will have the individual age characteristics of each step. Using the information below along with the lesson plans should give you a good look at your girls.

The Younger Girl (Grades 4-6)

Although there are differences in maturity — physical and mental — there are similarities in the characteristics among the junior-aged girls. Each is beginning to be independent and likes to do things herself. She can handle some responsibility.

She is alive. A girl this age is happy, outgoing,

and active. She will amaze you with her energy on occasion and then appear to be lifeless at other times. She spends her energies doing things she likes to do. So, finding the method of teaching that will bring out the “want-to” is the key to teaching this group.

She is a thinker. At this age she will ask, “Does it work?” “Is it true?” “How do you know?” Your job is to keep her asking questions, for in doing so she is involved in the teaching. By planning your lesson with



this in mind, you can be one step ahead of your girls, guiding them to discover truths from God’s Word for themselves. Discovery learning causes self-esteem to rise noticeably. If you don’t think so, watch a girl’s face when she has made a discovery.

She is expressive.

You will rarely have to wonder what a girl this age is thinking. She will tell you. She will want to know, “Do I have to do it that way?” This can be used in a positive way by letting the girls discuss their own ideas and then letting them evaluate their progress.

It only takes a spark to start a forest fire within these younger girls. Their ideas explode in story telling, skits, art, and music. They are willing to try anything because they haven’t learned to be inhibited. You have a special opportunity to keep it that way by giving them ideas that will build confidence.

Let each girl enjoy her junior years. Appreciate her spontaneity. Reflect on all these things in your heart and let the Holy Spirit guide you.

She needs your prayers. Life can be confusing for the younger girl. Her understanding is limited because she doesn’t have the experience to draw from which an older girl has. Her body is changing and her mind toys with the idea of being a teenager. She mimics the older girl by the clothes she wears, the way she talks, and the music she chooses. Then she happily skips back into the role of a preteen.

The pressure of our changing society can affect her — moving from familiar surroundings, living in a one-parent family, having a step-parent, facing child abuse, experiencing the death of a family member. She needs your commitment to pray for her well-being.

She needs to feel valued and loved. The younger girl needs to be accepted just as she is. She needs love and affection. She needs the kind of love God has for everyone — unconditional, undeserved.

She needs a sense of belonging. She needs to feel loved and to give love. Never deny her the opportunity to give love.

She needs a good opinion of herself. She needs self-confidence that comes from being able to meet a situation adequately. The way she views herself will greatly influence how she acts. If she views herself as dumb and disliked, she will act that way. If she views herself as being intelligent and capable, she will tend to act that way. Until she changes her self-concept, her behavior will be difficult to change.

She needs self-fulfillment. She needs to know that fulfillment comes from knowing God and wanting what He has planned for her life — discovering His will and then living in that will. It involves personal commitment to high values. Fulfillment comes from loving God completely and loving others as herself. Fulfillment involves learning and understanding new things. It harnesses the abilities that God has given her to gain knowledge. Fulfillment is knowing she pleases God with her life.

The Middle-School Girl (Grades 7 and 8)

The middle-school girl (sometimes called junior high) fits in a class by herself. The only thing predictable about her is unpredictability. She is just like her peers in many ways; yet each girl is an individual.

She is more than a soul. She is a whole person with real physical, emotional, and spiritual needs. Keep this in mind as you take a closer look.

She is influenced by physical changes. The rapid physical changes in the early teen years sometimes have a frightening effect on her. Longer arms and legs make her feel awkward. Her growth in height makes her taller than boys her age.

The beginning of her menstruation and the subsequent body changes accentuate her femaleness. If all these changes are not traumatic enough, she also begins to have skin problems.



She is influenced by emotional changes. The physical changes have an effect upon her emotionally. She is aware of her body and how others may see her. She is moody and self-conscious. She is easily embarrassed

and her feelings are hurt easily.

She is known for her giggles. She will laugh at just about everything and quite often at the wrong time. Sometimes her giggling is a cover-up for frustration and anxiety.

She can be loving, hateful, rebellious, lazy, depressed, angry, critical, enthusiastic, thoughtful, and indecisive all in one day. Her moods puzzle her and

everyone around her. Accept her as she is.

Physical development produces new desires in a girl that she is not mature enough to deal with. She needs help in learning how to use her God-given sexuality in the right way.

She is influenced by social changes. As an adolescent, she is reorienting herself to her family. She is now more interested in what her friends think than her family. The influence of her peer group is stronger than any other. This age is prone to cliques and can be cruel to those who are not in the group. She wants to be a leader in her group.

Music has become a major part of her life. Television programs and videos influence the way she talks and the clothes she wears.

She may be self-centered and have little tolerance for adults, especially her parents. She tries to show independence by rebelling against authority.

She will have respect for those who earn her respect; age has nothing to do with it. The counselor has a real challenge to prove herself trustworthy.

She can be influenced by a spiritual model. She is more than a soul. She is a whole person who has physical, emotional, and spiritual needs. By understanding why she may act the way she does, you can seek ways to help through the Forward Steps lessons. You will have opportunities outside the classroom to show her you are her friend. House parties, GMA Retreat, and district outings can afford opportunities to build trust.

At this age a girl begins to question the beliefs she took for granted as a younger child. She will be attracted to things that go against what she has been taught, causing her to reevaluate what she really believes.

You can help her by living your lessons. No doubt there will be times she will observe the choices you make under pressure, what you do when things go wrong, and how your faith in God adds to your enjoyment of life.

The most important gift you can give your median-age girl is consistent Christian living. This is not to say that you will never have problems or that you will always do the right thing. That's not realistic. But she should see the difference Christ makes in your life.

The Young Lady (Grades 9-12)

The girl in her middle and later teen years is more subdued than her younger friends. She is more in

command of her life now that she is older, but she is still seeking her own identity.

Physically she is approaching adult maturity and has reached sexual maturity. She will have new desires that will cause her to rethink her values.

Emotionally she experiences levels of anxiety. She has become more aware of herself as a person. The fifteen-year-old is a serious thinker. She is trying to discover who she is and what she can do. The older girls have passed this state and have developed self-confidence to some extent.

The older girl is still sensitive, moody, and critical. These periods are less frequent than in her younger friends.

Socially she is very interested in boys. She cares what others think and tries to conform in order to be accepted. She has many friends and is involved in many activities.

She is more sensitive to adult feelings even though she is trying to be independent. She is developing a caring attitude and is more considerate of others.

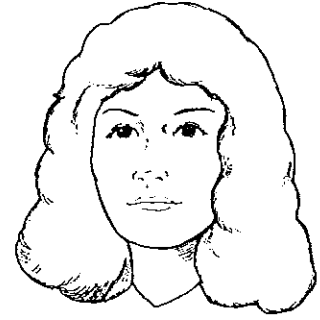
Mentally she is able to grasp biblical truths and apply them to her own life. Abstract thinking adds to her reasoning power. She is able to think in new and different ways. She can be challenged to deeper study.

She has a longer attention span. Mentally she is ready to learn as an adult but has to be motivated to want to learn.

Spiritually she is rethinking her faith. She tends to doubt and question beliefs. She strives to bring her childish concepts of God to her present level of maturity.

Guiding older girls can be a ministry filled with rewards and blessings. These girls are reachable! The counselor has the rare privilege of being a Christian friend who can enter their world through the GMA program. She has an exclusive opportunity to guide them not only during class time, but outside the classroom as well. The many outside GMA activities provide golden opportunities, for the counselor can observe the girls in different situations. Information from those experiences can be included in studies that will help them grow as Christians.

The greatest gift you can give an older girl is time — time to listen, to care, to give support, to encourage, and to pray!



III. A Team Effort

It takes team effort to guide the GMA — the pastor, the church youth director, the WMA president, the WMA's director of youth auxiliaries, the GMA-YLA promoter, the GMA counselor, the Reviewing Council, and the GMA members.

The positions of Forward Step leader and missions leader are provided for auxiliaries who are lacking full-time counselors to adequately implement the GMA program. It will not be necessary for these ladies to attend every GMA meeting or the extracurricular activities — only those classes when they will be teaching. Their function is to relieve understaffed situations in the classroom. Please note that a counselor can be a Forward Step leader and/or missions leader while a Forward Step leader or missions leader may or may not be a counselor.

The following team members are given for the ideal situation. Your GMA may not need all of them or you may not have enough ladies committed to working with your GMA. If this is true, you may combine the duties of two or more team members and still have a workable team. Choose those positions which will work best for your situation. For instance, you may need to combine the duties of the director of youth auxiliaries and the GMA-YLA promoter. Some auxiliaries find they can function best with neither of these positions because of the small number of girls in their GMA. However, if you begin with only one or two positions, as your GMA grows, get more ladies involved.

Let's define the roles of the team.

The Pastor

- Encourages all GMA workers by acknowledging their efforts
- Encourages the girls by participating in their presentations and projects
- Supports their work and endorses their projects to the church

The Church Youth Director

- Works with the WMA's director of youth auxiliaries in setting activity dates for the GMA so they will not conflict with other youth activities
- Seeks to involve girls in the GMA program
- Recognizes the GMA as a vital part of the youth ministry
- Encourages the girls in their individual achievements

WMA President

- Encourages the director of youth auxiliaries, GMA-

YLA promoter, and counselors by supporting the GMA program and projects

- Encourages parents to work with their daughters and gain an understanding of the GMA program
- Works with the director of youth auxiliaries to secure counselors when needed
- Chooses Reviewing Council members after receiving recommendation from the director of youth auxiliaries
- Works with the director of youth auxiliaries to report needed expenses of the GMA to the WMA

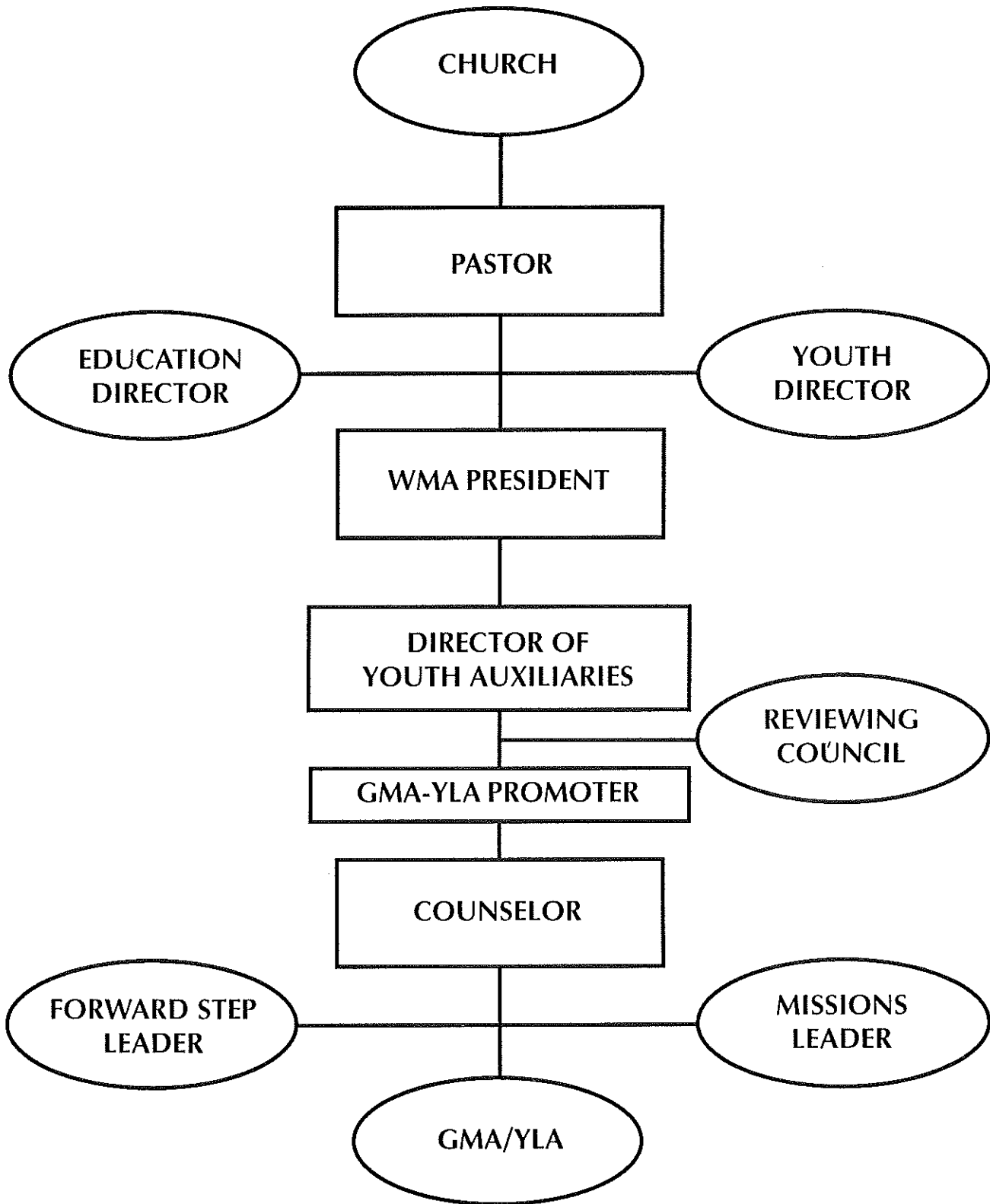
WMA Director of Youth Auxiliaries

- Coordinates the work of the Sunbeams and GMA (The information given here relates to GMA.)
- Acquaints herself thoroughly with all GMA curriculum
- Leads the GMA-YLA promoter, the counselors, the Forward Step leaders and the missions leaders in planning and evaluating GMA studies and activities for the coming year
- Works closely with the WMA president in presenting financial needs of the GMA to the WMA
- Works with the pastor and church youth director in setting GMA activity dates so they will not conflict with other church events
- Supervises the GMA-YLA promoter in planning, conducting, and evaluating the work of the GMA
- Leads in enlisting a GMA-YLA promoter, counselors, Forward Step leaders, and missions leaders
- Recommends to the WMA president adults to serve on the Reviewing Council, coordinates dates for their sessions, and briefs them on material in each step to be covered
- Presents GMA monthly and quarterly reports to the WMA
- Leads in planning training opportunities for counselors to increase their skills in teaching and understanding girls
- Secures GMA lesson books, manuals, Forward Step visual packets, subscriptions to *The Gleaner*, and other materials for each GMA worker (The WMA provides the funds.)
- Supports all church-related functions

GMA-YLA Promoter

- Acquaints herself thoroughly with all GMA curriculum
- Participates in planning sessions called by the director of youth auxiliaries and leads the counselors, Forward Step leaders, and missions

THE GMA TEAM



leaders in implementing GMA studies and activities

- Leads in setting goals for the GMA program
- Takes responsibility, under the supervision of the director of youth auxiliaries, for planning, conducting, and evaluating the work of the GMA
- Leads in planning the Miss GMA/Jr. Miss GMA presentation
- Develops an awareness for the needs of the GMA members and suggests ways to meet their needs
- Assists in determining the teaching methods for the different steps and missions activities
- Guides the total GMA weekly sessions
- Advises GMA officers
- Provides information regarding the work of the church and BMAA to the counselors
- Keeps the individual personal-service reports and compiles them monthly for the director of youth auxiliaries and quarterly for the director of youth auxiliaries and the district GMA-YLA promoter. (She works with the GMA vice-president in this area.)
- Promotes the district, state, and national GMA projects and meetings and sets goals for the participation of her GMA
- Supports all church-related functions

Counselor

- Works with the director of youth auxiliaries and GMA-YLA promoter in planning and implementing GMA studies and activities
- Teaches GMA Forward Step classes for her step or steps (unless this duty is delegated to a Forward Step leader)
- Teaches missions studies — North American, international, state, and local (unless this duty is delegated to missions leaders)
- Nurtures GMA members by getting to know them and building a relationship of trust with them
- Guides her girls individually in their progress in the Forward Steps by setting goals, approving work, and urging them on
- Helps girls prepare for Reviewing Council and presentation and coronations
- Leads her girls in any group projects they undertake
- Encourages GMA members to participate in the local, district, state, and national meetings with her
- Enlists prospects to become GMA members
- Visits class members, absentees, and prospects

- Keeps a “GMA Information Sheet” updated and filed in her own possession on each girl as the official record of the girl’s Forward Step progress and attendance
- Prepares and maintains a file on each participant in a Miss GMA/Jr. Miss GMA presentation
- Supports all church-related functions

Forward Step Leader

- Assists a counselor as a WMA member whose main interest is teaching a class on one Forward Step
- Works with the counselor and other ladies in planning and implementing GMA studies and activities
- Nurtures GMA members she will be guiding by getting to know them and building a relationship of trust with them
- Visits, phones, or writes absentees in her class
- Keeps records on attendance and Forward Step work for the counselor when asked
- Supports all church-related functions

Missions Leader

- Assists a counselor as a WMA member whose main interest is teaching missions studies — local, state, North American, and international
- Works with other GMA leaders in planning and implementing the study of missions for the coming year
- Teaches the missions sessions as designated by the monthly schedule
- Supports all church-related functions

Reviewing Council Member

- WMA member or member of the church staff who, along with other members of the council, reviews each girl who has completed all the requirements for one step
- Acquaints herself with the steps being reviewed
- Works with the director of youth auxiliaries, GMA-YLA promoter, and counselor or Forward Step leader in preparation for coronation throughout the year
- Uses the individual girl’s lesson book for questioning her (Girls should not be expected to answer anything they have not studied.)
- Approves each girl’s step when she has satisfactorily completed her requirements
- Supports all church-related functions

GUIDE TWO

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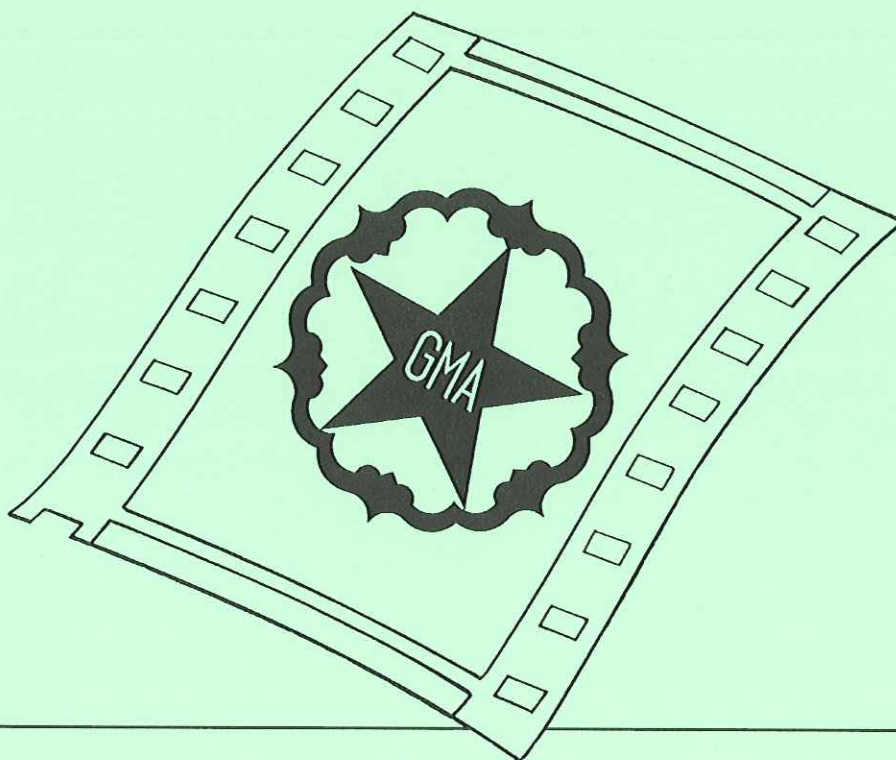
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Guide Two — The Program

I. Forward Steps — The Big Picture

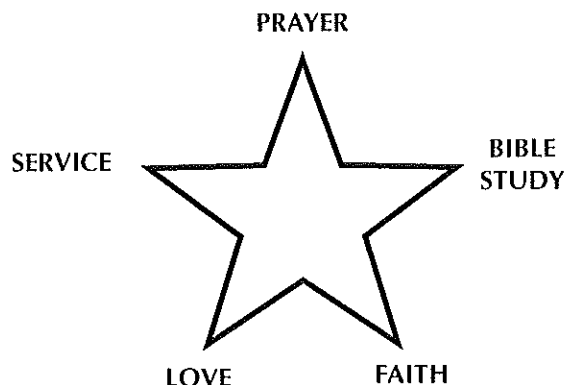
The Forward Steps program helps girls form attitudes and concepts about missions. Association Baptists use the word *missions* to represent the telling of the good news of Jesus to every person around the world. From the Maiden step through the Princess step, the basic concepts of missions are taught — salvation, the church, the Great Commission. In the Queen step through the Sovereign Queen step studies are more in-depth. The girls study progressions of Christian missions beginning with Jesus and continuing through the purpose of the church today. In every step there are mission-learning activities for the girls to complete.

The display on page 20 shows the progressions of each step building upon another. The synopsis of the nine Forward Steps on the next few pages represents the big picture. For a detailed analysis of each step, see Guide Five.

Maiden Step

The scope of Forward Steps requirements begins with the good news of Jesus in the Maiden step. The Maidens learn how to give their lives to Jesus. They discover why it is important to live for God. With the scriptures they learn, they will hide valuable information in their minds that God can use to bring others to Jesus. These scriptures give assurance when Satan tries to destroy their faith.

Maidens study the GMA Aim, the purpose of Girls' Missionary Auxiliary. The Aim is interwoven in all lessons throughout the Forward Steps. This is also true of the Watchword, Allegiance, and Star Ideals. The Watchword, Aim, Allegiance, and Star Ideals are the heart of the auxiliary program. Why? They speak for themselves.



GMA Watchword

"Now then we are AMBASSADORS for Christ"
(2 Corinthians 5:20).

GMA Aim

"To be ever alert to the conditions which exist throughout the world, to keep our minds at all times centered on our Lord and Savior Jesus Christ; to remember always to keep our bodies as temples of God, unspotted from the world; to cast selfish desires out of our hearts; and to help our Missionary Baptist churches to carry the gospel to every corner of the world."

GMA Allegiance and Star Ideals

"Realizing that I am an ambassador for Christ and that I have a responsibility to tell a lost world of Jesus, I now assent my allegiance to Jesus Christ, to His church, and her activities, knowing that with the Lord's help, I shall ever seek to:

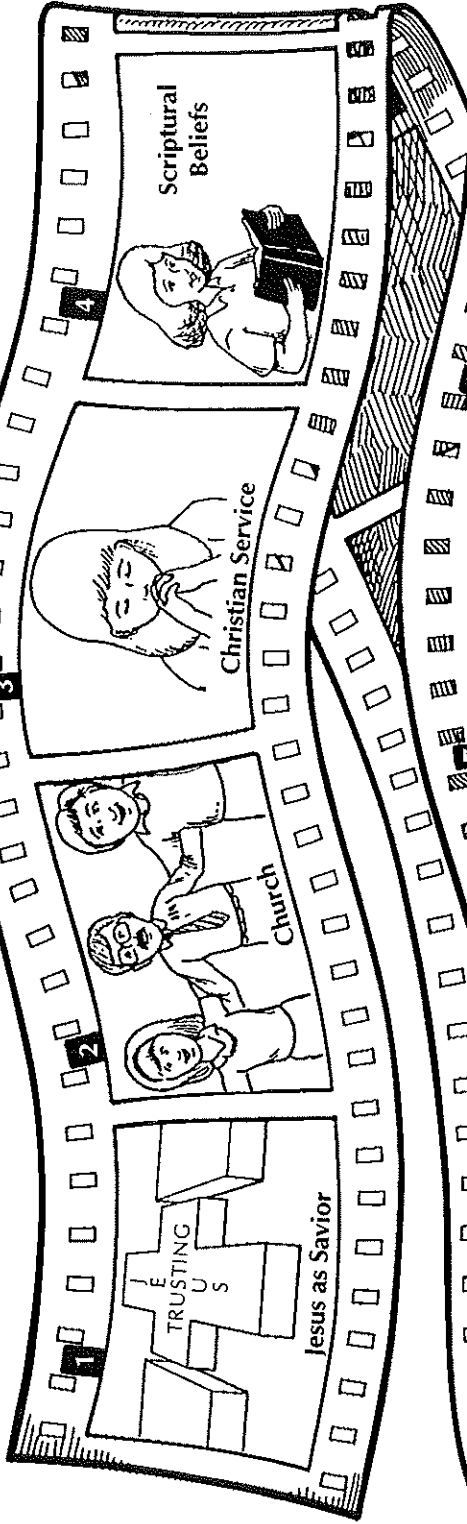
- Dwell in a realm of prayer
- Dwell in a realm of Bible study
- Dwell in a realm of faith
- Dwell in a realm of love
- Dwell in a realm of service."

Maidens begin their Forward Steps study in the lesson book *My Special Place*. *My Special Place* is now available in four portions — Maiden, Lady-in-Waiting, Lady, and Princess. This book helps to reinforce the lessons taught by their counselors from the Maiden visual packet. It contains Bible studies with personal application of the lessons.

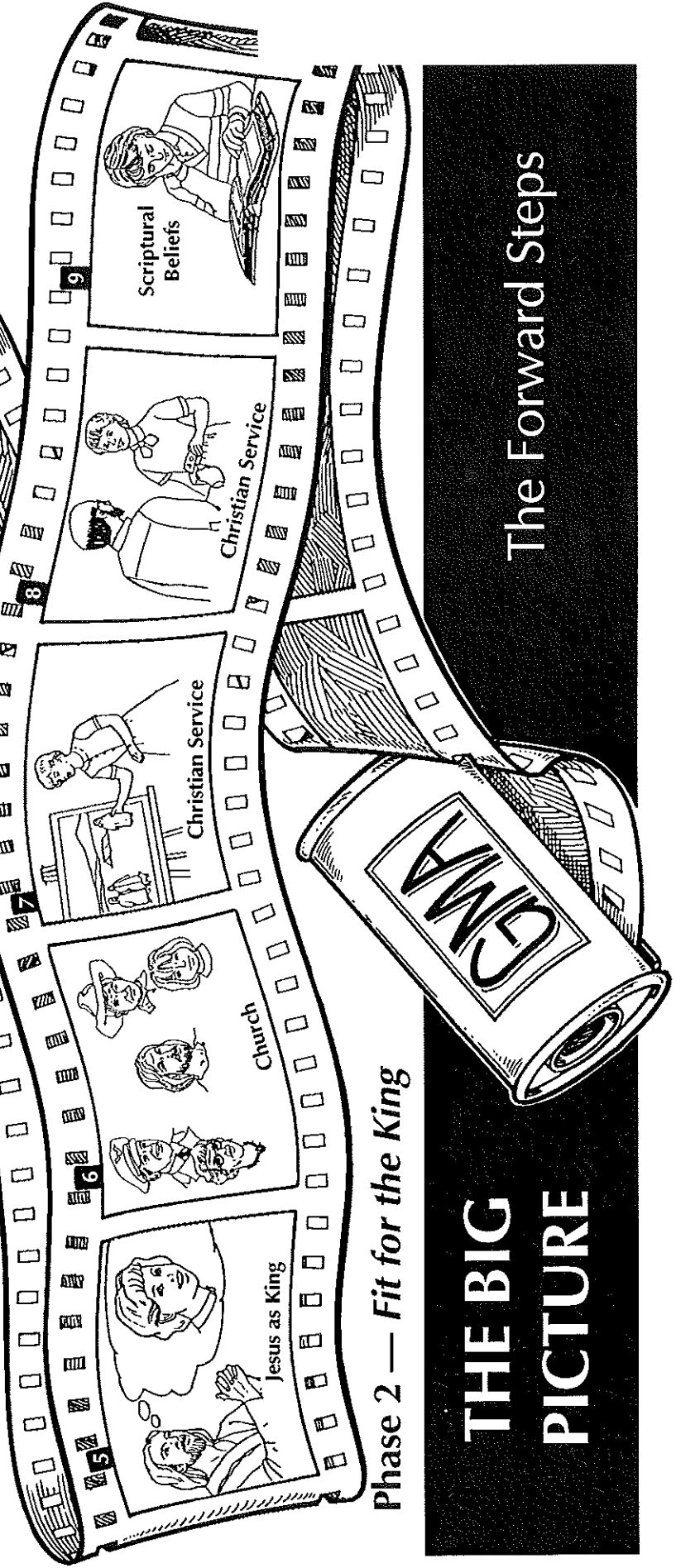
Maidens begin their missions studies with the lesson "You Can Be a Missionary Too!" And they get to know missionaries today by reading letters from *The Gleaner* and participating in studies of specific mission fields. They learn about people in other lands — that they are real people with real needs. They begin to appreciate God's men, women, and young people who fearlessly take the message of God's love to those people.

Maidens read about missionaries long ago who set out to follow God's command. They learn how God protected His missionaries and blessed their efforts. These study projects make an impression that continues throughout the years.

Phase 1 — My Special Place



1. Maiden
2. Lady-in-Waiting
3. Lady
4. Princess
5. Queen
6. Regal Queen
7. Imperial Queen
8. Superior Queen
9. Sovereign Queen



Phase 2 — Fit for the King

**THE BIG
PICTURE**

The Forward Steps

Lady-in-Waiting Step

The Lady-in-Waiting step continues the teaching of missions by developing an awareness of other people through the church. The girls learn from Matthew 28:19-20 that the words "Go ye" are not merely a suggestion, not just a good idea, but words from Christ's own heart. "Go ye" is a command to all Christians, especially the church.

The best way to go is to belong to a church that teaches the truths of God, for without the church, no one can get very far in understanding God's Word. Ladies-in-Waiting learn that Jesus organized the church to fulfill His plan of bringing people to God. They study the Church Covenant and how they, as members, are part of this agreement. They begin to feel a sense of responsibility toward their brothers and sisters in the church. All the while, God is guiding them to become His representatives in their world.

The Ladies-in-Waiting step teaches the basis for missions in the memorization of Matthew 22:35-40. To love God with all the heart, with all the soul and with all the being can only result in telling others about Him. Not only that, but Jesus said to love others as we love ourselves.

Ladies-in-Waiting are taught to love others through reading three biographies of great Baptists. By studying Baptist missionaries and other leaders, they learn the principles taught by the lives of these people. The Ladies-in-Waiting conduct additional studies of local, state, North American, and international mission fields. Again, reading about contemporary missionaries helps to bring missions closer to them.

Lady Step

The Lady step concentrates on missionaries of the BMA of America as well as the individual spiritual growth of the girls. *The Gleaner* is studied and reports are made on the countries in which the BMAA has missionaries. The girls learn what is happening as a result of missions work in these fields. They get to know the missionaries by name and face as they read the missionary letters in *The Gleaner*. This encourages the girls to pray for the missionaries by name and develops concern for their well-being.

The lessons challenge the girls to please God by honoring Him first in their lives. They become aware that their testimony to others will be affected by how they live. The lessons call for each girl to start now, in youth, to remember God and seek to please Him. In Matthew 6:19-33, they learn that money, clothes, and lifestyle are not eternally important because they will fade away. Seeking to please God brings continuing happiness and prosperity.

One of the requirements of the Lady step is reading a missions book. The girl's reading a book by her-

self leads her to think more clearly. She can form an opinion. She can use her imagination to illustrate the book. God has her attention, and He will use the book to impress upon her whatever He wishes.

Princess Step

The Princess step is very important in the continuing education of the girls. It concentrates on Baptist doctrine. The girls are made aware of the importance of what they believe. They discover that beliefs make a difference in the way they choose to live and that beliefs affect how they view others.

Girls working on the Princess step are developing their ideas on the meaning of trust. Through the study of Hebrews 11:7-25, they see how people in Bible times used their faith and what happened as a result of faith. They learn to perceive God as trustworthy; they can trust Him fully. The study of prayer in Matthew 7:7-14 helps to develop that trust.

One of the requirements for the Princess step is to take part in two programs. This serves a two-fold purpose. They girls learn by doing, and they gain confidence from the experience. This provides them opportunities to serve God in a variety of ways.

One highlight of the Princess step is reading the book about the life of missionary LaTrell Bateman, *The Girl With the Missionary Heart*. Mrs. Bateman, a lady with a gentle spirit, spent many years serving God in Taiwan.

Queen Step

The girls working on the Queen step begin their studies in the lesson book *Fit for the King*, which primarily trains the girls how to study the Bible for themselves. The counselors do less teaching of lessons from this point on, and the girls study more independently. *Fit for the King* is their journal of personal experiences as well as a reinforcement of the lessons.

The most important study of all the steps occurs within the Queen step — the study of the life of Christ. The gospel begins with Jesus. Getting to know Him is one of the privileges afforded a Christian girl in the Queen step. Here she meets Him in the beginning; she witnesses a promise fulfilled; she understands why He came. She sees Him as an obedient teenager; she observes Him making right choices. Through the lessons she sees God in Christ. She witnesses miracles, feels his love and compassion, and hears His training. She walks with Him through the last days of His life on earth and reacts to His commitment to her. Because of that commitment, she can anticipate His return.

Jesus is missions. His lifestyle speaks of missions. He had compassion; He saw a need and did something about it. He went where others wouldn't go. He

wasn't afraid to speak about His Father in the presence of those who mocked Him. Throughout His ministry on earth, He was teaching us how to be missionaries. Today He gives us opportunities to participate with Him in telling others about His sacrifice and His ability to save them from their sins. In fact, He commands us to go, but with the command He promises to be with us.

The basis of sharing the Good News is love — love for God and others. In the lessons on 1 Corinthians 13:1-13 the girls learn the importance of love. Without love their efforts are meaningless.

The Queen step places value on being a young lady both in having feminine characteristics and in purity. It teaches the girls, most of whom will become wives and mothers, how to be missionaries in their own homes and in their communities. Memorizing Proverbs 31:10-31 gives them access to these valuable lessons.

One of the requirements for the Queen step is reading the book *What's a Girl to Do?* This is a study book with topics in which most girls are interested. It gives positive input for spiritual growth.

In this step the girl begins studying the different departments of the BMAA. The previous steps emphasized the international and North American missions department. Daniel Springs Baptist Encampment (the Department of Camp Ministries) and the Armed Forces and Institutional Chaplaincy Department receive attention in the Queen step. These outreaches are part of the missions scope in the BMAA.

Regal Queen Step

In the Regal Queen step the girl learns how the newly organized church advanced the cause of missions after Christ's ascension. This study follows the life of Paul and the early church. Through the testimony of Paul the girls witness the events that took place in his life. He gives them a first-person account of his missions trips, as they sail with him and his companions. They witness his faith and determination as he goes from one crisis to another. Through Paul they see the Holy Spirit at work in the church, which is God's organization to reach other people with the gospel. Their studies on the life of Paul add depth to their concept of the church and missions.

Studying 1 Corinthians 12:12-31 helps in understanding the church today. The girls find out how they fit within their own church as well as what is expected of them as members.

One of the missions-learning activities in this step is helping train a girl to become a Maiden. Because of this requirement, older girls help younger girls learn scriptures on salvation. That is missions training!

The BMAA missions studies in this step include medical missions and the radio/television department Lifeword Broadcast Ministries. As in all of the departmental studies, there are missions-learning activities for the girl to complete.

Imperial Queen Step

This step concentrates on being a consistent Christian in an X-rated world. Throughout these lessons, the girls are given learn-by-doing exercises. Among the scriptures they memorize are Romans 12:1-2 and their defense when temptation arises, 1 Corinthians 10:13. To help them live consistent Christian lives, they read two books on spiritual growth and study about Ruth.

The missions-learning activities are centered on home, church, and community. They select the activities they choose to complete.

The BMAA missions emphasis is the Baptist Publishing House, the BMA Theological Seminary, the Ministers Resource Services Department, and the Baptist News Service. In these studies there are more missions-learning activities.

Superior Queen Step

The personal-witness studies in this step concentrate upon dedication to Christ. The girls study how to withstand the temptations of Satan. They are taught what happens as a result of living for themselves. Scriptures learned in this step strengthen their allegiance to Christ.

The character study of Mary, the mother of Jesus, highlights this step. The girls see Mary as a young lady not much older than themselves. Through this study they are challenged to be moral, humble, and obedient to God.

The missions-learning activities in this step center upon the importance of missions and how their church helps. Among these projects are writing the history of their church, distributing gospel tracts, and writing letters to missionaries.

Another requirement of this step is reading a book on salvation. After they finish reading the book, the girls explain the plan of salvation using their Bibles. The girls are then required to plan a "This-Is-It Club" for neighborhood children. This is a five-day Bible club in which the girls present the story of Jesus.

The study of the Department of Church Ministries is the BMAA missions emphasis in this step.

Sovereign Queen Step

The Sovereign Queen step focuses on the security of the believer — which is God's love. The girls memo-

rize scriptures that give assurance of God's promise to them as believers. Their studies on the second coming of Christ create an anticipation of heaven. For this reason girls often remark that the Sovereign Queen step is their favorite.

The girls have studied the doctrines of the BMAA in the Princess step. Because of their age then they readily accepted these beliefs. But now the girls have reached an age when they begin to evaluate what they truly believe. For that reason, they study J.E. Cobb's *Baptist Church Manual* at this point. It aids in their evaluation of what they believe. Each girl needs to know what she believes and then proceed to grow strong in that belief.

This step also examines the work of the Women's Missionary Auxiliary, beginning with the local auxiliary and continuing through the national WMA. This prepares the girls for their next phase of mission work in church auxiliaries.

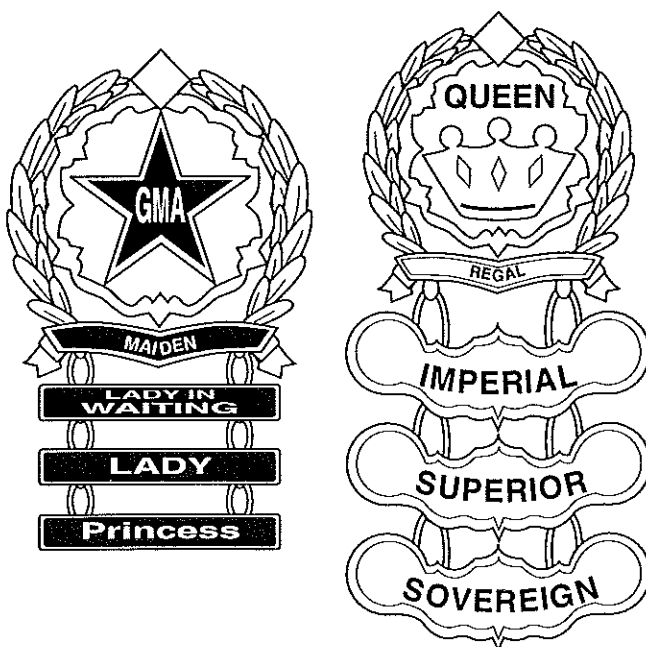
There are many missions-learning activities in this step. Most are personal witnessing experiences that further missions training.

The girls are required to read two books on spiritual growth. Another spiritual-growth exercise is learning to take sermon notes.

The last requirement is studying the *Counselor's Guidebook* and answering questions in their lesson book. This requirement helps to solidify what the girls have learned throughout their nine years in GMA. As they read this book the picture comes together — the purpose of GMA is "To be ever alert to the conditions which exist throughout the world; to keep our minds at all times centered on our Lord and Savior Jesus Christ; to remember always to keep our bodies as temples of God, unspotted from the world; to cast selfish desires out of our hearts; and to help our Missionary Baptist churches to carry the gospel to every corner of the world."

II. Forward Step Awards

The GMA program challenges a girl to discover God and the part she plays in His world. It honors those who involve themselves in the Forward Steps. It recognizes hard work by awarding special honors — titles that are befitting to one who has reached a little higher than the average Christian. Along with each title comes an award that says, "You are a winner. You have excelled in Bible study, scripture memory, projects that reach out to others, and personal growth in God's kingdom."



The following awards are recommended:

When a girl has attended three consecutive GMA meetings, she may become an active member. During her initiation (see page 79) into GMA she will receive the GMA pin.

Each girl who completes the Maiden step requirements receives a Maiden wreath to attach to her GMA pin. As she completes additional Forward Steps, she adds to her pin set the Lady-in-Waiting, Lady, and Princess bars. Upon becoming a Queen she receives a Queen pin to which she may later add a Regal wreath and Imperial, Superior, and Sovereign bars as she earns those awards.

Because of the more advanced work required in the higher steps, the WMA should also provide the following personal gifts to be presented to girls who complete these steps:

- Queen — a rhinestone tiara
- Regal Queen — a bracelet
- Imperial Queen — a scepter
- Superior Queen — a sash to wear from the left shoulder to the right waist
- Sovereign Queen — a Bible with all the scriptures memorized in the Forward Steps highlighted in yellow

The girl gets to keep all the awards listed above as treasured reminders of her accomplishments in GMA. She may wear or carry the awards in any official GMA presentation or coronation in which she participates.

III. Approving Forward Step Work

In order to provide a uniform standard for all auxiliaries in approving Forward Step work, the following guidelines are suggested:

1. The GMA counselor determines the order in which the girl works on her requirements when she plans her annual calendar of lessons and activities. In doing so, she should take care to cover the Bible lessons in the sequence they are listed in the step requirements, since each lesson builds on previous ones. However, the counselor should intersperse special projects (starting the GMA memory book, reading books, participating in programs, etc.) and missions activities between Bible lessons for a varied pace throughout the year.
2. The girl recites each memorized scripture *after* the counselor has taught the corresponding lesson and the girl has completed that lesson in her lesson book. She proceeds with each project *after* the counselor has given her full instructions and permission.
3. If a girl misses a lesson, she makes arrangements with the counselor to make it up so that she can proceed with her memory work and stay on pace with other girls in the step.
4. When the girl completes an individual requirement, she reports her work to her counselor for approval. The counselor initials and dates the proper place in the girl's manual and in the girl's own lesson book and then marks the girl's GMA Information Sheet in the counselor's files.
5. As much as possible the counselor does not use regularly scheduled GMA meetings to hear reports on Forward Step work. She comes early, stays late, or makes an appointment. CAUTION: Never hear verses recited on the telephone.
6. The counselor carefully grades the girl's work for grammar, spelling, accuracy of content, neatness, etc. She may pass the work or require that it be redone. However, she keeps in mind that the younger girls (and those with other limitations) have difficulty in writing and should not be penalized unless their work is not their best.
7. When writing reports, the girl includes scriptures, current statistics, quotations, or other references indicating research.
8. In memorizing scriptures a hyphen or dash means *through*. For example, in a reference like John 1:1-3 the quoted passage includes verses 1 through 3.
9. Although a girl may recite portions of a memory assignment as steps in learning, she continues working until she can quote the entire assignment at once. For example, in the Lady-in-Waiting step she will memorize Matthew 5:1-12 and then Matthew 5:13-16 as steps toward quoting Matthew 5:1-16 as one assignment.
10. The girl quotes each passage without looking at her Bible or notes while she is reciting. She quotes the entire passage without any significant errors in wording. She does not repeatedly start over or stop for long periods to think what comes next.
11. The counselor makes memorization important in passing a step, but she considers putting truth into practice more important.
12. A girl normally will take a full year to complete each step; however, that is not a requirement. It is suggested that unless a girl joins GMA late or falls behind other girls her age, she should still spend a full year on each step. For most girls that time is still needed to satisfactorily complete all the assignments.
13. When the girl finishes her last requirement for a step, she reviews the entire step in her lesson book, studying as if for a test.
14. The girl prepares to report the complete step to the Reviewing Council, quoting any scriptures memorized in the step, explaining any project done, and answering any questions about her work in the step. The Reviewing Council does not require a report of every project, but the girl prepares for whatever they choose to review.
15. The Reviewing Council chairperson signs the girl's manual and certificate in her lesson book when the girl passes her review. This signature authorizes the award for that step.
16. The girl adds the date in her manual when she receives her award for the step.
17. In all steps combined the girl cannot count one accomplishment or event twice.

Dealing With Special Needs

Because girls will receive the full benefits of the Forward Steps only by completing all the work, you should firmly insist upon the standard listed above. To do so you may have to require a girl to try a second or third time to memorize a scripture. Or you may have to retain a girl in a step after some of her friends have completed it. For the long-term benefit to the girl, resist the temptation to give her an award she has not fully earned.

Because you do not live in an ideal world, however, you may sometimes have to make adjustments

because of a girl's special needs, because of a lack of parental cooperation, because of an unfortunate circumstance in your church or because of a girl's poor attitude. Just as public schools have "remedial" classes, your GMA may need to minister to some girls where they really are rather than where you wish they were.

Individuals With Special Needs

Sometimes a girl does not keep up with others who are completing the Forward Steps. I am not referring to girls with disabilities. (See pages 10 and 33 for guidance in adapting the GMA program to the needs of an impaired child.) I am referring now to a girl who could do the work but does not. She fails to memorize her scriptures or complete other projects outside class. Since such a girl may have contributing problems in her personal life or at home, she needs GMA. Don't push her out just because she does not live up to all your expectations.

Instead, meet with the girl privately to explain to her the importance of the work which she needs to do. If necessary, also meet with her parents. Help them to understand that the girl must learn to set goals and accomplish them in order to succeed in life, and enlist their aid in insisting that the girl complete her work.

If repeated attempts to motivate the girl fail, you may allow the girl to proceed to the next step of lessons with girls who have passed their step, although she has not personally completed her assignments.

If you permit a girl to proceed to the class for a higher step before she completes her step requirements, meet with her and her parents again to explain that her faithful attendance in GMA and her participation in the required lessons has earned her the privilege of studying more advanced material. Make clear, however, that the only way the girl can earn her pin, wreath, or bar for the step she is leaving is to complete the work she has skipped. Offer to work with the girl individually to make up the assignments she lacks.

Your girl with special needs may not be someone who has neglected her work, but someone who joins GMA at an older age. The best means for her to work her way through GMA is to begin with the Maiden step and complete all the work in sequence. You may waive your time requirements until she catches up with girls her age.

Some girls, however, do not have the drive to do that much extra work on their own. Or their need to attend classes with girls their own age may discourage them from studying material for younger girls. After thoroughly evaluating the new member and her needs, you may decide to enroll her with girls her

own age who have already passed to a higher step. The girl can study the lessons for the higher step and participate in GMA activities, but she cannot earn any step awards of the pin system unless she meets the requirements for each step in sequence, beginning with Maiden. Because this decision is so important in the girl's future in GMA and as a Christian, consult with the pastor, the girl's parents, and other GMA leaders before placing her.

If you do enroll a girl with no GMA background in a higher step, work with her individually to review the content of the Maiden lessons at least. This material is foundational to all GMA studies, and every member needs a grasp of it.

Groups With Special Needs

You may become counselor for a group of girls whose former counselors have not required them to do all their Forward Step work. In your church GMA may have been discontinued for a period of time, and now you are trying to revive it. Perhaps you are forming a new GMA with older girls who have never passed any of the Forward Steps. Or you may find yourself the counselor of a group of girls who have generally failed to complete their assignments. In all of these cases a whole group of girls may not qualify to pursue the Forward Steps for their age level.

You may begin GMA classes for these groups and teach them the lessons in *My Special Place* or *Fit for the King*. You may start such girls at any point in the lesson books. For example, if your girls are eighth graders or older, you can teach them the lessons from *Fir for the King* although they have never studied *My Special Place*. Just remember that they cannot earn the award for any step until they have passed all previous steps in order.

Restrictions

Despite the concessions which have been granted for dealing with special needs, no girl should be allowed the following privileges unless she has met the standards spelled out on page 24:

1. Passing Reviewing Council
2. Receiving a Reviewing Council Certificate
3. Receiving a wreath or bar for her basic pin
4. Receiving other step awards, such as a crown or scepter
5. Participating in district, state, or national presentations or coronations
6. Taking part in the Miss GMA/Jr. Miss GMA program at any level.

However, girls should feel fully a part of GMA even if they are studying the lessons without passing steps. They may attend local, district, state, and national

GMA meetings as full members. They can dress in the GMA colors with the other girls, wear the GMA basic pin, participate in GMA Week, own and complete lesson books, keep a GMA memory book, and participate in all GMA functions. They may even hold office in GMA unless your statement of principles prevents it, although no girl who has set an example of slackness should fill a high office.

In any GMA presentation or coronation you may introduce all GMA members, including those who have not passed a step. But plan the service to be-

stow special honor on those girls who have completed all their work for a Forward Step. Present their earned awards publicly and explain to the congregation the amount of work they have done to pass the step.

When you are dealing with individuals or groups with special needs, remember that the Forward Steps are the heartbeat of GMA. Even when you have to make adjustments in order to minister to your girls as they are, set a goal of leading them back to the Forward Steps.

IV. Reviewing Council

The Reviewing Council consists of three to five WMA ladies or church staff workers chosen by the WMA president with the advice of the WMA's director of youth auxiliaries or selected as other regular committees are selected. One member is appointed chairperson.

For advancement to another step, the Reviewing Council examines all Forward Step work — memorized and written — as well as the memory book (GMA scrapbook) of every girl.

The Purpose

The purpose for having the Reviewing Council is to ensure long-term Scripture memory and to reinforce what a girl has learned. It ensures a higher quality of work on the part of each girl. A sympathetic committee of examiners can tell if a girl knows her work well enough to qualify for advancement. A counselor will work with the girl requirement by requirement and hear each recitation. The Reviewing Council will review her at one time on the entire step which she is seeking to attain.

Furthermore, passing the Reviewing Council gives the girl a sense of accomplishment. She feels good in knowing that she has satisfactorily passed a step. It is a positive feeling.

Selection of the Council

In selecting the council, look for persons who have an interest in the training of young ladies. Consider their faithfulness in performing the duties of the council. Do they have the time? Are they willing to take the responsibility? Will they be fair in their judgment? If the answer is yes, make your selection.

A rotating Reviewing Council works best in most churches. Begin by electing three members in the following manner: one member for three years, one member for two years and one member for one year.

Then replace each departing member annually with someone who will serve for three years.

The advantage to a rotating council is that there is always an experienced member to direct the interviews.

Sometimes the council member becomes a counselor after she learns what the GMA program does for a girl, or she may become a staunch supporter of the GMA.

Council Meetings

The director of youth auxiliaries coordinates the reviewing dates when a girl has passed a step. At the beginning of the GMA year, a Reviewing Council date is given to each girl. Should a girl complete her work before the designated date, the director of your auxiliaries may call a meeting with the Reviewing Council, or she may wait until several girls have finished their work. Sometimes it is wise to have the council review a girl at the time when she completes the step rather than wait. More than likely most of the girls will finish right before the deadline for the presentation/coronation. In those cases the council is faced with a shortage of time in trying to review all the girls.

Reviewing Procedure

The council members are sitting around a table when the counselor brings a girl to be interviewed. The counselor introduces the girl to the council members.

Before the actual questioning begins, make the girl feel comfortable by giving her a soft drink or punch to sip. Begin with general questions such as, "What do you enjoy most in GMA — house parties, GMA Retreat, projects?" speak with the tone of voice that says, "I'm your friend. I care about you."

When the actual questioning about the girl's step

begins, state the questions clearly and simply. Speak on her level of understanding.

Resource for Questioning

The Reviewing Council member should be familiar with all the Forward Steps so that she or he can relate to the girls. The source for asking questions is the appropriate Forward Step section from *My Special Place* or *Fit for the King*. Questions should be taken from the individual girl's lesson book. She should not be required to answer questions she has not studied.

The use of the individual girl's lesson book gives her a basis from which to review. She can study the questions in the book along with her answers. She should also review the scriptures she has memorized.

Keep in mind that she will not be required to quote all the scriptures or answer every question in the lesson book. You should select enough material to review that will show that she has retained the major emphasis in the step. The quoting of one Scripture passage should suffice, since she will have reviewed all of the scriptures. You may ask her to tell in her own words the meaning of the passage instead of having her quote it verbatim.

Well before the Reviewing Council meets, the director of youth auxiliaries should take responsibility to brief the Reviewing Council members on the material in each step to be covered. She should also assist them in determining appropriate questions to ask. She may use the questions on the following pages to help her in this briefing. These are *not* intended as the questions to ask the girls to be interviewed verbatim, for the council will need to word their questions directly from the individual girl's lesson book. The following questions, however, do direct the council toward the highlights of each step and indicate to them the knowledge the girls should have after completing the step. Being familiar with the lesson books and all other GMA materials, the director of youth auxiliaries can readily locate appropriate answers to these questions and share them with the Reviewing Council.

Maiden Survey Questions

1. Recite the GMA Watchword and tell where it is found in the Bible.
2. How can you be an ambassador for Christ?
3. Recite the GMA Aim.
4. Upon Whom should you center your thoughts?
5. What does it mean for your body to be a temple of God?
6. What are you to cast from your heart?
7. What are you to help your church do?
8. How can you help carry the gospel to all the world?
9. Recite the GMA Allegiance and Star Ideals.
10. To Whom and what do you pledge your allegiance?
11. What does the word *assent* mean?
12. Who will help you dwell in the various realms in the Star Ideals?
13. Where in the Bible can you find a scripture that says you have sinned?
14. Recite Romans 3:23. What does it mean to "*come short of the glory of God*"?
15. Recite Romans 3:9-10.
16. Recite Galatians 3:22.
17. Recite Isaiah 53:6.
18. What is *iniquity*?
19. Recite John 3:36.
20. According to John 3:36, who has everlasting life?
21. According to John 3:36, who shall not see life?
22. What is the wrath of God?
23. Recite John 2:16-18.
24. According to John 3:17, why did God send Jesus into the world?
25. According to John 3:18, who is already condemned?
26. According to John 3:18, why is a person condemned?
27. What does the word *condemned* mean?
28. Who is the only begotten Son of God?
29. Where in the Bible can you find a scripture that will tell you what you must do to be saved?
30. Recite Acts 16:31.
31. Who is talking in Acts 16:31?
32. Recite Romans 10:9-10, 13.
33. What two things must you do to be saved, according to Romans 10:9?
34. With what do you believe?
35. With what do you confess?
36. Who can be saved?
37. Have you asked Jesus to forgive your sins and be your personal Savior? (If the answer is yes, ask her to tell you about her salvation experience. If the answer is no, offer to guide her to accept Christ as Savior when she wants you to.)
38. Recite the books of the Old Testament.
39. How many books are there in the Old Testament?
40. Who wrote the first five books of the Bible?
41. Who wrote most of the book of Psalms?
42. Tell about the times you have taken part in a program. How did you feel about the program? How did you feel after it was over?
43. What missions book did you read? Who wrote the book? Whom was the book about?
44. Tell your favorite part of the missions book you read.

Lady-in-Waiting Survey Questions

1. What is a church?
2. What is a covenant?
3. Who works in your heart convicting you to be saved?
4. How do you become a member of a church?
5. In Whose name were you baptized?
6. Who will help you to walk together in Christian love?
7. Name some things you are to sustain for the church.
8. How are you to contribute to the church?
9. How are parents to educate their children?
10. What does it mean to "seek the salvation of our kindred and acquaintances"?
11. What does it mean to be "exemplary in our deportment"?
12. Name some things you are to avoid, according to the Church Covenant.
13. What are you to do about intoxicating drinks?
14. Name at least three things you promise in the Church Covenant to do for your brothers and sisters in Christ.
15. What do you promise to do as soon as you move to another city or area?
16. Recite Matthew 5:1-16.
17. What is a Beatitude?
18. Who spoke the words of Matthew 5:3-16?
19. Who is the salt of the earth?
20. What does it mean to "put your light upon a candlestick"?
21. How can obedience bring true happiness in the life of a Christian?
22. Name some of the promises Jesus Christ made to those who meet the requirements of the Beatitudes.
23. Where in the Bible may you find the law of a Christian?
24. How much should you love God?
25. Can you love others by yourself?
26. Who gives you the ability to love others?
27. What is the greatest commandment?
28. What is the second greatest commandment?
29. Recite Matthew 22:35-40.
30. Where in the Bible may you find the mission of a Christian?
31. Recite Matthew 28:19-20.
32. What is a commission?
33. Who gave the Great Commission?
34. What three things are Christians to do in all the world, according to the Great Commission?
35. In Whose name are believers to be baptized?
36. What special promise is given in Matthew 28:20?
37. Who is speaking in John 12:32?
38. When was Jesus lifted up?
39. In your own words, what does John 12:32 mean?
40. How can you live your life for Jesus?
41. Name the three great Baptists whom you read about.
42. Tell of the major events from the life of one of the great Baptists.
43. What did you learn from the life of that individual that you can apply to your life?
44. How many books are in the New Testament?
45. Recite the books of the New Testament.
46. Who wrote most of these books?
47. What is one blessing you have received from God's Word in the last year?
48. The Gospels were written about Whom?
49. What book of the New Testament is a history book?
50. Tell about a mission field in your state (or in the United States, or in another country).

Lady Survey Questions

1. Recite Psalm 100.
2. How does Psalm 100:2 say you should serve the Lord?
3. What animal are you compared to in Psalm 100?
4. Fill in the blank: Psalm 100 is a psalm of _____.
5. What does the word *psalm* mean?
6. Recite Ecclesiastes 12:1.
7. Who is your Creator?
8. Why should you remember your Creator while you are young?
9. When is the time to commit your life to God?
10. Recite Isaiah 55:6-9.
11. What did the Lord say in Isaiah 55:8-9 about our thoughts and ways?
12. When should you seek the Lord?
13. Recite Matthew 6:19-33. (You may choose to ask for only a few of the verses.)
14. What is a treasure?
15. Who spoke the words of Matthew 6:19-33?
16. Where should you lay up your treasures?
17. What does Jesus teach you about the importance of treasures?
18. Name some treasures that cannot be touched by moth, rust, or thieves.
19. How many masters can you serve?
20. How can your life reflect that you are serving the one master, Jesus?
21. What does Jesus teach you about food, water, and clothing in Matthew 6:19-33?
22. Who is the source of everything in your life?
23. According to Matthew 6:19-33, why should you not worry?
24. In your own words, tell what Matthew 6:33 means for your life.

25. Name eight missionaries that work in North America and tell the state where each is working. Point out the state on the map of the United States.
26. Name at least five of the foreign countries where Baptist Missionary Association of America international missionaries are working. Locate those countries on the map of the world.
27. Tell about one of the projects with missionary emphasis you have completed in your town. What was the greatest blessing you received from that project?
28. Tell about the program you participated in. How did you feel about the program? How did you feel during the program? How did you feel after the program? How was that participation a blessing in your life?
29. What is the most outstanding thing you have learned during your Lady step?

Princess Survey Questions

1. Name five Old Testament persons of faith.
2. Choose one named in Hebrews 11 and tell something of that person's faith.
3. What is faith?
4. How will you be able to do what God asks of you?
5. By what title is Hebrews 11 often called?
6. Recite Hebrews 11:7-25 (or a portion of it).
7. Recite Matthew 7:7-14.
8. Who spoke the words of Matthew 7:7-14?
9. Of what sermon is Matthew 7:7-14?
10. What happens when you ask for something in prayer? When you seek? When you knock?
11. What verse states the Golden Rule?
12. Why is the road to hell easy to follow?
13. How can you recognize the road to life eternal and Christian living?
14. How do your beliefs affect your life?
15. Name at least four things that your beliefs affect.
16. What is a doctrinal statement?
17. Name the three persons of the Trinity and tell what each does in salvation.
18. How did the writers of the Bible know what to write?
19. What is the Bible to you?
20. How did the world come into existence?
21. What do you believe about Satan?
22. How did you inherit your sin nature?
23. What do you believe about the birth of Jesus? Why is it important that He was born of a virgin?
24. What does blood atonement mean to you?
25. Name at least three works of the Holy Spirit.
26. How were you justified?
27. Why is it important that you, as a believer, be separated from the world?

28. Name the two ordinances of the Lord's church.
29. Who has the authority to baptize?
30. What does baptism by immersion picture?
31. What does security of the believer mean to you?
32. Define *church*.
33. What did Jesus commission His church to do in the world?
34. What does church perpetuity mean?
35. What is an association?
36. What is the name of the local association of your church?
37. What is the name of the national association of your church?
38. Who has the authority in an association?
39. Why doesn't the director of missions of the association notify your church how much to give to missions for a year?
40. From whom should a church be separated?

Queen Survey Questions

1. Name some of the Old Testament characters to whom the promise of Jesus was made.
2. How do we know Jesus was the promise fulfilled from the Old Testament?
3. What are at least four names of Jesus that the Bible records?
4. What does the name *Jesus* mean? The name *Immanuel*? The name *Christ* or *Messiah*?
5. Luke 2:40 states that Jesus grew in what way as a boy? With what was He filled? What was upon Him?
6. Do you think any ordinary child who becomes a Christian can experience what Jesus did in Luke 2:40? Explain your answer.
7. Do you suppose Mary and Joseph's godly standards had any effect on Jesus? Why or why not? Do the standards of parents today have any effect on their children?
8. What is known of Jesus between the ages of twelve and thirty?
9. Who were some of the people who made the right choices to serve Christ during the time He was still on earth?
10. Define *gospel*.
11. Name the four books of the New Testament that record the life of Jesus.
12. What is the most important thing in life?
13. Whom did God choose to introduce Jesus to the world?
14. How did Jesus resist the temptations of Satan in the wilderness?
15. What did you learn from the apostles' attitude in following Jesus?
16. Name at least five miracles that Jesus performed.
17. Why did Jesus perform miracles?

18. If you consider your helping someone the same as doing it for God, does it make a difference in your life? Why or why not?
19. Why did Jesus choose to leave heaven and become a man?
20. What happened to the disciples when Jesus was arrested? What do you think you would have done in that situation?
21. When did Jesus say, "*It is finished*"? What did He mean?
22. How do you feel about Jesus at this moment?
23. Recite 1 Corinthians 13:1-13.
24. Who needs love?
25. Describe God's kind of love.
26. What was God's greatest expression of love to you?
27. What did you have to do for God to love you?
28. When you substitute your name for the word *love* in 1 Corinthians 13, how does it make you feel?
29. Share an experience that God has used to teach you to love during the last year.
30. Recite Proverbs 31:10-31 (or a portion of it).
31. What is the meaning of *virtuous*?
32. What did God say in the Bible about His toleration of sexual sin?
33. Name some of the virtuous woman's characteristics that make you appreciate your mother's role in the family.
34. What is the key in being a good wife, mother, and friend?
35. What are the rewards in being a good wife, mother, and friend?
36. What chapter was most helpful to you in *What's a Girl to Do?* Explain why you chose that chapter.
37. What campground is synonymous with the national GMA Retreat? Where is it located?
38. Name at least two men who have served as camp managers (directors) at Daniel Springs Baptist Encampment.
39. How is Daniel Springs Baptist Encampment supported?
40. Tell some blessing that you have experienced because of Daniel Springs Baptist Encampment.
41. What is a chaplain?
42. What are some of his duties?
43. In what ways can a chaplain's wife contribute to his ministry?
44. Name at least two chaplains and tell where they are presently serving.

Regal Queen Survey Questions

1. What was Paul's occupation?
2. Tell about Paul's conversion.
3. Using a map of Paul's journeys, show one of his journeys and tell something about his work.

4. How did God use Paul's education and ability to speak both Greek and Hebrew?
5. Complete this sentence: My study of Paul will help me to _____.
6. Name the books Paul wrote while in prison.
7. In your opinion, why did God allow Paul to suffer when he was doing what God asked him to do?
8. What is the threefold purpose of the church?
9. Why is unity necessary for a church?
10. Recite 1 Corinthians 12:12-31 (or a portion of it).
11. When one member of a church body suffers, what happens?
12. When does a person receive the Holy Spirit?
13. What advice did Paul give at the close of 1 Corinthians 12?
14. Recite 2 Peter 1:5-12.
15. What virtues did Peter tell you to add to your faith?
16. What is virtue? Knowledge? Temperance? Patience? Godliness? Brotherly kindness? Charity?
17. List promises Peter made in 2 Peter 1:5-12.
18. What happens when a person is lacking in the virtues listed in 2 Peter 1:5-12?
19. What is a tithe?
20. Recite Malachi 3:10. Recite 2 Corinthians 9:6-8.
21. What was God's purpose for asking His people to give a tithe?
22. Tell about your experiences in training a Maiden.
23. How have those experiences changed your viewpoint concerning your GMA counselor(s)?
24. Name some missionaries who are involved in medical ministry.
25. Who founded the "Harvest Gleaner Hour"? What is the current name of that ministry?
26. Name some of the ways the radio/television ministry of the BMAA reaches out to people.
27. What has been the greatest blessing to you in your study on your Regal Queen step?

Imperial Queen Survey Questions

1. Recite 1 John 2:15-17.
2. When a Christian compromises, who has won?
3. Name the three things that 1 John 2:15-17 says are not of the Father.
4. What does "*lust of the flesh*" mean?
5. What does "*pride of life*" mean?
6. What will happen to the "*lust of the flesh*," "*the lust of the eyes*," and "*the pride of life*" when Jesus returns?
7. Recite Romans 12:1-2.
8. What does *beseech* mean?
9. What are some of the "*mercies of God*" in your life?
10. What does it mean to renew your mind?
11. Recite the GMA Allegiance and Star Ideals.

12. How can you use the Star Ideals to renew your mind?
13. What is the difference between *conform* and *transform*?
14. What does God expect you to present to Him?
15. How does personal Bible study help you to renew your mind?
16. Recite Colossians 3:1-17 (or a portion of it).
17. What does it mean to *mortify* evil practices?
18. Is the process of mortification a painful one? How can a person mortify wrong practices in her life?
19. What happens to a person who habitually engages in sexual sins?
20. What does God think of homosexuality?
21. Name four of the old habits of the flesh Paul said in Colossians 3:8 you should "*put off*" from your life.
22. What happens to the name of Jesus when a child of God gets mad and blows up?
23. What does God want a Christian to do about bad habits? How can a Christian discard a bad habit?
24. Why should you have a different attitude toward sin from that of your unsaved friends?
25. What should you do if someone begins to use filthy language or tell dirty jokes in your presence?
26. Name some of the things Paul said to put on to replace the sins of the old nature.
27. Can you ever forgive anyone of as much as God forgave you?
28. Above all else, what are you to put on that can make holy living possible?
29. According to Colossians 3:15, what should rule in your heart?
30. In Whose name should you do everything that you do?
31. Recite the way of escape given in 1 Corinthians 10:13.
32. What is temptation?
33. Is temptation the same for all people?
34. Is it a sin to be tempted?
35. How can you recognize God's escape route when you are tempted to do wrong?
36. What is a good rule to follow when your conscience says, "Caution"?
37. What spiritual-growth book did you read? What did you learn about yourself while reading that book?
38. What did you learn about God that can affect your relationship with others?
39. What did you like best about the study of Ruth?
40. Name at least three character qualities that Ruth had that you would like in your life.
41. How did Ruth's decision to go with Naomi affect her life?
42. If Ruth had decided to remain in Moab, how would it have affected her life?
43. What do you think may have gone through Ruth's mind as she prepared to leave her homeland?
44. Can God do the same for you that He did for Ruth in bringing you face to face with the man He has chosen for you to marry? Do you have to make the plans, or can God bring it about without your assistance? Which is better for your welfare?
45. In what special way was Ruth honored by God?
46. Did Ruth meet the qualifications of a virtuous woman?
47. What projects did you do as service in your home, church, and community?
48. Which did you enjoy most?
49. What did you learn about yourself from the projects?
50. Why is the Baptist Publishing House important to GMA?
51. What literature does the Baptist Publishing House produce?
52. Briefly describe the process of producing a quarterly for you to study.
53. How does the Baptist Publishing House receive its financial support?
54. What is a theological seminary?
55. Where is the BMA Theological Seminary located?
56. Who attends a seminary?
57. How does the BMA Theological Seminary receive its financial support?
58. What is the responsibility of the Ministers Resource Services Department?
59. What are the functions of the Baptist News Service?
60. What have you enjoyed most about your Imperial Queen step?
61. What has kept you going when you felt you could not do the assignments of your Forward Steps?

Superior Queen Survey Questions

1. Recite Ephesians 6:10-18.
2. What is the conflict Paul described in Ephesians 6:10-18?
3. Who gives you strength to fight against Satan?
4. What happens when you neglect to use God's strength?
5. Who makes up Satan's army?
6. Who can be demon possessed? Can a Christian? Give a scripture to support your answer.
7. Name some ways Satan disguises himself to influence a girl your age.
8. What does the statement "*We wrestle not against flesh and blood*" mean?
9. Name the parts of the Christian armor and point out the part of your body which each protects.

10. What part does prayer play in protecting you against Satan?
11. What is righteousness? How can being righteous keep you from falling into Satan's plan?
12. Why is being truthful a weapon against Satan's tactics?
13. When you asked Jesus to be your Savior, how were you pledging allegiance to Him?
14. Recite the Christian's pledge of allegiance in Galatians 5:16-26.
15. What does it mean to "*walk in the Spirit*"?
16. What are some of the works of the flesh?
17. What does it mean to do the "*works of the flesh*"?
18. What gives evidence that a person is living in the flesh?
19. What gives evidence that a person is living in the Spirit?
20. What are some of the things that Satan has brought into our culture that keep Christians from truly worshiping God?
21. What did God say about idolatry and witchcraft?
22. What should one who belongs to Christ do to the works, affections, and lusts of the flesh?
23. Name some of the things of the flesh that a Christian should not have in her life.
24. Name the nine Christian virtues referred to as the fruit of the Spirit. Are these produced in your life by self-effort or by the Holy Spirit? Explain your answer.
25. Describe a God-centered life to the best of your ability.
26. Who was Titus?
27. Recite Titus 2:1-8.
28. What advice did Paul give for aged men?
29. What advice did Paul give for aged women?
30. What are the aged women to teach the younger women?
31. What effect does a young wife and mother have upon her family when she possesses the virtues named in Titus 2:4-5?
32. How do you feel about taking the advice Paul told the older women to teach the younger?
33. What personal preparation is necessary before you can share your faith in Christ with others?
34. Give the way of salvation as you would to someone you would witness to.
35. What scripture(s) would you give to someone who has just accepted Jesus Christ as Savior?
36. How old do you think Mary was when the angel came to tell her about the birth of Jesus?
37. How do you think the people of her village looked upon Mary when it became evident she was to have a child?
38. What special character traits did Jesus' mother have? How do you know about these traits?
39. What did you learn from your study of Jesus' mother that you wish to apply to your life?
40. What missions projects did you complete? Which one was the greatest blessing to you and why?
41. What is the ministry of the Department of Church Ministries?
42. What is ABS? Where would you find one?
43. What is the purpose of the Association of Baptist Students?
44. What is the VSM Program?
45. Who can apply to serve as a VSM?
46. If you were to apply for the VSM Program, what country would you choose?
47. What is a This-Is-It Club?
48. Tell about your experience this year in starting a This-Is-It Club.
49. What children were enlisted in Sunday School because of your club?
50. What did you enjoy most about your Superior Queen step?
51. When do you purpose to have your Sovereign Queen step completed?

Sovereign Queen Survey Questions

1. Recite Psalm 91:1-16.
2. Why was the lesson on Psalm 91:1-16 entitled "Fear Not"? Is it OK to be afraid sometimes? Is there a difference in being afraid momentarily and having fear that paralyzes you?
3. How can you overcome fear that paralyzes you?
4. How can you gain confidence when fear threatens?
5. What part does faith play in overcoming fear?
6. What is the promise of Psalm 91:1-16 that God is to the believer? What must one do to receive that promise?
7. Name at least four things from Psalm 91:1-16 that God is to the believer.
8. How can you be sure you are dwelling in the presence of God?
9. What do the angels do for you?
10. How will others know you are "setting your love on God"?
11. What does Psalm 91:1-16 promise to those who are obedient?
12. What did you learn about personal Bible study from the lesson "Forever His"? What did you enjoy most about your assignment for personal Bible study?
13. What study helps make Bible study more meaningful? Is there one which you do not have but would like to have? How can you obtain one?
14. How did your study exercise in Romans 8 make you appreciate your counselor and Bible teachers more?

15. Recite Romans 8:1-4, 16-18, 28, 35-39 (or a specific portion of these verses).
16. When you think of death, what do you feel?
17. What has had the most influence on your understanding of death?
18. What has God promised to those who believe?
19. What is death as you now understand it?
20. What caused the curse of death?
21. What did God provide so that you would not be eternally separated from God?
22. What happens when a Christian dies?
23. What happens when a nonbeliever dies?
24. What will happen to the body of the dead when Jesus comes again?
25. How can you give comfort to someone who has lost a loved one who is a believer? An unbeliever?
26. How can you, as a Christian, live before those who are not Christians? Are your personal actions important?
27. Recite 2 Peter 3:9-14.
28. Name two ways you can make every day count as you live before an unsaved acquaintance.
29. Who is promised a new heaven and a new earth?
30. Describe the new Jerusalem by reciting Revelation 21:1-7.
31. What is another word for *Revelation*? What does it mean?
32. How did God give the Revelation?
33. How will the new Jerusalem be adorned?
34. What will not be in heaven?
35. Who is the beginning and ending of all things?
36. Describe the beauty of heaven by reciting Revelation 22:1-7.
37. What will provide light in heaven?
38. How does one receive eternal life?
39. What was the most meaningful thing in your study of Revelation?
40. What is a scriptural church?
41. Define *perpetuity*.
42. Name 4 ways a church receives members.
43. Name three ways a person can cease to be a church member.
44. Name four qualifications of a pastor of a church.
45. What are the duties of a deacon of a church?
46. Give five doctrines of the church in your own words. Give scripture references for each.
47. What are the two church ordinances? Give a Scripture reference to prove the importance of each.
48. Who is the head of the church?
49. When a Christian friend has offended you, what should you do?
50. Name at least three missions of the church.
51. What is the Baptist Missionary Association of America? How does a church become a member?
52. Name one book on spiritual growth that you read and tell how it was meaningful to you.
53. What is the WMA? What is its purpose?
54. Why are there district, state, and national WMAs?
55. Who is the current local WMA president? National WMA president?
56. Define the following parliamentary terms: *the chair*, *to accept*, *majority vote*, *amendments*, and *substitute motions*.
57. What is the difference between amendments and substitute motions?
58. What is the current project of national WMA?
59. What was most meaningful about learning to take sermon notes?
60. Select one of the projects for seeking to please God with your life and tell how it has been meaningful to you.
61. What advice would you give a girl who is struggling to be faithful to Forward Steps?
62. What kept you going when you felt overwhelmed by your Forward Steps?

Girls With Disabilities

Girls are different; some are slow learners; others seem to excel. Naturally, we should take each one individually. Occasionally the Reviewing Council may review a girl with physical or learning disabilities. If this is the case, the parents should get a letter from the girl's school which recognizes the girl's disability or otherwise help the council to determine how much will be required of the girl to retain.

The questioning of a girl with an impairment should be on the level in which she is capable of performing. You don't want to discourage her. Obviously, she will not have to retain all the knowledge that other girls do, but you want her to show progress. She needs to feel a sense of accomplishment when she passes the Reviewing Council.

Council Decisions

The Reviewing Council is under the authority of the WMA's director of youth auxiliaries. Should there be any question about passing a girl, it should be discussed with her. If the Reviewing Council decides that a girl should not pass, the director of youth auxiliaries should tell the girl why she did not pass. She will then be given a new date to come before the council again.

When a girl has passed the Reviewing Council, she receives a reviewing Council Certificate and the council dates and signs her manual and lesson book. She is then ready for the coronation or presentation and may begin work on the next step.

V. GMA Projects

Girls' Missionary Auxiliary invests time in projects such as raising funds and teaching that promote growth.

Projects challenge girls. They create goals that bond the girls together — each working to achieve that goal. They are teaching tools that put words into action.

Projects offer ways for girls to participate regardless of their level of understanding. Girls with learning disabilities and girls who are high achievers are partners in the projects. Younger girls team with older girls.

Fund raising is a method for girls to help send the gospel to other people. It teaches unselfishness as the girls spend their spare time to work on a project. It

teaches the girls to sacrifice something they want for someone else. They learn to care about other people. Since the BMAA departments are financed through love offerings from churches, girls' auxiliaries have contributed to them in a major way. Over the years thousand of dollars have been raised by GMA projects.

Projects are needed to raise funds when the girls can't afford to attend national GMA Retreat or a state house party. Some families have more than one girl in GMA. Projects give the church ways to help without embarrassing the girls or their families.

Projects are fun! Some are more enjoyable than others. They help us appreciate one another. They encourage us when we reach our goal.

Why encourage GMA projects? We need them!

VI. Supplemental Awards

If you need to encourage your girls, you may choose to use these awards as incentives to serve the Lord Jesus Christ. Using the supplemental awards is completely voluntary and not a requirement for any Forward Step work or other recognition.

These awards are not intended to replace or compete with any other part of the GMA program, but merely a way to recognize girls who excel in one specific area of service.

All of the awards except the "Esther Award" can be completed in three months or less. This short time frame makes them more attainable by girls who might otherwise never receive special recognition.

Some record keeping will be necessary. You may photocopy the descriptions and requirements of each award (pages 35-40) to record each girl's progress. Page 41 is a monthly journal form to photocopy for your girls to log their progress and activities. You may wish to allow the girls to keep their own records or choose one counselor or leader to serve as record keeper. You may choose someone who is willing to keep records that would not wish to teach a lesson. One counselor has used a poster on the wall in the GMA room for each girl to mark her own progress in view of the entire class.

The supplemental awards are based on the realms of service that a GMA member pledges herself to when she takes the Allegiance to GMA. These realms of service should be part of the daily life of any faithful GMA member. The names were chosen to represent women from the Bible who exhibited these realms of service in their lives. The awards should serve as recognition for exemplary character, never as any kind of competition. Any girl who shows any of these characteristics may be awarded a certificate at any time she has fulfilled the simple requirements. All girls who qualify may be recognized by the local counselors or WMA.

Following the description and requirements for the awards are templates (pages 42-48) you can use to create certificates to present to your girls who complete the requirements of a supplemental award. You may purchase special presentation paper from an office supply store and photocopy the certificate template onto the special paper. (It is recommended that you select a paper that does not include a border.) Once you have created the blank certificates you can add the girl's name and other information using a pen, marker, or computer printer.

Name of Girl _____

Month/Quarter _____ Year _____

Lydia Award: Dwelling in the Realm of Prayer

This award is named for Lydia in Acts 16:11-15. She was with a group of women who had gathered at a river outside the city gate of Philippi for prayer. She listened as Paul taught the women and received his message. She was baptized, then asked Paul and his companions to go to her house to stay during their visit to the city. She was a merchant, yet she was a woman of prayer and a believer in God.

A girl who is a member of GMA may receive this award for completing *one* of the following projects. The girl should be responsible for keeping her journal (page 41) and showing it to her counselor when she begins it and at intervals during the quarter.

- ☐ Keep a prayer journal for at least three months. She should obtain a small spiral notebook. In it she should record daily her prayer requests. She should review them often and make notes on those prayer requests that God answers. Remind her that God does not always say "yes" to her prayers. Sometimes He answers with "no" or "wait a while."

Date begun _____ End of quarter _____

Dates reported: _____

- ☐ Successfully leads her family to have a time to read the Bible and pray together. She should report to her counselor when the family begins their Bible reading and prayer time together and again at intervals during the quarter. If the family begins and continues their Bible reading and prayer time together for a full quarter, you may present a certificate to the girl.

Date begun _____ End of quarter _____

Dates reported: _____

- ☐ Leads out in getting friends to pray together at least once a week for three months. She should report to her counselor the date the group begins and at regular intervals during the quarter.

Date begun _____ End of quarter _____

Dates reported: _____

NOTE: Counselor, you may substitute another realm of prayer if you choose to.

Name of Girl _____

Month/Quarter _____ Year _____

Naomi Award: Dwelling in the Realm of Bible Study

This award is named for Naomi in the book of Ruth. She must have been a woman who studied the law of God and taught it to her family since her daughter-in-law Ruth chose to follow the God of Naomi. Through Naomi's life and example, Ruth learned what it was to be obedient and God blessed them both because of it.

A girl who is a member of GMA may receive this award for completing the following during three consecutive months. It is her responsibility to keep her monthly journal (page 41) up-to-date and turn it in.

- ☐ Read her Bible regularly. She will keep and mark a journal each day she reads her Bible.
- ☐ Prayed regularly. She will mark her journal each day she prays.
- ☐ Studied her GMA lessons and requirements at home. She will memorize her scriptures at home instead of in class.
- ☐ Completed all the requirements assigned to her by her GMA counselor during the same time period.

Forward Step assignments

Date assigned

Date completed

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

- ☐ Recited the assigned scriptures during the same time period

Scriptures assigned

Date assigned

Date recited

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Name of Girl _____

Month/Quarter _____ Year _____

Hannah Award: Dwelling in the Realm of Faith

This name is chosen because of Hannah's strong faith in God. The story of Hannah is found in 1 Samuel. She was faithful to go to the house of God to pray at every opportunity. Because of her prayers in the house of God, Eli, the high priest, told her that God would answer her prayer. He was not aware that her prayer was for a child. God answered her prayer and gave her a son whom she named Samuel. Her faith in God was so strong that she was able to take Samuel to the house of God and put him in the care of the high priest so that Samuel would serve God all his days.

Any girl who faithfully attends the following church activities during a three-month period may be recognized with the Hannah Award. Use the attendance record on the back page of the "GMA Information Sheet" (available from Baptist Publishing House) to determine the attendance requirements for GMA class and church services.

- ☐ Attend GMA class faithfully for three consecutive months
- ☐ Attend Sunday School for three consecutive months with perfect attendance
- ☐ Attend the worship services on Sunday morning and evening during the same time periods
- ☐ Participated in the GMA and/or youth activities during the same time period

Name of activities participated in:

Other activities you may wish to include:

Name of Girl _____

Month/Quarter _____ Year _____

Ruth Award: Dwelling in the Realm of Love

This name is chosen because Ruth showed her love for her husband's family and their God when she chose to return to the land of Israel with her mother-in-law after their husbands had both died. In that land Ruth came to know real love for God.

This award may be given to a girl in GMA who shows love in discipleship. A disciple is a follower of the Way of Jesus. A girl may receive this award for completing at least three of the following activities. The girl is responsible for keeping her own records and reporting to her counselor as each activity takes place.

- ☐ Assisted another girl in GMA by helping her with her memory work as approved by her counselor

Name of girl _____ Date _____

- ☐ Invited and brought a girl to GMA who became a faithful member of GMA

Name of girl _____ Date _____

- ☐ Witnessed to a friend or family member about the way of salvation and that person made a profession of faith in the Lord

Name of person _____ Date _____

- ☐ Befriended a person who was in need physically or emotionally

Name of person _____ Date _____

- ☐ Assisted in starting a Christian club in her school or community

Name of club _____ Date begun _____

- ☐ Actively participated in prayer at the flagpole at her school

Name of school _____ Date _____

Any other activity which you may wish to include:

Name of Girl _____

Month/Quarter _____ Year _____

Dorcas Award: Dwelling in the Realm of Service

The name is chosen because of Dorcas (or Tabitha) in Acts 9:36, 39. Peter was called to her house after she died. Many widows were there who testified that she had made coats and garments for them. She was a servant. Every child of God needs to learn to be a servant after her example.

The Dorcas award may be given to a girl in GMA for showing excellence in service to her church. This award may be given to a girl who completes at least three of the following projects.

- ☐ Visited an elderly person, shut-in (such as homebound or nursing home), or a person in the hospital who is not an immediate family member

Name of person(s) visited: _____

- ☐ Collected medicine, clothes, or literature for a missions project

Activity participated in: _____

- ☐ Participated in a church or community benevolent or service project. (A community project should meet the pastor's approval.)

Name of project: _____

- ☐ Served as a greeter for your church services

Date(s): _____

- ☐ Assisted in the nursery under supervision of an adult

Date(s): _____

- ☐ Sang in children's or youth choir and attended the practice sessions

Date(s) attended: _____

Check one

- ☐ Sarah Award
☐ Esther Award

Name of Girl _____

Date _____

Sarah Award: Obedience

Reason the award is given: _____

This award is named for Sarah who was obedient to her husband, Abraham. According to 1 Peter 3:6, she called Abraham her master and lord. She was willing to follow him to places where she knew no one and still call him lord.

This award is offered so that you may recognize any girl who exhibits boldness to obey God by choosing church or GMA activities over school or social functions.

Frequently girls face difficult decisions about attending a school function or a church activity. This award gives you the opportunity to reinforce a good choice of obedience to God above other activities.

This award should never be given to a girl who is continually disobedient to her parents. If she obeys God, she will first be obedient to her parents. She can never be more obedient to God than she is to her parents.

The Esther Award

Esther is a role model whom girls should use as an example in their lives. Esther was willingly obedient to her authorities, even though she was raised by someone who was not her parents. She was willing to make herself beautiful emotionally and spiritually. Esther was willing to stand alone for her people even if it meant losing her title or her life. She made herself fit for the king because of her spiritual commitment to God.

The Esther Award may be given to any girl who is a member of GMA and commits herself to excellence for one year in her Forward Steps. She must meet the following requirements. Each month provide a copy of page 41 to each girl to log her progress.

- ☐ successfully complete at least one Forward Step during the year
- ☐ faithfully attend her local GMA
- ☐ read her Bible regularly
- ☐ pray regularly
- ☐ complete at least three (3) personal service projects during the year, such as witnessing to a friend or relative, visiting the sick or elderly in the hospital or nursing home, collecting clothes, medicine, literature, etc. for mission or community projects. These items should be reported to and recorded by her counselor.

MY GMA MONTHLY JOURNAL

Name _____

Month _____

INSTRUCTIONS: Check off each day the items you complete for that day. When you complete a special service project, you should write in the space provided what you did and get your parent or guardian to initial it. It is your responsibility to return this chart to your counselor at the end of each month to receive a chart for the next month. Awards are based on personal responsibility.

| Check off the things you do each day. ✓ | | | | | | |
|---|------------|--------|---------------------------|---------------------------------|--------------------------|--|
| Day | Read Bible | Prayed | My family prayed together | My prayer group prayed together | Personal service project | What I learned from my special project |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
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| 24 | | | | | | |
| 25 | | | | | | |
| 26 | | | | | | |
| 27 | | | | | | |
| 28 | | | | | | |
| 29 | | | | | | |
| 30 | | | | | | |

Lydia Award

Dwelling in the Realm of Prayer

For Commitment to Daily Prayer

is presented to

by the Girls' Missionary Auxiliary of

Name of church

Lydia, a godly businesswoman, often gathered with other women in Philippi to pray (Acts 16:11-15).
Like Lydia you have demonstrated a heart that emphasizes the importance of prayer.



Signature of counselor

Signature of pastor and/or
president of WMA

Date

Naomi Award

Dwelling in the Realm of Bible Study

For Commitment to Daily Bible Study

is presented to

by the Girls' Missionary Auxiliary of

Name of church

Naomi demonstrated a commitment to God's Word by passing its truths on to those around her. (Read her story in the book of Ruth.) You have grown spiritually by following Naomi's example of living in the Word of God.

Signature of counselor

Signature of pastor and/or
president of WMA

Date



Hannah Award

Dwelling in the Realm of Faith

For Commitment to Faithful Attendance to her Church and its Activities

is presented to

by the Girls' Missionary Auxiliary of

Name of church

Hannah demonstrated her faith by going to the temple often to pray and worship. God honored her faithfulness by giving her a son (1 Samuel 1:1-20). By being faithful in your attendance to your church and GMA you have followed Hannah's example.

Signature of counselor

Signature of pastor and/or
president of WMA

Date



Ruth Award

Dwelling in the Realm of Love

For Commitment to Showing Love to Others

is presented to

by the Girls' Missionary Auxiliary of

Name of church

Ruth showed great love to her mother-in-law, Naomi, by staying with her and helping take care of needs (Ruth 1:16).
By showing your Christian love and care for others you have demonstrated the life of Ruth in your own life.

Signature of counselor

Signature of pastor and/or
president of WMA

Date



Dorcas Award

Dwelling in the Realm of Service

For Demonstrating Excellence in Service

is presented to

by the Girls' Missionary Auxiliary of

Name of church

Dorcas served others with her life and her abilities. Her reputation was strong in her community because she put Christ and others before herself (Acts 9:36-42). Like Dorcas you have served others and demonstrated your desire to be like Christ.



Signature of counselor

Signature of pastor and/or
president of WMA

Date

Sarah Award

For Excellence in Showing Obedience to God and her Church

is presented to

by the Girls' Missionary Auxiliary of

Name of church

Sarah followed her husband, Abraham, as he followed God's direction. She honored her husband with her attitude, actions, and her obedience to God (Hebrews 11:8-11; 1 Peter 3:6). Your obedience to God in your daily life reflects the example displayed by Sarah.

Signature of counselor

Signature of pastor and/or
president of WMA

Date



Esther Award

For Outstanding Achievement of Excellence in her Forward Steps
in Girls' Missionary Auxiliary

is presented to

by the Girls' Missionary Auxiliary of

Name of church

Esther made herself fit for the king by her spiritual commitment to God. (Read her story in the book that bears her name.)
Like Esther you have demonstrated a godly character and a commitment to Christ by your dedication to the goals of GMA.

Signature of counselor



Signature of pastor and/or
president of WMA

Date

GUIDE THREE

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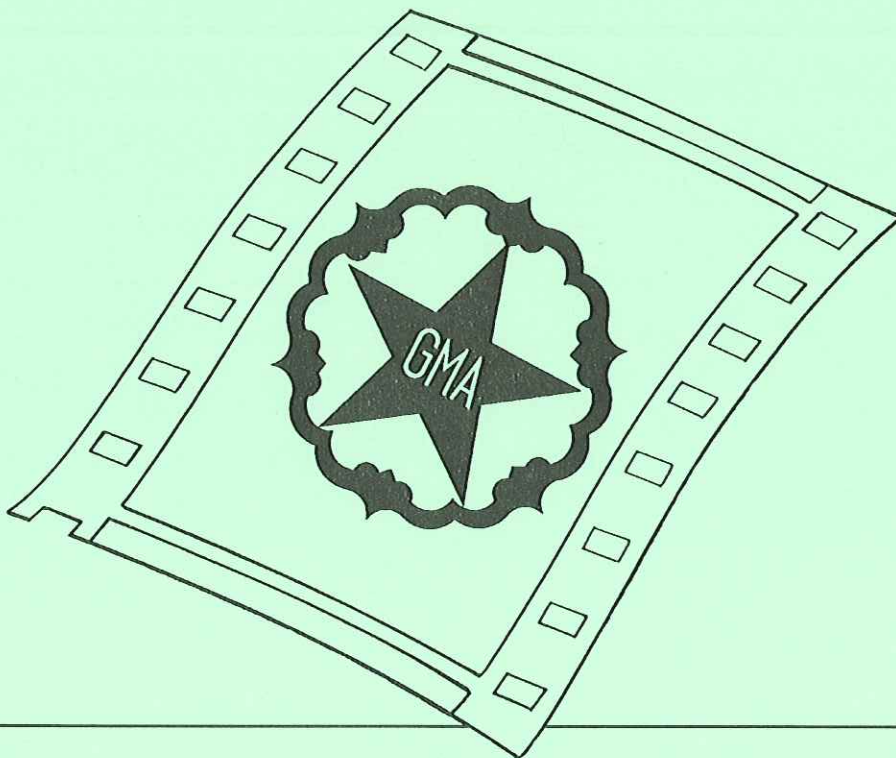
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Guide Three — Preparation

I. How to Organize a Girls' Missionary Auxiliary

My Special Place is not just a title of a lesson book. That phrase describes a truth about each girl in every church of the Baptist Missionary Association of America. Not all are fortunate enough to have a Girls' Missionary Auxiliary; however, it is our goal to help them organize a GMA — every girl's special place.

If you are a concerned adult, parent, or friend of these girls and your church does not offer a special place of service just for girls, we have made it easy for you. Read on — prayerfully.

What Can I Do?

The Girls' Missionary Auxiliary is sponsored by the Women's Missionary Auxiliary. Your church may have more than one WMA group with a general auxiliary. In any case, you should discuss the possibility of organizing a GMA with the general WMA president.

Contact the district WMA's director of youth auxiliaries or GMA-YLA promoter for information on GMA. Ask her to let you review the lesson book *My Special Place* along with the visual packets for the Forward Steps. Get acquainted with *Fit for the King*, the lesson book for the advanced steps. (This book may also be used for new girls who are in the ninth through the twelfth grades and choose not to begin the Maiden step with the younger girls.)

Both *My Special Place* and *Fit for the King* can be purchased by individual Forward Steps instead of as an entire book. This allows you to purchase only the number of each Forward Steps that you need for each year. Sometimes girls begin the Maiden step and do not continue through the next steps. You will need to review each step of both books to get an overview of the real experience of GMA.

After prayerful consideration, you as a WMA member, may make a motion at the next WMA business meeting to organize a Girls' Missionary Auxiliary. Be prepared to give a brief description (you may want to show lesson books, etc.) of how the GMA would be important to the girls. Show how it would be a privilege for the WMA to sponsor this training. If the motion is approved, the WMA president will appoint a committee to obtain counselors.

The committee first needs to determine the potential number of girls who are of GMA age. The number of counselors needed is determined by the number of girls. To insure a good start, at least two counselors are needed at the beginning.

After the committee determines the number of counselors needed, they should look for ladies who would be role models for the girls. Someone who is sensitive to the needs of girls or a person who has good rapport with young ladies would make an ideal counselor.

The committee should purchase a *Counselor's Guidebook* for each lady under consideration. Give the book to her and ask her to prayerfully consider working with the auxiliary. Give her sufficient time to make her decision.

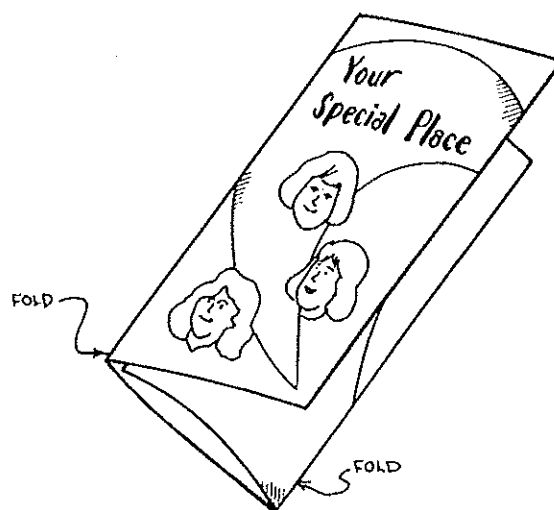
The committee's recommendations are then brought to the WMA for approval. The WMA also approves the time and date of the GMA organization.

Finding the Girls

Now it is time to really promote that special place of service just for girls who are in grades four through twelve. Look for girls in the Sunday School records and in the church youth ministry, girls who are relatives or friends of church members, girls who don't attend church, neighbors, school friends, students of your school teachers. Look everywhere for girls who would benefit from the Girls' Missionary Auxiliary.

Prepare a handout with information about Girls' Missionary Auxiliary. Make it inviting and colorful. Put a form inside to be returned with the name, address, phone number, and parents' names of a potential member.

You can photocopy pages 51 and 52 on two sides of a colored sheet of paper to make an attractive hand-



out. Use a typewriter, computer printer, or calligraphy to add the name of your church and contact person in the space provided in the handout. Fold the sheet like a business letter to form a six-page brochure.

Promote GMA with these handouts in Sunday School, in the youth ministry, and other Bible study times. Give the girls several copies for their friends. Ask the church teachers to let the girls complete the forms while you wait. If you put the commitment off until later, the girls will forget.

Ask your pastor to briefly promote GMA during worship services, giving the organization time and date. Ask him to show the handouts that are available to those who might know girls who would enjoy GMA.

Make posters announcing the coming of Girls' Missionary Auxiliary. Ask some of the girls to help. Use their ideas. Make it a fun time that will help you get acquainted with each one. This could be the beginning!

Get-Acquainted Meeting

One way to promote GMA is to have a get-acquainted meeting for girls and their parents (or mothers). Special guests such as the district director of youth auxiliaries, GMA-YLA promoter, or some of the district GMA officers could be invited. They could bring material for display and speak to the group on the benefits of a local auxiliary, answering questions if they arise.

Issue a special invitation to WMA ladies. Their presence will encourage the girls and the parents. They too will be encouraged by the program and will give their full support of GMA.

If you plan a get-acquainted meeting, be there early and have everything ready when the girls and their parents arrive. Girls notice things like that. They will get the impression that you have it all together. Poorly planned sessions often result in disinterest.

Getting Ready for the Big Day

The newly elected counselors may want to select a theme for the organizational program and use it throughout the first year.

Designate the counselor who will install the new GMA officers. She may contact the GMA-YLA promoter in her district or state for an installation program. She may choose to write one of her own.

The installation program helps the officers feel the importance of their offices. It lets them know their responsibilities and what is expected of them. It not only challenges the officers but also challenges the other girls and counselors to give their best in serv-

ing God through GMA.

Plan to serve refreshments to encourage fellowship. The WMA may want to do this.

If possible, the organization should take place in the room you will use for the GMA general assembly. Decorate the room with GMA and missions posters that invite participation. Let the room create the impression that good things are happening in GMA.

The time and place for the regular GMA meetings should be determined before the organization. Consider a time that would be most convenient for the girls, parents, and counselors. Some auxiliaries meet on Sunday nights before worship, on Wednesday nights, after school, or on a weeknight. Your pastor, youth minister, and WMA president should help with the selection.

The outline for the regularly scheduled meetings needs to be planned. You will find help in this area in "Planning and Evaluation" (page 57) and "Guide to a Good Meeting" (page 54). Don't feel that you should do everything the first year. It is best to keep your planning as basic as possible in the beginning. Keep a well-organized format but remain flexible. You may not meet all your goals; and, frankly, some ideas may fail. But don't get discouraged. Give yourself time to get acquainted with the materials and your students.

Select a date for the initiation service. (See page 79.) Since the membership requirement is attending three consecutive meetings, a date one month from the organizational meeting would be ideal.

Supplies you will need for the organizational service include:

1. Several *Girls' Missionary Auxiliary Manuals* for the GMA song, the Aim, and the Allegiance and Star Ideals
2. A printed program with the order of business
3. A copy of the Statement of Principles for a local auxiliary (See page 193.)
4. A notebook in which the secretary will take minutes
5. Posters and GMA display material
6. Overview poster of the Forward Steps program (See page 20.)
7. Personal service report blanks (See page 75. You may photocopy the page and keep the original for a master copy.)
8. Refreshments

The Big Day

Aren't you excited? Is everything ready and in place? If so, here is the order of business:

1. Call to order by the WMA president
2. Prayer
3. GMA song and theme song (if a yearly theme is planned)

Your Special Place



In GMA ...

- ✓ Get acquainted with missionaries
- ✓ Attend meetings, retreats, and house parties
- ✓ Memorize scriptures
- ✓ Keep memory books, journals, and lesson books
- ✓ Make friends with other Christian girls

Girls!

If you are in the fourth grade or older, your special place is awaiting you in Girls' Missionary Auxiliary!

You can join the GMA and start one of the most exciting programs you will ever experience. You will begin a learning program that will last until your senior year in high school. It will help you to become a Christian (if you haven't already accepted Christ), to grow as a Christian, and to please God in your daily life.

Along the way you will gain insight into God's missionary plan. You will learn the names, background, and work of missionaries all over the world. You will even find out how you can be a missionary yourself.

Plus, you will meet girls your age from across the state and nation as you attend GMA meetings of all kinds. You will especially enjoy a week of sharing with hundreds of other Christian girls at the national GMA Retreat every year.

All this and much more. Week after week you will build friendships with other girls, work on projects, take part in exciting lessons on the Bible and missions, and memorize Bible verses that will teach you how to please God.

To learn about your special place in GMA, come to this meeting:

Date: _____ Time: _____

Place: _____

Sponsored by _____ Baptist Church

Contact person: _____

See the form at the right? Here's what you need to do with it:



Yes. Count me in.

I want to find my special place in GMA.

My name _____

My address _____

My phone number _____

My parents' (or guardians') names _____

4. Scripture reading (to correspond with the theme)
5. Prayer
6. Welcome by WMA president
7. Organization — order of business:
 - a. Explanation by WMA president of the purpose of the meeting
 - b. Introduction of counselors
 - c. Appointment of secretary pro tem (a girl) to take minutes until the election of officers
 - d. Counselor's reading of the Statement of Principles for a local auxiliary
 - e. Call for motion and second to adopt the Statement of Principles (A vote for this motion is a vote to officially begin a GMA.)
 - f. Election of officers as listed in the Statement of Principles (Fill only those offices listed that you need; add any others necessary.)
 - g. Announcement of time and place of regularly scheduled GMA meetings. Briefly review a chart of the Forward Steps which you have on display. Overview the total GMA program. Give a tentative meeting outline for Forward Steps lessons and for missions studies.
 - h. Listing of supplies each girl will need to bring to the meetings (Bible, pencil, lesson book, GMA manual, offering, current copy of *The Gleaner*)
 - i. Distribution of Youth Auxiliary Personal Service individual Report Blanks; explanation to prepare the girls to use the report blanks at the first meeting.
 - j. Announcement of initiation service and rules for becoming members (by attending three consecutive meetings)
 - k. Installation of officers by a counselor
 - l. Prayer of dedication by a WMA officer

Basic GMA Counselor Supplies

Once your church has organized a GMA, each counselor will need to equip herself for her work. The WMA should underwrite the purchase of GMA supplies. The counselor will need the following:

1. Her own Bible and extra Bible for the GMA room
2. *Counselor's Guidebook*
3. GMA binder to contain the Guidebook and other supplies (Each girl will also need a binder to contain her lesson book. The multipurpose binder with the GMA insignia will work well for both the counselor's and the student's needs.)
4. *Girls' Missionary Auxiliary Manual* (one per girl and one per counselor)
5. *My Special Place* lesson book section for Maiden step (One per girl and counselor. If you have girls who have been in GMA previously and are on another step, they will need the appropriate

section of *My Special Place*.)

6. Maiden, Lady-in-Waiting, Lady, and Princess visual packets (If all of your girls will be starting the Maiden step, you can delay the purchase of the other packets until your girls advance. Additional teaching supplies are recommended in the packets and in the lesson plans in this *Guidebook*.)
7. *Fit for the King* lesson book (One step section per girl in the Queen through Sovereign Queen steps plus one for each girl in the ninth through twelfth grades who chooses not to begin the Forward Steps. If all of the girls will begin on the same step, you may delay the purchase of others until your girls advance to the next step.)
8. GMA Information Sheets (One per girl. Each sheet has an attendance record and Forward Steps record for one girl. Keep a supply of extras. You may photocopy the attendance page and retain the original for a master copy.)
9. GMA basic pins (One for each new member. Keep a supply of extras. Also obtain wreaths and bars for the steps which your girls will be completing.)
10. Subscription to *The Gleaner*, the BMAA missions magazine (available only from the Department of Missions, P.O. Box 30910, Little Rock, AR 72260)
11. Sharpened pencils for each girl
12. Supply of personal service report blanks (photocopied from page 75)

Other Supplies

1. Youth Auxiliaries General Report forms for reporting to the national, state, and district GMA-YLA promoters (photocopied from pages 76-77)
2. Missionary pictures of international and North American missionaries and their families and biographical information (available through the Department of Missions or your national youth auxiliary workers)
3. Subscription to your state BMA newspaper for current information on national, state, and district GMA as well as state missions
4. A sleeping bag for house parties and retreats
5. Reviewing Council Certificates and Certificates of Recognition to award to girls as they complete Forward Steps and earn other honors
6. Miss GMA/Jr. Miss GMA Record Sheets for each girl (photocopied from page 83)

Source of Supplies

The following GMA materials are produced by Baptist Publishing House and are available from Christian bookstores, including Pathway Christian

Store (Mailing address: P.O. Box 7270, Texarkana, TX 75505-7270)

- *Girls' Missionary Auxiliary Manual*
- *My Special Place*, separate lesson book for Maiden, Lady-in-Waiting, Lady, and Princess steps
- *Fit for the King*, separate lesson book for Queen, Regal Queen, Imperial Queen, Superior Queen, and Sovereign Queen steps
- *Counselor's Guidebook*
- GMA binder
- Maiden Visual Packet
- Lady-in-Waiting Visual Packet
- Lady Visual Packet
- Princess Visual Packet
- GMA basic pin, plus Maiden wreath, Lady-in-Waiting bar, Lady bar, Princess bar, Queen pin, Regal wreath, Imperial bar, Superior bar, and Sovereign bar

- GMA Information Sheet
- Reviewing Council Certificate
- GMA Certificate of Recognition
- GMA Membership cards
- Imperial Queen scepter
- *Their Works Follow Them* and other biographies of great Baptists for Lady-in-Waiting step
- *The Girl With the Missionary Heart* for Princess step
- *What's a Girl to Do?* for Queen step
- *Cobb's Baptist Church Manual* for Sovereign Queen step

You can find tiaras, bracelets, and scepters from local jewelers or from mail-order suppliers for parties and banquets. For stores and addresses which can help you, contact your district, state, or national GMA-YLA promoter or director of youth auxiliaries.

II. Guide to a Good Meeting

A good meeting begins with all GMA and YLA members together in a warm-up period. Meeting together for a short time gives a feeling of togetherness.

The warm-up period can be the motivator in keeping girls interested in the GMA. Girls love being able to participate whether they serve as officers, make motions in the business meeting, or simply have the privilege of making suggestions for special projects. They want to involve themselves in the decision making. This gives them a sense of belonging.

This general meeting is a learning experience for the younger girls. They tend to watch the older girls before they try to participate. Observing them watch the older girls can enlighten you!

The warm-up period offers an opportunity to get acquainted with other girls and counselors. Making friends is one of the rewards of the GMA programs.

You might want to use the outline below to structure your auxiliary warm-up.

General Assembly (15 minutes)

- The president calls the meeting to order with a cheery voice
- The song leader and pianist lead in the GMA song, "Serving Christ in GMA" (See page 208).
- The president leads in reciting the Watchword, Aim, Allegiance and Star Ideals in unison

Prayer and Praise

- The president asks for prayer requests as the prayer captain passes out prayer reminders (small

cutouts in the shape of seasonal pictures or objects — stars, trees, animals, angels, miniature girls, etc.). The girls write requests on the shapes to keep as a reminder to pray throughout the week.

- A GMA member leads in prayer for the requests
- The president asks for girls to volunteer to share a praise (answer to prayer). She encourages everyone to take part. This causes the girls to become more aware of what God is doing in their lives. It is a teaching and learning experience in being able to share with others. It is positive learning.
- After ample time is given for sharing, have a thanksgiving prayer for the praise blessings.

Business (the first meeting of each month)

- President in charge
- Reading of minutes
- Finance report
- Old business
- New business
- Personal-service report
- Offering
- Dismissal to Forward Step classes or missions classes

Forward Step Classes (45 minutes)

If possible, each step should have a separate class with a counselor or Forward Step leader. A Forward Step leader is a lady who will give an hour each week to teaching a Forward Step only. Some ladies who don't have the time to be full-time counselors will

serve as Forward Step leaders.

See "Guide Five" (page 89) for special helps in teaching Forward Steps.

Missions Lessons

Most auxiliaries teach lessons on missionaries or mission fields once a month during the time set aside for Forward Step classes on other weeks. Often these classes meet in the large assembly room with GMA members of all ages together. If enough workers are available, however, you may divide the girls according to steps.

In the Maiden through Princess steps the girls receive Forward Step credit for studies of four international fields, three North American fields, and two state fields per step. All girls in these steps can meet together for a missions lesson once a month, and each girl can report the study on whatever step she is working to complete. For other missions lessons specific to each step, the study can take place during Forward Step class or during the monthly missions time with the girls divided by steps.

Girls in the Queen through Sovereign Queen steps do not get step credit for lessons on mission fields. Instead, they conduct research on the various departments of the BMAA. These girls should be old enough to enjoy the studies of mission fields without getting credit for them; therefore, you may choose to include them in the assembly for missions lessons. On the other hand, if you have plenty of workers, you can let the girls in these advanced steps work separately during this time on their research of BMAA departments.

Your GMA leaders should plan the missions lessons and personnel in advance in the yearly planning meeting. Be sure to plan lessons each year to enable younger girls to report on their four international fields, three North American fields, and two state fields as well as their specific missions studies and projects for each step.

As you plan, remember that girls meet the required number of reports by visiting a mission field or hearing a missionary speak at your church or some other meeting. Because of faithfulness in attendance or opportunity to go to more meetings away from your church, some girls might be exposed to more than the required number of fields; if so, they do not report on the "extra" fields of credit. A girl who misses some missions lessons can personally research a missionary or a mission field to her counselor's satisfaction and report her research for credit.

Whether your missions lessons take place in general assembly or in groups by steps, you may choose to place a missions leader in charge of each missions class. A missions leader is a lady who may not have

time or interest in taking on the full duties of a counselor. She limits her involvement to teaching the once-a-month missions lessons (or even just single missions lessons) and related duties.

See the section on missions in "Guide Five" (page 91) for more information on teaching missions.

Climatize for Learning — Classroom Situations

A classroom needs to be inviting in its appearance. It should say to the girl who enters, "You are going to participate in something of value." If your classroom is cheery and inviting, you will already have achieved your first step before you begin teaching the lesson. Classrooms that are poorly lighted, musty smelling or furnished with unattractive chairs and equipment adversely affect learning. The classroom can support or detract from your lesson presentation even though you may not recognize what is happening.

The GMA counselor sets the climate for learning by the surroundings and furniture in her classroom. A table for both girls and counselor to sit around is conducive to learning. If space or furnishings will not permit a table, you can circle your chairs and use lap boards.

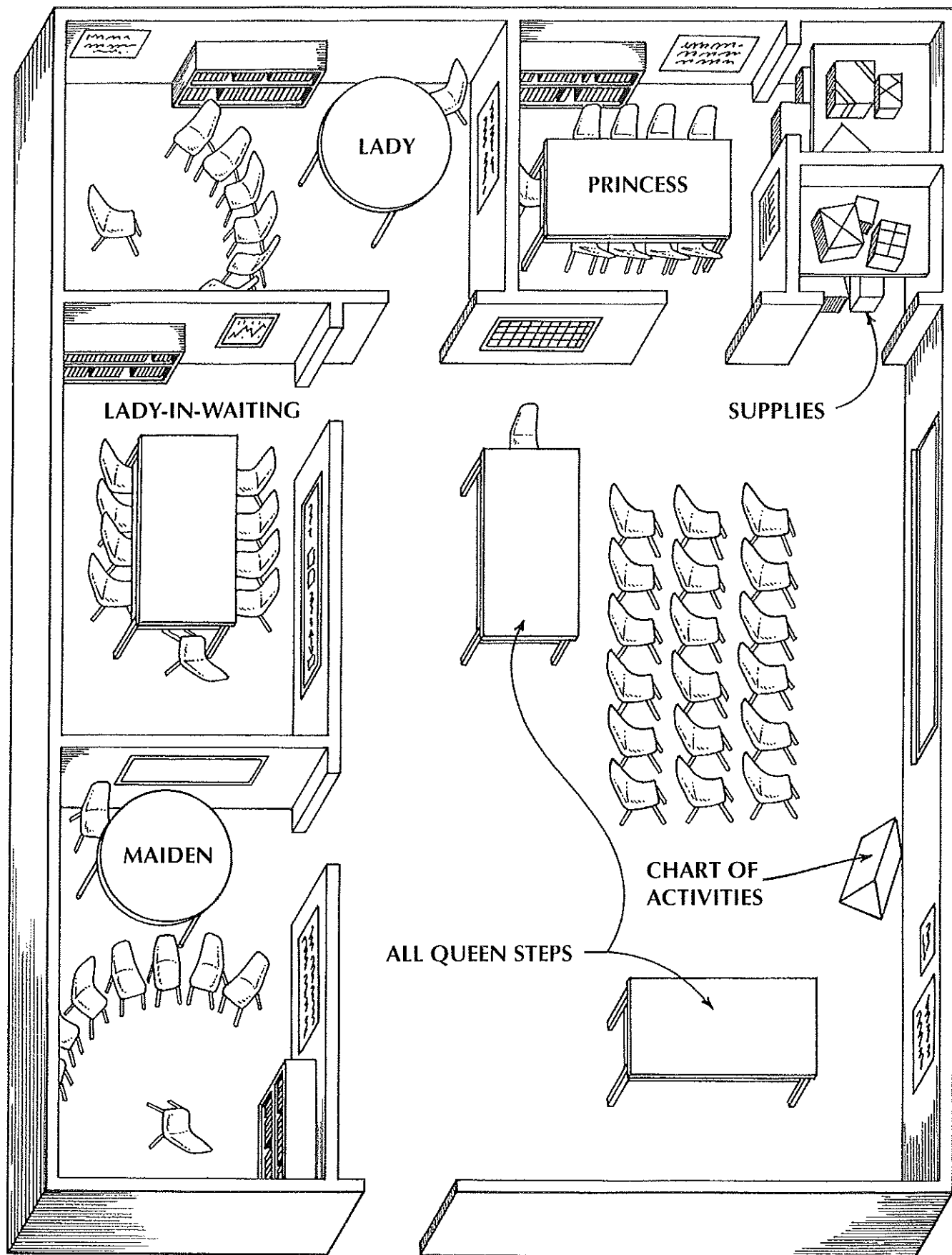
Tastefully decorate the walls so that anyone entering the room will know who meets there. Use the walls to display lessons and missionaries studied as well as current meetings and projects. Keep them up-to-date. Change posters and visuals at least once each six weeks. Once you have the classroom prepared, your girls will have an atmosphere that invites learning.

Arrive early and have your room set up with the materials you need for teaching. Flannel boards should be in place with the visuals in order. A well-organized teacher will be ready to teach when class time begins. This not only conserves time, but it also gives freedom to teach in a relaxed manner.

My Special Place Classes

If your room is large enough for two areas, you might like to have a lesson area with chairs in a semi-circle. (The counselor should sit in the same size chair as the girls'.) The second area should have a table with chairs. (The counselor should sit at the end of the table in a chair the same size as the girls'.)

The first area is used for presenting the lesson with visuals. The second area is used for working in the lesson book as well as participating in activities and projects. Using two areas makes a definite break in lesson and reinforcement. It also gives the girls a chance to move around, and this movement helps those with a short attention span.



Fit for the King Classes

Unlike the younger girls, this group doesn't necessarily need two areas for learning experiences. The girls need to sit at a table because they will be writing in their lesson books.

Since *Fit for the King* is a self-study guide for older girls, one counselor can work with girls on different steps in one room. The girls can proceed at their individual paces, and the counselor can monitor them — helping or giving encouragement as needed. In such circumstances, the counselor can sit apart from the girls' study table at a small desk. Each girl can approach the desk when she needs help or wants to report her progress.

On the other hand, your church may have enough workers and girls to form a separate class on each

step even for the older girls. Or, if your older girls are not following the Forward Step program, you may use *Fit for the King* as your "curriculum" for a GMA Bible class. In such instances, you may prefer to set up your classroom in more traditional style with the teacher positioned in front of the girls or at the head of their table.

In any case, you need to provide such resources as a Bible dictionary, a Bible commentary appropriate for the lessons being studied, *The Gleaner*, extra Bibles, various translations of the Bible, a current yearbook and extra paper and pencils.

You may want to use the church library as a meeting place on occasion just to give the girls a change. They can profit from using the commentaries and helps in the library.

III. Planning and Evaluation

A good GMA program doesn't just happen. It takes planning. You have to have goals throughout the year.

Annual Planning Sessions

For best results, base your annual planning on your church year. Most churches begin a new year in September, although some begin with January, June, July, or October.

Before scheduling a planning meeting the director of youth auxiliaries checks the church calendar for special dates — activities, revivals, etc. She then meets with the church youth director to discuss his schedule for the year. They review the tentative GMA plans and special meeting dates — district, state, and national meetings. If there is a conflict, it can be worked out. Keep in mind that the youth director is a vital member of the GMA program, and his knowledge of the GMA plans will help promote GMA.

Next, the director of youth auxiliaries schedules a planning session with the GMA-YLA promoter, counselors, Forward Step leaders, and missions leaders. (More than one session may be needed.) She prepares a set of Planning Guides 1-9 for each. (She may photocopy the planning guides after page 60, retaining the original pages from this book as masters.) Everyone should bring to the meeting a *Counselor's Guidebook*, GMA manual, and several copies of *The Gleaner*, and your state BMA newspaper along with suggestions for the coming year.

The director of youth auxiliaries directs the planning session by leading the group to complete the planning guides as follows.

1. The director of youth auxiliaries may suggest a yearly theme. Write the theme on Planning Guide 1 and center all planning around it. Also complete the remaining information of Planning Guide 1.

2. Use Planning Guide 2 and a current calendar to set tentative dates for activities such as coronation, Miss GMA/Jr. Miss GMA announcement, mother/daughter banquet, district, state, and national meetings, and GMA Week (the third week in September). If this is your first year to plan, you may not want to do everything. After the first year, when you become more familiar with the activities, you may set your goals to achieve more. Try to keep the first year basic but well organized.

3. Determine the usual monthly program. How many Forward Step classes do you want? What week will missions be taught? Do you want part of the first weekly meeting to be used for business? What will you do the fifth week in a month? (Suggestions for the fifth week: plan fun activities — games using Forward Step trivia, refreshments, memory-book update, sharing time, etc. The girls need a break from their studies.) Write the schedule you choose on Planning Guide 2.

4. Assign the Forward Step classes to respective counselors or leaders. You might find it helpful to rotate step assignments every two or three years. This gives a counselor/leader a fresh view on the step she

Planning Sequence for a Successful GMA

| Time | Participants | Procedure |
|--|---|--|
| Annually — before the church year begins | Director of Youth Auxiliaries GMA-YLA Promoter Counselors Forward Step Leaders and Missions Leaders | Agree on mutual goals. Pledge cooperation to one another. Coordinate calendar dates. |
| Annually — before the church year begins | Director of Youth Auxiliaries GMA-YLA Promoter Counselors Forward Step Leaders and Missions Leaders | Use Planning Guides 1-9 to choose a theme for the year, set the pattern of monthly meetings, schedule special events, designate Forward Step leaders and missions leaders, determine missions lessons, set Reviewing Council dates, schedule monthly planning sessions, etc. |
| Annually — before classes begin | Individual Counselor or Forward Step Leader | Use Planning Guide 4 to make an advance schedule of lessons for the year. |
| Monthly | Director of Youth Auxiliaries GMA-YLA Promoter Counselors Forward Step Leaders and Missions Leaders | Evaluate recent lessons and activities. Solve problems. Update annual plans for the year. Discuss common needs. Encourage one another. Compile requests to the WMA. |
| Weekly | Individual Counselor Forward Step Leader or Missions Leader | Exercise creativity in planning to teach. Give girls opportunities to learn. Keep every girl advancing in the Forward Steps. |

is guiding. It will also present another opportunity to become acquainted with the overall Forward Step requirements. The more informed the workers, the better your program.

Review the step sequence using the chart on page 20. Every counselor and leader should refresh her knowledge of what the girls are studying in each step. This will enhance her effectiveness as a leader. She should know what the girls have studied previously and where she will guide them in the coming year.

When the Forward Step classes have been assigned, write the leaders' names and phone numbers on Planning Guide 3.

5. Give each Forward Step leader a copy of Planning Guide 4 along with the GMA Information Sheet with the current attendance record and Forward Step record on each girl in her step. Work as a group to fill in meeting dates and the schedule of missions lessons on Planning Guide 4. Each Forward Step leader may complete Guide 4 at a later date using the lesson plans in this book for that particular step. These are her tentative goals for leading her girls to complete the Forward Step assigned to her. She should be flexible in scheduling since other church priorities may alter her plans.

6. Determine the dates girls should appear before the Reviewing Council. Make sure each Forward Step leader writes the correct date on her copy of Planning Guide 5.

7. Discuss the plans for missions lessons for the coming year. Structure the year so that the girls in the Maiden through Princess steps will meet their requirements for four international fields, three North American fields, and two state fields. In doing so, you may decide to focus on one continent or country for the four international fields or one region of the United States or Canada for the North American fields. Or you may want to work toward covering all of the missions fields of the BMAA within two or three years. Whatever approach you take, consider fields you have already studied and aim toward long-term balance.

Beyond the nine prescribed lessons mentioned above, you may plan according to your local needs and interests for the three remaining monthly missions lesson. One suggestion is to plan one additional lesson on each level — international, North American, and state — so that girls who miss a lesson can still meet their requirements. Or you could use a missions time slot for Forward Step leaders to teach their

separate groups on "My Town," "Becoming a Missionary," or other missions themes in the individual steps.

8. After you have decided on the fields to cover during the year, discuss who will lead each session. If a counselor or missions leader has more responsibility than she can handle, you may want to ask ladies from the WMA to teach some missions lessons in order to give the girls a treat. Most WMAs have missions-minded ladies who would gladly teach two to four lessons during the year. Everyone — counselors, girls, and the WMA would benefit from this.

When the missions leaders and mission fields have been determined, add this information to Planning Guide 3.

Give one or more copies of Planning Guide 6 to each missions leader, according to the number of lessons she will teach. She may complete these at a later date.

9. Discuss Planning Guide 7 and complete it with tentative needs with which the WMA can help in the coming year. A copy should be given to the WMA president for her records. Update the needs as necessary.

10. Discuss Planning Guide 8. You may want to meet for monthly planning sessions before a GMA meeting. List items to discuss in the first month's meeting, and complete the schedule for remaining months. Having this information ahead of time is important.

11. Overview Planning Guide 9 for advance preparation for your next coronation. You may want to select someone to write the program. Fill in as much information as you can now, and develop your plans more fully in later monthly meetings.

Annual planning sessions make GMA easier for you. More time invested in planning means less time wasted in discouragement and frustration.

Plan to succeed! *"Faithful is he that calleth you, who also will do it"* (1 Thessalonians 5:24). Can you ask for more?

Monthly Planning Sessions

At the times designated in your annual planning, the director of youth auxiliaries should chair monthly planning sessions with the GMA-YLA promoter, counselors, Forward Steps leaders, and missions leaders.

1. The first topic of every monthly session should be a positive evaluation. Ask each counselor, Forward Step leader, and missions leader to share at least one

positive result she has observed from her teaching this month. After everyone has shared, offer a prayer of praise to God.

2. Next, discuss the lesson plans. What problems are you finding in scheduling or problems in teaching? What are some ways others could help?

Listen with caring ears. Offer positive input. Be an encourager to the other GMA leaders. One of the best remedies for discouragement is knowing someone cares.

GMA leaders seem to find a new zeal after talking over problems and listening to the input of others. Sometimes all they need is a little encouragement.

3. Discuss the missions program. Do the missions leaders need help in getting supplies or information? How is the study progressing?

4. Next, check the “Items for Discussion” on Planning Guide 8 for this particular month. For example, your April sessions might include planning a mother-daughter banquet. Knowing in advance what needs

to be done, everyone is ready with her ideas and input.

5. Review all the planning guides you completed at the last annual planning session. Revise them and update them as needed.

6. As you close your monthly planning session, the director of youth auxiliaries should complete a copy of Planning Guide 10 with input from the group. If necessary, she will gather additional information for this report to the WMA after the planning meeting ends, and she will forward this planning guide to the WMA president and discuss it with her.

As you read the above, did you see what was happening? You were evaluating what had already been done and were using this information to affirm or to improve your teaching methods.

Everyone participated in the positive evaluation. Everyone listened with caring ears. Everyone encouraged the others.

So who benefits from a monthly planning session like this? Everyone!

PLANNING GUIDE 1

GMA This Year

_____ Through _____
Month Year Month Year
Theme for the Year _____

GMA Officers

| | |
|------------------------------|----------------------|
| President _____ | Phone _____ |
| Address _____ | E-mail Address _____ |
| Vice-President _____ | Phone _____ |
| Address _____ | E-mail Address _____ |
| Secretary _____ | Phone _____ |
| Address _____ | E-mail Address _____ |
| Treasurer _____ | Phone _____ |
| Address _____ | E-mail Address _____ |
| Adult Treasurer _____ | Phone _____ |
| Address _____ | E-mail Address _____ |
| Historian _____ | Phone _____ |
| Address _____ | E-mail Address _____ |
| Adult Historian _____ | Phone _____ |
| Address _____ | E-mail Address _____ |
| Prayer Captain _____ | Phone _____ |
| Address _____ | E-mail Address _____ |
| Song Leader _____ | Phone _____ |
| Address _____ | E-mail Address _____ |
| Pianist _____ | Phone _____ |
| Address _____ | E-mail Address _____ |

GMA Officers

| Name | Phone/ E-mail | Address |
|------|---------------|---------|
| | | |

PLANNING GUIDE 2

Monthly Schedule for GMA Meetings — Year _____

First Week _____

Second Week _____

Third Week _____

Fourth Week _____

Fifth Week _____

Schedule for Special Meetings/Events — Year _____

Coronation, Socials, Revivals, District Meetings, etc.

| | Events | Dates |
|------------------|-----------------------|-------|
| September | GMA Week (third week) | |
| October | | |
| November | | |
| December | | |
| January | | |
| February | | |
| March | | |
| April | | |
| May | | |
| June | GMA Retreat | |
| July | | |
| August | | |

PLANNING GUIDE 3

Forward Step Leaders — Year _____

Maiden _____ Phone/E-mail _____
 Lady-in-Waiting _____ Phone/E-mail _____
 Lady _____ Phone/E-mail _____
 Princess _____ Phone/E-mail _____
 Queen _____ Phone/E-mail _____
 Regal Queen _____ Phone/E-mail _____
 Imperial Queen _____ Phone/E-mail _____
 Superior Queen _____ Phone/E-mail _____
 Sovereign Queen _____ Phone/E-mail _____

Missions Leaders — Year _____

| Name | Phone/E-mail | Mission Fields | Number of Lessons | Lesson Dates |
|------|--------------|----------------|-------------------|--------------|
| | | | | |

PLANNING GUIDE 4a

Lesson Schedule for _____ Step — Year _____

Leader _____

Students _____

Fill in dates for missions lessons below. Then schedule your Forward Step lessons for the year. Study your step in Guide Five of Counselor's Guidebook as you plan your schedule.

September _____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Fifth Session Activity _____

October _____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Fifth Session Activity _____

November _____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Fifth Session Activity _____

December _____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Fifth Session Activity _____

January _____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Lesson _____
_____ Fifth Session Activity _____

PLANNING GUIDE 4b

| | |
|-----------------|------------------------|
| February | Lesson |
| | Lesson |
| | Lesson |
| | Lesson |
| | Fifth Session Activity |
| March | Lesson |
| | Lesson |
| | Lesson |
| | Lesson |
| | Fifth Session Activity |
| April | Lesson |
| | Lesson |
| | Lesson |
| | Lesson |
| | Fifth Session Activity |
| May | Lesson |
| | Lesson |
| | Lesson |
| | Lesson |
| | Fifth Session Activity |
| June | Lesson |
| | Lesson |
| | Lesson |
| | Lesson |
| | Fifth Session Activity |
| July | Lesson |
| | Lesson |
| | Lesson |
| | Lesson |
| | Fifth Session Activity |
| August | Lesson |
| | Lesson |
| | Lesson |
| | Lesson |
| | Fifth Session Activity |

Reviewing Council Dates — Year_____

Set the dates at least six weeks before coronation or presentation and assign each girl a specific date to be ready. She should know this date from the beginning of the new year. You can assign more than one girl per date, but keep in mind that you don't want to give the council more girls than they can adequately interview per session. Also keep in mind that the Queen through Sovereign Queen steps take longer.

[illegible]

Plans for Missions Lessons

Missions Leader _____ Year _____

Mission Fields _____

Number of Lessons Planned _____

Lesson _____ Date _____

Resources Needed* _____

Materials Needed _____

Number of Students _____ Supplies Needed for Students _____

Lesson _____ Date _____

Resources Needed* _____

Materials Needed _____

Number of Students _____ Supplies Needed for Students _____

Lesson _____ Date _____

Resources Needed* _____

Materials Needed _____

Number of Students _____ Supplies Needed for Students _____

Lesson _____ Date _____

Resources Needed* _____

Materials Needed _____

Number of Students _____ Supplies Needed for Students _____

*Resources should always include *The Gleaner*; your state BMA newspaper, encyclopedia, daily newspaper stories on happenings of interest, magazines, your state missions office, the BMAA Department of Missions (P.O. Box 30910, Little Rock, AR 72260-0016, the Pathway Christian Store (P.O. Box 7270, Texarkana, TX 75505-7270), your state BMA bookstore, the BMAA yearbook, the Baptist News Service *Directory and Handbook*, and the departments of the BMAA.

Ways the WMA Can Help Us — Year _____

Consult Planning Guide 2 to see what events are planned each month.

September _____

October _____

November _____

December _____

January _____

February _____

March _____

April _____

May _____

June _____

July _____

August _____

Schedule of Monthly Planning Sessions — Year _____

September — Date _____ Time _____ Place _____

Items for Discussion _____

October — Date _____ Time _____ Place _____

Items for Discussion _____

November — Date _____ Time _____ Place _____

Items for Discussion _____

December — Date _____ Time _____ Place _____

Items for Discussion _____

January — Date _____ Time _____ Place _____

Items for Discussion _____

February — Date _____ Time _____ Place _____

Items for Discussion _____

March — Date _____ Time _____ Place _____

Items for Discussion _____

April — Date _____ Time _____ Place _____

Items for Discussion _____

May — Date _____ Time _____ Place _____

Items for Discussion _____

June — Date _____ Time _____ Place _____

Items for Discussion _____

July — Date _____ Time _____ Place _____

Items for Discussion _____

August — Date _____ Time _____ Place _____

Items for Discussion _____

PLANNING GUIDE 9a

Plans for Coronation/Presentation

Date _____ Director _____

Rehearsal Dates _____

Theme _____

Mistress of Ceremonies _____

Special Music — Director _____

Songs

Vocalists

Accompanists

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Director of Processional _____

Processional Participants (*indicate number of each*):

| | | |
|--------------------|------------------------|---------------------|
| _____ Girls | _____ Crown Bearers | _____ Sash Bearers |
| _____ Flower Girls | _____ Bracelet Bearers | _____ Bible Bearers |
| _____ Escorts | _____ Scepter Bearers | |

Committees

1. Decorations _____

Flowers Needed (*indicate number of each*):

_____ For Girls _____ For Escorts _____ Flower Baskets

2. Awards _____

Awards Needed (*indicate number of each*):

| | | |
|----------------------------|-----------------------------------|---------------------------------|
| _____ Maiden Wreaths | _____ Queen Pins and Tiaras | _____ Superior Bars and Sashes |
| _____ Lady-in-Waiting Bars | _____ Regal Wreaths and Bracelets | _____ Sovereign Bars and Bibles |
| _____ Lady Bars | _____ Imperial Bars and Scepters | _____ Satin Pillows |
| _____ Princess Bars | Others: | |

3. Printing of Program _____ Number Needed _____

4. Reception (committee usually appointed by the WMA) _____

_____ Estimated Attendance _____

5. Photographs _____

PLANNING GUIDE 9b

Coronation/Presentation Participants

Maidens — Charge Given By _____

1. _____ Escort _____ Flower Girl _____
2. _____ Escort _____ Flower Girl _____
3. _____ Escort _____ Flower Girl _____
4. _____ Escort _____ Flower Girl _____
5. _____ Escort _____ Flower Girl _____
6. _____ Escort _____ Flower Girl _____

Ladies-in-Waiting — Charge Given By _____

1. _____ Escort _____ Flower Girl _____
2. _____ Escort _____ Flower Girl _____
3. _____ Escort _____ Flower Girl _____
4. _____ Escort _____ Flower Girl _____
5. _____ Escort _____ Flower Girl _____
6. _____ Escort _____ Flower Girl _____

Ladies — Charge Given By _____

1. _____ Escort _____ Flower Girl _____
2. _____ Escort _____ Flower Girl _____
3. _____ Escort _____ Flower Girl _____
4. _____ Escort _____ Flower Girl _____

Princesses — Charge Given By _____

1. _____ Escort _____ Flower Girl _____
2. _____ Escort _____ Flower Girl _____
3. _____ Escort _____ Flower Girl _____
4. _____ Escort _____ Flower Girl _____

Queens — Charge Given By _____

1. _____ Escort _____ Flower Girl _____
Crown Bearer _____ Award Presenter _____
2. _____ Escort _____ Flower Girl _____
Crown Bearer _____ Award Presenter _____
3. _____ Escort _____ Flower Girl _____
Crown Bearer _____ Award Presenter _____
4. _____ Escort _____ Flower Girl _____
Crown Bearer _____ Award Presenter _____

PLANNING GUIDE 9C

Regal Queens — Charge Given By _____

1. _____ Escort _____ Flower Girl _____
Bracelet Bearer _____ Award Presenter _____
2. _____ Escort _____ Flower Girl _____
Bracelet Bearer _____ Award Presenter _____
3. _____ Escort _____ Flower Girl _____
Bracelet Bearer _____ Award Presenter _____
4. _____ Escort _____ Flower Girl _____
Bracelet Bearer _____ Award Presenter _____

Imperial Queens — Charge Given By _____

1. _____ Escort _____ Flower Girl _____
Scepter Bearer _____ Award Presenter _____
2. _____ Escort _____ Flower Girl _____
Scepter Bearer _____ Award Presenter _____
3. _____ Escort _____ Flower Girl _____
Scepter Bearer _____ Award Presenter _____
4. _____ Escort _____ Flower Girl _____
Scepter Bearer _____ Award Presenter _____

Superior Queens — Charge Given By _____

1. _____ Escort _____ Flower Girl _____
Sash Bearer _____ Award Presenter _____
2. _____ Escort _____ Flower Girl _____
Sash Bearer _____ Award Presenter _____
3. _____ Escort _____ Flower Girl _____
Sash Bearer _____ Award Presenter _____
4. _____ Escort _____ Flower Girl _____
Sash Bearer _____ Award Presenter _____

Sovereign Queens — Charge Given By _____

1. _____ Escort _____ Flower Girl _____
Bible Bearer _____ Award Presenter _____
2. _____ Escort _____ Flower Girl _____
Bible Bearer _____ Award Presenter _____
3. _____ Escort _____ Flower Girl _____
Bible Bearer _____ Award Presenter _____

Monthly Report to WMA

Auxiliary _____ Month _____

I. Membership — _____

New Members *(list names and steps they are working on if previously in GMA)*:

II. Attendance

A. Average Attendance This Month _____

B. Special Meetings (socials included)

| Date | Type of Meeting | Number Present |
|-------|-----------------|----------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

III. Forward Steps

Girls Who Have Completed a Step Since Last Report

| Name | Step Completed |
|-------|----------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

IV. Offerings

A. Amount in Treasury _____

C. Money Spent Since Last Report _____

B. Amount in Special Fund _____

D. Money Received Since Last Report _____

V. Missions

A. What Was Done _____

B. How Many Participated _____

VI. Personal Service

A. Personal Soul Talks ____ B. Hours of Bible Study ____ C. Number of Memory Verses Recited ____

VII. Problems and Needs _____

VIII. Supplies Requested _____

How can the girls in GMA help the WMA? Please list those needs and the dates they are needed and return the list to the GMA through the director of youth auxiliaries.

IV. Record and Reporting System

In any good organization, secular or church, the keeping of records evaluates what we have done and, in some instances, what we haven't done. Records show in what areas we are strong and in what areas we need improvement.

On an individual basis the girls report three areas on "My Personal Service" forms each week. This report provides each girl with a guide for a weekly spiritual inventory. It reminds her of the importance of witnessing and personal Bible study throughout the week. As she lists what she has done, she is made aware of her need for three basic activities in her personal life. God can use this weekly review to impress upon a girl to act upon these areas of service during the week.

The individual report blank asks for the following information:

1. **Personal soul talks** include any conversations with unsaved persons explaining how to be saved or encouraging them to be saved. These talks may be person to person, by telephone, or by letter.
2. **Hours of Bible study** calculate the time spent in the actual study and reading of the Scriptures. This may include lesson preparation for Sunday School, training classes, or any other department of the church or study for seminar classes or classes at GMA Retreat. The time may be counted in increments of one-fourth hour or one-half hour; to count less time would make the totaling of reports too difficult.
3. **Memory verses** include all Bible verses memorized during the week. These verses may have been learned for any department of the church such as Sunday School, training classes, or Vacation Bible School. They may include verses memorized and recited for the GMA Forward Steps.

How the Reporting System Works

The local GMA vice-president is responsible for collecting the individual personal-service reports. She may collect the report in one or two ways at the beginning of each regularly scheduled meeting: (1) She gives a blank to each girl and counselor. When the reports have been completed, she takes them up. Or (2) she audibly calls out each of the three areas and members respond with numbers. When all members have answered, she totals each area and records that total on her weekly report blank. At the end of each month, she works with the GMA-YLA promoter to complete a report to the director of youth auxiliaries.

On a *quarterly basis*, the vice-president and the GMA-YLA promoter compile the weekly reports on the Girls' Missionary Auxiliary General Report Blank. They make three copies and send them to the following:

1. **Local GMA director of youth auxiliaries.** (She should retain her copy as a file copy.)
2. **Local WMA secretary** (via the director of youth auxiliaries)
3. **District GMA first vice-president.** She will combine all local reports and make an oral or written report to the district GMA meeting. The district GMA promoter gives a report to the district WMA. She also sends a written report to the state GMA-YLA promoter. (*NOTE: Only if your state has no district or state promoter do you send a copy to the national GMA-YLA promoter.*)

Most state GMAs do not require the local GMA to send a copy to the state GMA-YLA promoter. If yours does, then you will need to make a copy to send to her. The names and addresses of these officers may be obtained from the district GMA yearbook or from the district GMA-YLA promoter. State officers' addresses frequently appear in state Baptist newspapers on the WMA or GMA pages. For the address of the current national GMA-YLA promoter, ask your district GMA-YLA promoter or see the current *Directory and Handbook of the Baptist Missionary Association of America*.

Report Deadlines

Quarterly deadlines for the church director of youth auxiliaries to report come before the district GMA meetings in April, July, October, and January. Deadlines for getting reports to the state GMA-YLA promoter are April 30, July 31, October 31, and January 31. The yearly deadline for the national GMA-YLA promoter is January 31.

Where to Get Report Blanks

You may photocopy page 75 to produce individual report blanks for the girls to turn in. Cut each copy in four pieces. Do not write on the original or cut it; retain it for future copying. Make a sufficient number of copies for a quarter or a year and file them for future use.

You may photocopy the GMA General Report Form on pages 76-77. Read the directions carefully to determine which area to complete for each report you need to send. Do not write on the original. Retain for future use.

My Personal Service

For the week ending _____
Date

Personal Soul Talks

- ☐ Conversations and letters explaining to unsaved persons how to be saved or encouraging them to trust Jesus as Lord and Savior.

Hours of Bible Study

- ☐ Time reading and studying the Bible in preparation for Sunday School, Christian Growth Ministry, devotionals, etc., plus time spent in private and family devotions.

Memory Verses Recited

- ☐ Number of Bible verses memorized in Forward Steps, Sunday School, Vacation Bible School, and other memory projects.

My Personal Service

For the week ending _____
Date

Personal Soul Talks

- ☐ Conversations and letters explaining to unsaved persons how to be saved or encouraging them to trust Jesus as Lord and Savior.

Hours of Bible Study

- ☐ Time reading and studying the Bible in preparation for Sunday School, Christian Growth Ministry, devotionals, etc., plus time spent in private and family devotions.

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- ☐ Time reading and studying the Bible in preparation for Sunday School, Christian Growth Ministry, devotionals, etc., plus time spent in private and family devotions.

Memory Verses Recited

- ☐ Number of Bible verses memorized in Forward Steps, Sunday School, Vacation Bible School, and other memory projects.

Girls' Missionary Auxiliary General Report

Complete section 1 plus the appropriate additional section each time you send in a report. Fill out a duplicate, or photocopy the completed report, to keep a record for your own files. You may mail additional forms with your checks to your district and state treasurers prior to the meetings and to the national GMA treasurer whenever you send money for the national project or the national general fund. For the correct addresses of the persons to whom you should report, contact your district or state GMA-YLA promoter. State Baptist papers frequently carry these addresses as well. Look in the *BMA Directory and Handbook* for information on national personnel.

1. Complete this section for ALL reports.

Date _____

Church Name _____

Church Address _____

City _____ State _____ ZIP _____

General Counselor _____ Phone (____) _____

Her Address _____

City _____ State _____ ZIP _____

2. Complete sections 1 and 2 for quarterly DISTRICT reports. Submit each report to the district GMA-YLA promoter or other designated officer. You may complete sections 1 and 2 also when you send money to the district GMA treasurer.

GMA Attendance: Number Enrolled _____ Average Attendance _____

Personal Service: Personal Soul Talks _____ Hours of Bible Study _____

Forward Steps:

Number of Memory Verses Recited _____ Number of Girls Passing a Step _____

Finances:

District GMA Project..... \$ _____

District GMA General Fund..... \$ _____

Other Local Projects: _____ \$ _____

_____ \$ _____

TOTAL Paid Out \$ _____

Prayer Requests:

-
- 3.** Complete an annual STATE report (sections 1 and 3) for your state GMA-YLA promoter or other designated officer ONLY if you do NOT have a district GMA-YLA promoter. Send all money for your state project to the state GMA treasurer. You may complete sections 1 and 3 for the state GMA treasurer when you send money.

GMA Attendance: Number Enrolled _____ Average Attendance _____

Forward Steps: Number of Girls Passing a Step This Year _____

Finances:

State GMA Project \$ _____

State GMA General Fund \$ _____

Other: _____ \$ _____

_____ \$ _____

Comments:

-
- 4.** Complete an annual NATIONAL report (sections 1 and 4) for the national GMA-YLA promoter by January 31 each year ONLY if you have no district or state GMA-YLA promoter. Send all money for the national GMA project or the general fund to the national GMA treasurer. Ask your district or state GMA-YLA promoter for current addresses. You may complete sections 1 and 4 for the national GMA treasurer when you send money.

GMA Attendance: Number Enrolled _____ Average Attendance _____

Forward Steps: Number of Girls Passing a Step This Year _____

Finances:

National GMA Project \$ _____

National GMA General Fund \$ _____

Other: _____ \$ _____

_____ \$ _____

Comments:

V. Finding and Training Counselors, Forward Step Leaders, and Missions Leaders

Where does the WMA find a counselor, Forward Step leader, or missions leader? Look for ladies who show an interest in young ladies. Notice who is talking to girls and listening to what girls have to say. Who volunteers to help with socials and transportation? Who is a good role model for girls?

When you find that person, ask God for His guidance before you approach her to consider a position. As He leads, make contact with the person. Obviously, you don't want to give her a thirty-minute, detailed description of what is required. Briefly ask her if she would be interested in working with the GMA in the capacity needed. Ask her to pray as she makes a decision. Don't beg or try to talk her into accepting. Let God handle her decision. He may guide her to decline. Give her a specific date when you will contact her.

She may want to acquaint herself with the GMA by reading selected chapters in *Counselor's Guidebook*. She may choose to sit in on a GMA session. Give her ample time and sufficient knowledge to make a decision.

You may offer her a trial teaching period. This will appeal to most ladies. When her term is over, she may choose to become a permanent part of the GMA teaching staff.

Once she has made a decision to become a counselor or leader, she needs to know her exact responsibilities. The director of youth auxiliaries will then schedule training dates to introduce the GMA program and curriculum. More than one session is needed, for attempting to cover everything in one session would boggle her mind and perhaps frighten her.

In your instructing keep in mind that you want to have everything set and ready when she comes. Have your visuals prepared and in order. Make sure that you have all the equipment and supplies you both will need. Call her attention to these as you guide her.

The training sessions should center around *Counselor's Guidebook*. You may ask her to read the entire book before you begin training. In any case, she should read it before she actually begins teaching.

You may want her to read certain chapters that you will be using in her particular training. For example, if she is to teach the lady step, you would begin with the synopsis of that step in Guide Two. (See page 21. Give her a brief overview of how the Lady lessons fit into the Forward Step program. Show her what her girls have already studied in previous steps. Then turn to the Lady section in Guide Five. (See page 113.) Let her read the introduction and Lady objective. Discuss these. Next continue through the first lesson plan. Display the visuals from Psalm 100 (contained in the *Princess* packet), and then proceed with the lesson plan. Discuss the lesson procedure, getting her ideas before showing her how to teach the lesson. Teach the lesson as if you were teaching Ladies. Stress the characteristics of the girls in learning abilities.

After you have taught the lesson, let her complete the lesson in *My Special Place*. This will help her see what the girls do and give her a sense of how they feel when answering questions. Discuss the answers; then talk about the total lesson procedure. Evaluate what was done. Answer any questions she may have. If she is to be a counselor or Forward Step leader, she should have an opportunity to observe several Forward Step classes. If she is to be a missions leader, she should learn firsthand by sitting in several missions sessions. Observation is a good teacher. It lets her see the different teaching methods others use.

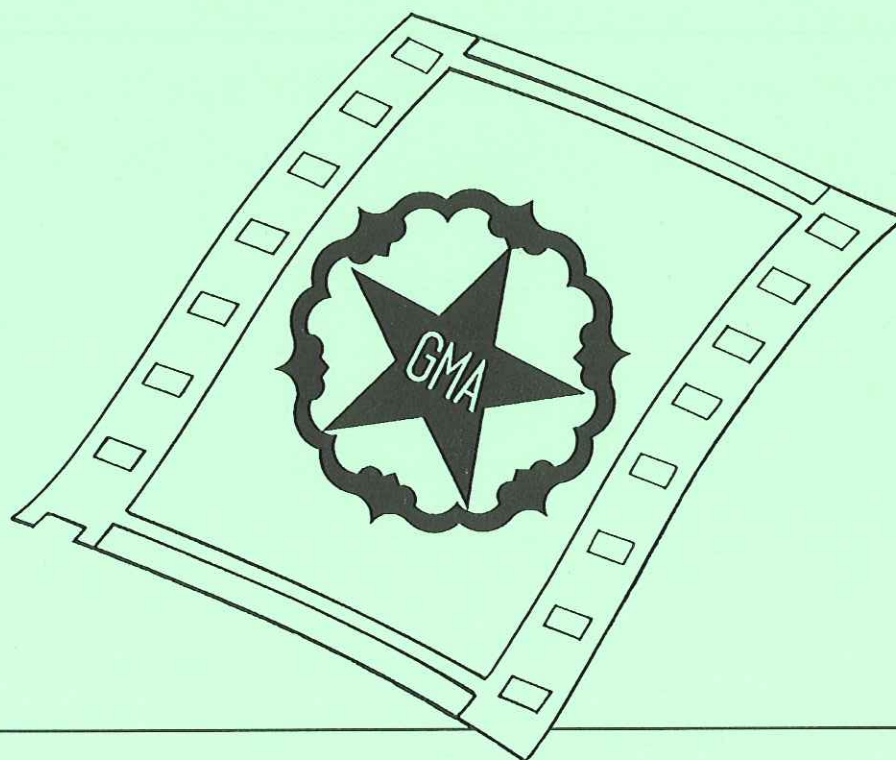
While observing, she can get acquainted with the girls. She can observe their participation and behavior. She may choose to be a helper to get on-the-job training without having the full teaching responsibility.

After she has finished orientation, she is ready to begin. Have her reread her duties as a counselor (see pages 11-12) before she begins her duties. Then give her the promise in 1 Thessalonians 5:24: "*Faithful is he that calleth you, who also will do it.*"

Pray with her and for her in the weeks to come. Be a good observer and compliment her when she does an outstanding job. Look for ways to offer encouragement. Welcome her suggestions as a counselor. Make her feel a vital part of GMA.

GUIDE FOUR

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Guide Four — The Highlights

Girls' Missionary Auxiliary is highlighted by ten special occasions. Each epitomizes GMA — it is your special place. The moment a girl is initiated into GMA, she feels that she belongs. This feeling grows as she participates in the many facets of the auxiliary. As she becomes involved, she learns to appreciate the abilities of others and begins to develop her own. Special occasions call attention to these abilities and not only help in the continuing process but also challenge

a girl to reach a little higher in her efforts to please God.

As a counselor you can make these highlights more meaningful to your girls by the enthusiasm with which you prepare for special occasions. In reviewing these highlights, I not only want to give information — I want to leave you feeling that you can hardly wait until the next special occasion. With this goal, let's begin.

I. Initiation Service

The initiation service recognizes a new member and makes her feel welcome. This service shows new members the importance of GMA. It explains why GMA is valuable to God and how this program can help in individual lives.

An initiation service helps new members realize what a privilege they have in belonging to an organization that has positive consequences for each girl. As the other members listen, they too are reminded of this special privilege.

By having a privilege such as this, the girls are encouraged to be loyal to Christ, to His church, and to GMA. They learn to be faithful to attend GMA meetings and to remain faithful in their attendance in Sunday School and other church activities.

An initiation service doesn't have to be elaborate but should offer more than a regularly scheduled meeting. For example, in preparation for the service, you could use several displays that tell about phases of GMA work. Cluster these displays around the room so that each area portrays a definite phase of GMA work. Posters could highlight special activities, lesson books, manuals, awards, mission books, *The Gleaner*, visualized lessons, etc. Involve the girls in preparing the displays. They can offer invaluable suggestions from their vantage points. In having a chance to participate, some may renew their commitments in GMA.

Consider using the following procedures:

The initiation begins by recognizing the new member. Ask her to stand in front of the auxiliary as you tell something about her (school, grade, parents, hobbies). This introduces her to the auxiliary. Even if she is a church member, proceed with this introduction; everyone likes to have special recognition.

Give a brief, enthusiastic explanation of GMA work, stressing that GMA is a part of the church and its goal is to honor Christ in everything it does. Ask all the regular GMA members to stand and quote in unison the Aim of the Girls' Missionary Auxiliary. This will present to the new member the reason for the existence of GMA.

If the new member is a Christian, she may then repeat the GMA Allegiance and Star Ideals after the counselor (one phrase at a time), thereby signifying her desire to be a part of the GMA. Present her with a GMA pin and a GMA manual. (If the new member is not a Christian the GMA membership may say the Allegiance to the girl. The counselor may explain that only after a person has Christ as her Savior can she truly give her allegiance to Him and to His church.)

After a prayer of thanksgiving for the new member and the GMA, take the new member to each display where a specified counselor or girl explains that phase of GMA work. When you have finished, serve refreshments.

II. Installation Service

The installation service impresses newly elected officers, as well as the members of the GMA, with the importance of their responsibilities both as leaders and followers. This special service is conducted each time the auxiliary elects officers. Some auxilia-

ries elect new officers once a year, while others have elections twice a year in order to give more girls an opportunity to train and serve.

The installation provides an opportunity to encourage each officer to put Christ first in her life. Each

officer can be challenged to perform her duties as unto Christ, letting Him be the reason for her service.

The installation service is the kickoff for the coming year. A carefully planned installation can inspire not only the officers but also the entire GMA. It can present a vision for the coming year that will create a desire to get involved and make it happen.

Installation services may vary in length. Some may be planned for the entire meeting; others may take only the opening minutes of a meeting. We suggest using an entire meeting, creating a special event. To break the norm change the room or meet in a different room. Plan to serve refreshments.

Most installation programs draw upon object lessons as symbols. An object or symbol depicts the du-

ties of an officer. Among the symbols or objects that you can use are: colors, pictures, lights, flowers, leaves, birds, candles, gems or precious stones, letters, road signs, bells, stars, hands, keys, fruit, or mirrors. Choose a specific symbol group, such as colors, and then develop a program using various colors to depict the different offices.

Installation programs appear from time to time on GMA Web sites. Check the national GMA Web site and its various links at www.gma-bma.org. These programs can be easily adapted for your GMA. Programs are also available from your district, state, and national workers. Other good ideas for programs can be found in installation books at your local Christian bookstore.

III. Presentation and Coronation Services

The highlight of the GMA year is the special occasion honoring those girls who have completed Forward Steps. It culminates months of discipline and hard work. It is a celebration honoring God and awarding those who have reached their goal.

The girls are honored in one of two services. A presentation service recognizes girls who have completed their work on any of the first four Forward Steps. When any of the girls have completed any of the GMA queen steps, it becomes a coronation service.

The purpose of this special occasion is not only to honor the girls receiving awards but to impress other girls with the value of the auxiliary. This presentation/coronation encourages all GMA girls to work even harder on their Forward Steps. Parents learn of the training their daughters receive, and they give more positive encouragement to the girls.

When planning the presentation and/or coronation, use "Planning Guide 9." (The planning guides follow page 60.) This form collects all pertinent information needed to begin. You may not want to have an elaborate service with all the attendants; but you will want to make it a special service. Girls like to dress up, so many counselors choose for them to wear formal dress. Most of the formals are made by mothers or ladies of the church. Take care, though, not to create a hardship for parents who can't afford formals. Remind the girls that they should choose formals that are very modest with no off-shoulder or revealing necklines. The world would like them to believe that all formals should reveal a lot of flesh, but remind them that God wants Christian girls to dress modestly and not call attention to their bodies.

The color of the dresses may vary (except in the queen steps which should always be white). Color sug-

gestions for the girls who are being awarded for the first four steps are as follows:

1. *Maiden* and her attendant — pastel pink
2. *Lady-in-Waiting* and her attendant — GMA green
3. *Lady* and her attendant — pastel blue
4. *Princess* and her attendant — yellow
5. *All queen steps* — white (Attendants' attire may be white or pastel colors.)

If escorts are used, their clothing doesn't have to match but should be color coordinated when possible.

In presenting the program you will want to choose a theme that has a message to the hearers as well as showing what the girls have learned in order to receive the awards. Assign each girl a Scripture passage to recite from her step or a part telling about a particular lesson in her step.

During the actual service announce each step and the girls who have completed it. When everyone in that step has been introduced and has given her part, present the awards to all the girls in that step and give a charge or challenge. Follow this procedure through the Princess step.

Then present each Queen in a manner that suggests her higher achievements. Introduce her individually along with her attendants, let her recite her part, and crown her before the mistress of ceremonies recognizes the next Queen. The Queen kneels to receive her crown. After all the Queens have been crowned, give the charge to the group.

Use the same procedure for the Regal, Imperial, Superior, and Sovereign Queens, substituting for the crowning the presentation of the girl's bracelet, scepter, sash, or Bible, respectively. Each girl should wear or carry the awards she has received for all the pre-

vious queen-level steps.

If one or more of your girls have not completed their steps by the time of your presentation/coronation, you may use them as ushers, musicians, announcers, or other helpers. Or you can call those girls to the stage as a group, introduce them as “girls working on the _____ step,” and let them remain on the stage to welcome the girls who have completed steps as they come forward. Let each girl who is receiving an award walk down the aisle while the mistress of ceremonies tells her name, shares biographical information about her, and announces the award she is to receive.

The above procedure gives due recognition to all girls in GMA while bestowing special honor on the girls who have completed the steps.

Coronation programs are available from your district, state, or national GMA workers. You may also

find these programs on the GMA Web site, www.gma-bma.org. It has links to other sites where you may also find programs. You can easily adapt them for your local GMA.

After the presentation/coronation, the WMA hosts a reception with a receiving line including the girls honored. The room is fashionably decorated in the GMA colors — white, green, and gold. The GMA scrapbook and individual girls’ memory books are displayed. Refreshments of punch, cake squares or cookies, mints, and nuts may be served. (Emphasize the GMA colors.)

The special service and reception show the girls how much we support and encourage their involvement in learning scriptures, in serving God and others, and in missions endeavors. It says, “We are proud of you.”

IV. Miss GMA/Jr. Miss GMA

Aim

- To encourage each girl to continue in the Forward Steps
- To promote faithful attendance in local and district GMA meetings
- To involve girls in the state and national GMA programs
- To instill qualities of character and reverence toward God, His church, and His Word
- To mature each girl in Christian graces

What Is It?

Miss GMA or *Jr. Miss GMA* is the title earned each year by the girl with the highest number of points in her age division in the local auxiliary. She represents the church in the district presentation. The girl who is selected at the district presentation represents her district at the state meeting. At this meeting the girl is selected who will represent her state at national GMA Retreat.

The announcement of the Miss GMA and Jr. Miss GMA is a unique ceremony attended by family and friends. Consequently, this special time is one of the highlights of the GMA year.

Since the first national presentation in 1973, many young ladies have taken the challenge offered them by the Miss GMA/Jr. Miss GMA program. They have set their goals to become better GMA members — and that is the essence of the program. In reaching their goals, they have made a commitment to put God first — above school activities and social events — to attend GMA meetings on local, state, and national levels. They have determined to complete projects,

memorize scriptures, complete lesson books, and read books. Yes, those are heavy commitments for girls today, but not too heavy for our GMA girls. In many cases they have become models even for us counselors. Could we be so committed?

Selection Guidelines

The selection committee for Miss GMA and Jr. Miss GMA in each church includes the director of youth auxiliaries and all GMA counselors. All year the appropriate counselor keeps a record sheet on each girl. (See page 83.) The girls selected are the ones who have the highest number of points.

Interview Committee

The selections for the district, state, and national presentations are made by interviewing committees. One committee is needed for Jr. Miss GMA and another for Miss GMA. The GMA-YLA promoter selects three or five persons (ladies or church staff) to serve on each panel; however, the director of youth auxiliaries and the GMA-YLA promoter are not on either committee. (The persons on the committee should not be related to any representative.) Each committee chooses a chairperson.

Prior to the interview, the GMA-YLA promoter provides the committee with a folder on each girl (described in rule 7 below) as well as specific directions for their responsibility. The information in these folders is confidential and is not to be discussed outside the committee. The interview is conducted in a centrally located place, which is announced at least two weeks before the meeting. Each girl is informed of

the location, the date, the time, and the approximate amount of time she will be there.

At the time of the interview, each committee chooses a chairperson. As the girls arrive, they will be understandably nervous; therefore, committee members are careful to make them feel relaxed and among friends. Equal consideration is given to each girl. Getting to know these girls is a rare privilege. Enjoy it!

During the interview each committee member individually scores the girl on each question. After the interview, each committee member totals the girl's score and gives it to the committee chairperson. After all the girls have been interviewed, the chairperson gives the interview score sheets to the GMA-YLA promoter, who tallies each girl's interview score. The girl who has the highest score based on the interview score and record sheet is the representative. The girl who has the second highest score is the alternate. Their names are withheld until the formal presentation. The committee members themselves do not know the final scores.

Resources for Miss GMA/Jr. Miss GMA Presentation

Program helps are available from your state and national youth workers.

Suggested Awards

Local: Choice of charm, flowers, sash, small trophy or plaque

District: Choice of charm (may be on a necklace), medium-size trophy or plaque, sash, flowers, certificate, Bible

State: Large trophy, plaque (in shape of state), cape, sash (bring it to national GMA Retreat), flowers, certificate

National: Plaque with shape of United States, cape, sash, flowers, certificate (Alternate Miss GMA and Alternate Jr. Miss GMA: plaque with shape of United States, flowers, certificate)

The Jr. Miss GMA and Miss GMA should receive the same awards of identical size, since they have the same point system and each girl is equally qualified. No crowns should be given in any presentation; they are reserved as the award for the Queen step.

Rules for the National Miss GMA/Jr. Miss GMA Presentation

1. Girls in grades eight through twelve are eligible to be named Miss GMA. Jr. Miss GMA shall be for girls in grades four through seven. The grade requirement shall be calculated based on the Miss GMA/Jr. Miss GMA announcement for the state

level. Girls shall be members of the church they represent. Nominees for Miss GMA shall have completed the Queen step. Nominees for Jr. Miss GMA shall have completed the Maiden step. All girls selected as a local Miss GMA/Jr. Miss GMA must complete one Forward Step during the year.

2. Each district GMA may select one nominee from the local church nominees. District nominees may enter the state level selection process. State nominees may enter the national level selection process. Nominees must be present at the district, state, and national selection announcements in order to be eligible for Miss GMA/Jr. Miss GMA. If there is not a district GMA for a local Miss GMA/Jr. Miss GMA to represent, the district WMA or state GMA promoter shall organize a selection committee to consider the girl's qualifications.
3. Work related to the selection of Miss GMA/Jr. Miss GMA shall be done during the year as designated by each state GMA.
4. Local Miss GMA/Jr. Miss GMA selections shall be based on the point system of the Miss GMA/Jr. Miss GMA Record Sheet (page 83). If a tie should occur, attendance in Sunday School, morning and evening worship, and Wednesday evening services shall be considered to break the tie. (Counselors shall have the responsibility for obtaining, keeping, and providing these attendance records.)
5. Selection for district, state, and national Miss GMA/Jr. Miss GMA shall be based on the above point system plus personal interviews.
6. The Miss GMA/Jr. Miss GMA selection process, purpose, benefits, and rules shall be presented and explained to all girls at the beginning of each GMA year by their counselor.
7. The counselor for each local Miss GMA/Jr. Miss GMA selection shall compile a personal folder for each nominee to present to the district Miss GMA/Jr. Miss GMA selection committee. This folder shall include: original Record Sheet, attendance records (as specified in rule 4), picture of the nominee, autobiography (no longer than two pages, typed, double-spaced, in a 12-point very readable font), written observations by counselor, pastor, and/or persons making the final selection. As a girl moves to the state level include in the folder the observations during the interview by the district selection committee. Personal folders for state Miss GMA/Jr. Miss GMA representatives must contain the National Miss GMA/Jr. Miss GMA Questionnaire, but should have *all* the written observations by the interview committees removed. The national questionnaire is available from the state or national GMA-YLA promoter. The personal folder for each state nominee must reach the national GMA-YLA promoter by May 1

RECORD SHEET
Miss GMA — Jr. Miss GMA

Name _____

Church _____ District _____ State _____

Age _____ Grade _____ When Saved _____ Not Saved _____

I. Forward Steps (*possible 24 points, 8 points each item*)

Completion _____ Promptness _____ Neatness _____

Step Completed _____ Date Completed _____

YLA Objectives (*possible 24 points or 8 points each*)

Objective _____ Date Completed _____

Objective _____ Date Completed _____

Objective _____ Date Completed _____

Total Points _____

II. Local Meetings (*possible 26 points*)

January _____ April _____ July _____ October _____

February _____ May _____ August _____ November _____

March _____ June _____ September _____ December _____

Total Points _____

III. District Meetings (*possible 20 points*)

Months: _____, _____, _____, _____

Total Points _____

IV. State Meeting (*possible 5 points*)

Total Points _____

V. National Meeting (*possible 5 points*)

Total Points _____

VI. Character (*possible 20 points, 2 points each*)

Love _____ Goodness _____ Joy _____ Faith _____ Peace _____ Meekness _____

Long suffering _____ Temperance _____ Gentleness _____ Reverence _____

Total Points _____

TOTAL SCORE _____

(See explanation of rules for scoring in "National Miss GMA/Jr. Miss GMA Presentation Point System," pages 82, 84.)

in order to be eligible for the national Miss GMA/Jr. Miss GMA presentation in June.

National Miss GMA/Jr. Miss GMA Presentation Point System

I. Forward Steps or YLA Objectives (possible 24 points — 8 points each based upon completion, promptness, and neatness)

Completed — A girl receives 8 points if a step is completed during the year. If she has not completed a step during the year, she receives a score of 0 and disqualifies herself.

Promptness — This applies to the amount of time it took a girl to complete her step that year. A good rule is to deduct a point for every 3 months over the time she was supposed to complete that step.

Neatness — This applies to the appearance of her work: lesson book, memory book, reports, and other items she is required to write or prepare. 0 = sloppy; 2-4 = sloppy, but with obvious effort to improve the appearance of her work; 5-7 = neat after efforts to improve; 8 = very neat.

II. Local Meetings (possible 26 points — 1/2 point per meeting)

III. District Meetings (possible 20 points — 5 points per quarterly meeting attended, 3 1/3 points per bimonthly meeting attended)

IV. State Meeting (5 points)

V. National Meeting (5 points)

VI. Character (possible 20 points — 2 points each based on love, goodness, joy, faith, peace, meekness, long-suffering, temperance, gentleness, and reverence)

The ten character qualities listed are based on the fruit of the Spirit (Galatians 5:22). You may use the following guidelines to help you score the girls:

Love — exhibits love for God, His Word, His people, His work

Faith — openly exhibits trust in the Lord and His people

Joy — exhibits happiness and joy as a general rule, not a complainer

Meekness — exhibits humility, not being too proud or egotistical

Peace — generally content in the Lord and with herself

Temperance — not prone to bad temper, pouting, arguing, or disrespect

Long-suffering — patient with others and with situations

Reverence — listens attentively to teachers and pastor, speaks of parents and teachers with respect

Gentleness — courteous and kind to others

Goodness — has a good reputation among God's people and the world, behaves respectfully at church

V. White Bible Service

The purpose of a white Bible service is to call attention to God's guidelines for a girl who is soon to be married. This special service honors her purity and her application of God's Word. It is given by the GMA counselors and YLA members.

A white Bible ceremony can be scheduled for a Wednesday night service so that all church members can share in this special time.

The guidelines for a white Bible service are as follows:

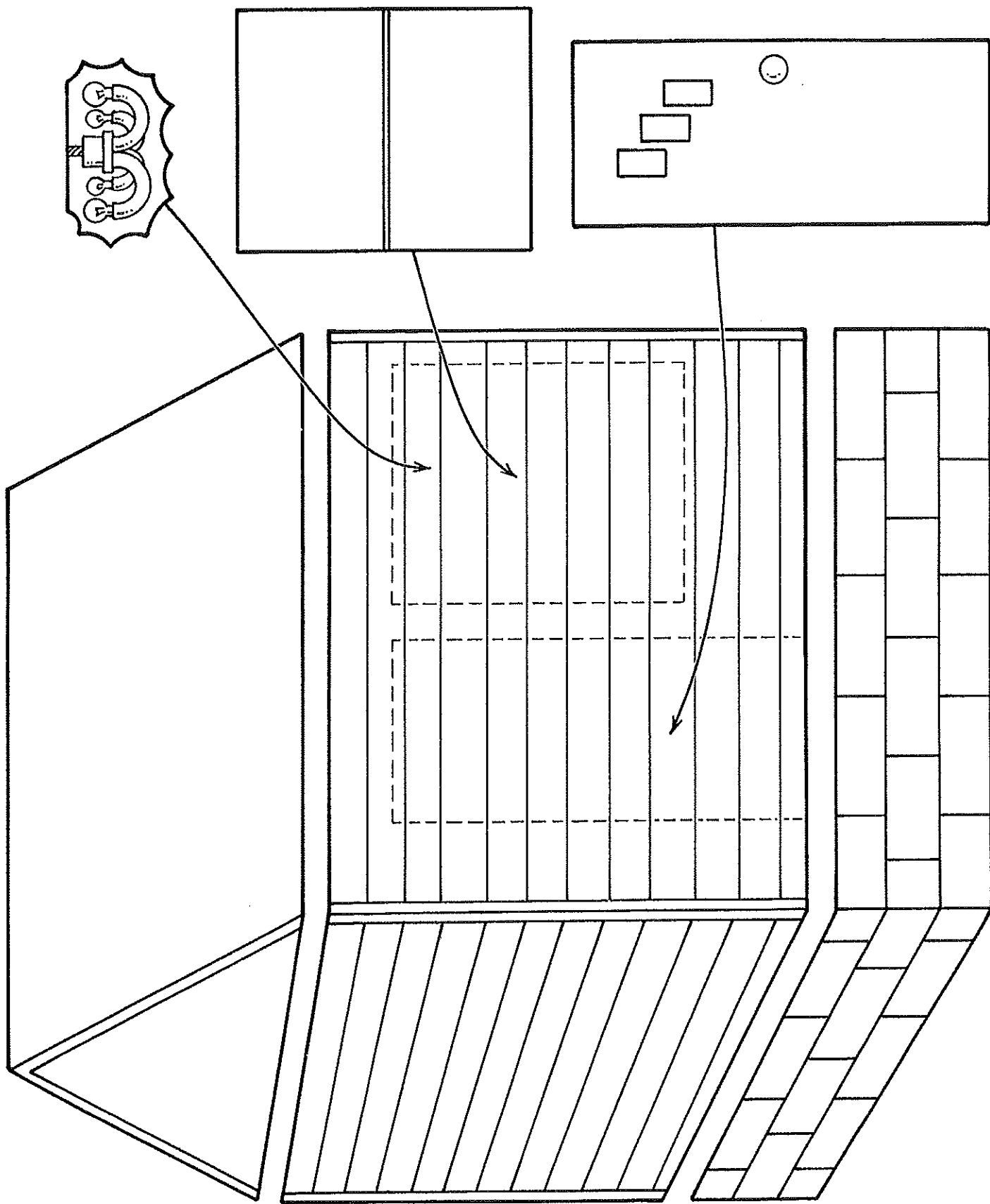
1. The honoree should have completed the Sovereign Queen step.
2. She should be an active church member.
3. She should select for her husband someone who is saved and a Baptist.
4. Neither she nor her future husband should have been previously married.

You can ask your district, state, or national youth auxiliary workers for a white Bible service program, or you may look for one on the GMA Web site (www.gma-bma.org) and its links.

The WMA or church may provide the white Bible as a gift to the bride. If the bride is allowed to choose the kind of Bible she would like to have, she will enjoy it and use it more. Many brides-to-be choose a large family Bible. It could then be engraved on the front. The Bible can be presented to the couple at the end of the ceremony. The groom-to-be may be part of the ceremony or be given a seat of honor to watch the ceremony.

To serve as an example, the following program entitled "Every Wise Woman" was written by Pat Quesenbury. You can adapt it for your own presentation.

Materials needed for the service include a white Bible to present to the honoree, a small low table, a chair, a large candle, a smaller candle for each YLA, a Bible, a small floral arrangement or picture, a flannel board, and the pieces to a flannel house. (Enlarge the pattern on page 85, color the pieces, and back them with flannel fabric.) You may insert special music if you wish and may even require the girls who



participate to recite rather than read their verses from Proverbs.

The bride-to-be and YLA members enter while soft music is played. The bride is seated to one side behind a small, low table. One large candle, a Bible, and a small floral arrangement or picture are on the table. The girls and the counselors stand to the other side.

Opening prayer.

The counselor reads Genesis 2:7, 18-24.

COUNSELOR (*calling the bride by name*): You are about to embark upon a very special, exciting career. Very soon, you and (*name of groom*) will leave father and mother and establish your home, becoming one spiritually, emotionally, and physically — as God has planned.

We want to share in this experience by expressing our love in this special presentation this evening. Realizing that all of our help and direction come from God through His Holy Word, we think that's the best help we can give. It is our prayer that these verses and the guidance they give will be a model for you in the days to come.

The Lord must build your house. "*Except the LORD build the house, they labour in vain that build it*" (Psalm 127:1).

(*Name of bride*), God has already worked in your and (*name of groom*)'s life. He is establishing your foundation and preparing your way. Now let's note some specifics about your position as a wife.

First, the wise woman loves her husband and takes care of his needs.

(*A YLA girl reads Proverbs 31:10-12, 23. Then she lights a candle from the large one on the table and, holding her candle, stands near the bride. Succeeding girls will do likewise until they form a semicircle of candlelight around her.*)

COUNSELOR: The wise woman accepts her husband as he is.

(*Another girl reads Romans 15:7*)

COUNSELOR: The wise woman is industrious —

not lazy.

(*A girl reads Proverbs 31:13.*)

COUNSELOR: The wise woman provides proper nourishment for her family.

(*A girl reads Proverbs 31:14-16.*)

COUNSELOR: The wise woman takes care of her children.

(*A girl reads Proverbs 31:27-28.*)

COUNSELOR: The wise woman is compassionate toward others.

(*A girl reads Proverbs 31:20.*)

COUNSELOR: The wise woman studies the Word, and God gives her wisdom.

(*A girl reads Proverbs 31:25-26.*)

COUNSELOR: The wise woman fears the Lord.

(*A girl reads Proverbs 31:30.*)

COUNSELOR: The wise woman has a happy household. Here are the ingredients.

YLA MEMBER (*constructing a house on the flannel board as she quotes the poem*):

The house of happiness is built

With walls of loyalty and love.

The doors and windows are of faith;

The roof of courage is above.

Its strong foundation is the will

To laugh, to labor, and to share.

And every light that burns within

Sends forth a gleam of constant prayer.

PASTOR: (*Bride's name*), you hold the key to this house of happiness. The Word of God will help you unlock every door and answer every question you will have. Give this book a prominent place in your house, for it offers encouragement when clouds will appear in the sky. And it leads to praise and joy when your heart is overflowing with happiness. Go to it often and thereby be refreshed. For it is life itself, and it can give life to the home that you and (*groom's name*) are about to establish. (*presents the Bible*)

Song

Prayer of benediction

Refreshments

VI. District Meetings

The purpose of a district Girls' Missionary Auxiliary is to promote the GMA program and missions activities in the churches within the district. It provides opportunities for girls to participate as officers and learn firsthand how to be good leaders.

The district GMA presents a variety of programs that inspire the girls to seek God every day. Those programs may feature a special speaker for girls — a preacher, a missionary, a missionary wife, a missionary child, or a speaker with a message just for girls.

The programs may include Christian films that cause the girls to think.

Sometimes the participants on the programs are girls within the district. They sing, give a devotional, present a skit, play an instrument, contribute money, and pray. All these things help girls serve the Lord in their own way.

District meetings can serve to build self-confidence in those who participate. It is a teaching tool as the girls learn from each other. They are good observers

of what goes on. It gives them confidence to try themselves.

The district GMA promotes missions by supporting a specific project. The auxiliaries in the district are challenged to give their prayer support and to help raise money for the project.

The district GMA creates a bond between churches. It is not unusual for friendships to begin and grow

throughout the GMA years. These friendships give support during district meetings and often in the girls' daily lives.

Not only do the district meetings help girls to meet new friends, to meet challenges, to learn about missions, and to be inspired, but they also make them feel that they belong. They *do* belong; it's *their* district. So lead them to participate!

VII. State Meetings

The purpose of the state GMA is basically the same as the district — to promote the GMA program in district and local auxiliaries.

The state meeting usually begins on Friday evening and continues through noon on Saturday. Every minute is planned for the enjoyment and inspiration of the girls and their counselors.

There are opportunities for girls to participate as officers, through talent time, in the Miss GMA/Jr. Miss GMA presentation, and by just being there. Everyone is a part of the program. Everyone participates. There is singing, laughing, praying, preaching, and time for commitment.

You win when you attend a state GMA meeting. Many possibilities are awaiting you. Some states offer workshops for counselors on Saturday while the girls are involved in recreational activities.

During the state meeting the older girls may enjoy a separate segment such as a film or a speaker of special interest to them. The younger girls meanwhile, may watch a puppet show or something else on their level. There is something for everyone!

State meetings are inspiring, challenging, and fun. Girls seem to catch it all. More often than not, they go home with a renewed interest in Girls Missionary Auxiliary.

VIII. National GMA Retreat

Perhaps the favorite of all GMA meetings is the four-day national GMA Retreat. Why? Is it the campground — Daniel Springs Baptist Encampment of Gary, Texas? Could it be the food — hamburgers, pizza, fried chicken? How about the weather — hot with occasional thunderstorms? Could it be the cabins — wall-to-wall girls?

All these play a part in the atmosphere, but the real reason is ... girls inspiring girls. Girls lead the meetings; officers do their jobs, leading several hundred girls and counselors.

Girls inspiring girls. In the coronation many girls share what they have learned. The Miss GMA/Jr. Miss GMA presentation inspires the girls to go home with a renewed commitment to become better GMAs.

Share time in the cabins has to be one of the most effective ways to reach a girl — saved or unsaved. Every night before bedtime, someone in that cabin or a special guest gives a devotional. The girls are then given the opportunity to share with the group. Some are timid at first, but as others participate they are drawn out. All the while, you listen and observe. Sometimes you learn more about a girl during retreat than all the GMA sessions at home. In a less than

comfortable setting, you can learn valuable lessons from each other. Make them good memories!

The Forward Step classes help the girls interact with other girls. These classes are staffed with qualified counselors.

Recreation time gets the girls involved in swimming, sports, and crafts. Something for every age group is planned.

Counselors are able to attend workshop classes on Forward Steps, missions, and special services. The informality of these classes gives you an opportunity to ask questions or share ideas. You will receive material that can help you as a counselor.

National GMA Retreat is many things to many people. It never ceases to make memories in the minds of the girls. Those memories keep bringing them back each year to make other memories. GMA Retreat gives another dimension to the overall GMA program.

The money to attend GMA Retreat can come from fund-raising projects, WMA members sponsoring girls, church members sponsoring girls, or the WMA paying part of the fee. Some churches pay for all or part of a girl's fee. When given the opportunity, concerned church members will help send girls to retreat.

The GMA Retreat is promoted in your state paper and at district and state meetings. It is usually scheduled the second or third week of June. Check the GMA

Web site (www.gma-bma.org) for information about registration. GMA Retreat is definitely a memory making week you will want to repeat year after year.

IX. National GMA Week

The third week in September each year is set aside for the promotion and enlistment of Girls' Missionary Auxiliary. This special week is devoted to GMA awareness in the church and community. Different activities and projects help in promoting GMA and enlisting new girls. These activities range from fun outings to benevolent acts. Everyone enjoys national GMA Week.

The theme for national GMA Week is announced at national GMA Retreat in the promoter's class. It is posted on the national GMA Web site (www.gma-bma.org), and you can get information from your na-

tional GMA-YLA promoter. She makes the suggestions for planning this special week.

If this week does not fit into your church calendar, you may choose another week at the beginning of your GMA year or just before school starts. GMA Week can be that shot in the arm you need after summer vacations. It is for the benefit of your local GMA, so plan to let your church, community, and friends know about GMA during this special week.

As you make plans, include the GMA officers. No one promotes GMA like a girl who is involved in it. She knows what girls like to do.

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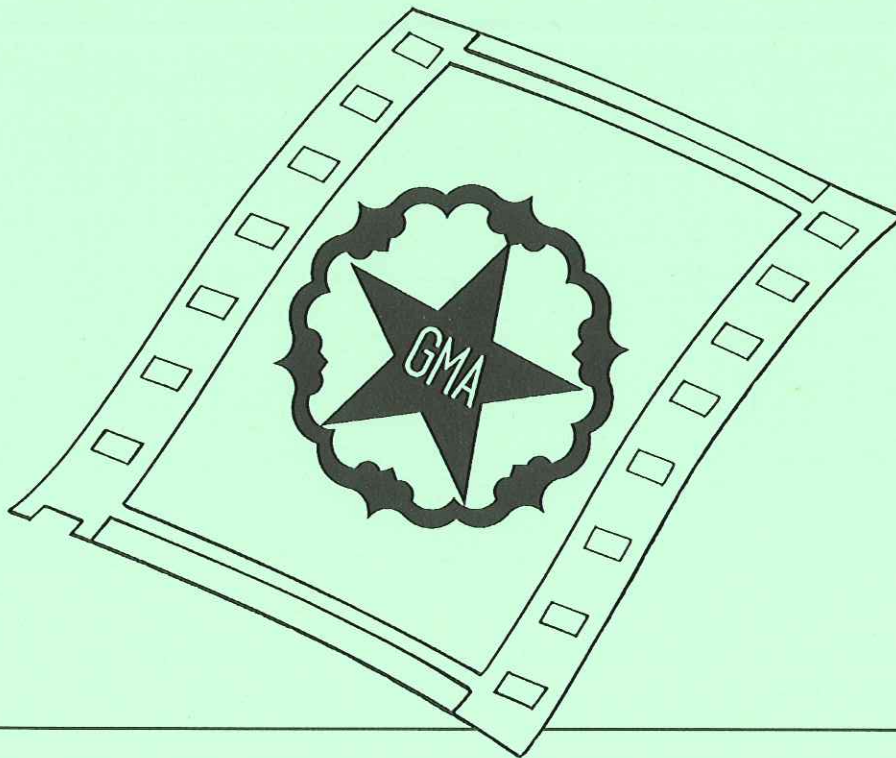
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Guide Five — Lesson Plans

If you were to ask a school teacher what her most important resource is, she would probably reply, "My lesson plans." She has to know where she is going before she starts. She has to know the desired outcome of her lessons.

"Guide Five" will help you know where you are going in teaching the Forward Steps. It aims to help you become the best teacher you can be, to grow more confident and creative in teaching.

Filing Your Lesson Plans

You need a filing system for your lesson plans so you will be able to use them for many years. You may choose to put your lesson plans in notebook binders or you may choose to file them in pocket folders in a file box or cabinet. Either way will help you preserve them for future use.

To preserve them for extended use, place each page of the teacher's guide in the visual packet in page protectors. You should also place the lesson plans found in this guide in page protectors and file them with the teacher's guide and visuals for each lesson.

The visuals themselves should be placed in pocket folders or page protectors and filed with the lesson plans and teacher's guide for each lesson. If you choose to use file folders, you may desire to use a different color for each step. Label each folder and lesson plans with the step name and lesson title.

Audiovisual Special Effects

There are many ways to make a program or lesson more interesting. You only need to use your imagination to seize the moment. Preparing a lesson in relation to what's happening in the lives of your particular girls can be very rewarding. Knowing when to add just the right visual to complement your studies can "power up" the girls once again. Mixing different forms of audiovisual effects can keep the attention high. Let's consider some ideas that might be just what you need to seize the moment.

Home Videos

One of the most popular and fun activities is making a home video. Girls love to "act" and sometimes they can be brilliant in their theatrics. Since it takes writing, acting, props, directing, and filming, everyone is needed to complete the film.

There are many practical ways to use a video in girls' auxiliary. A Forward Step lesson on video will enable girls to make up lessons they miss. Since those

present would be included in the film, it could also entice the no-shows to be present for the next filming.

Filming lesson starters can really grab your students' attention. When you mix video and the GMA visuals, class time may not seem as long. Anytime you can use more than one form of audiovisual, you will keep the attention of the students.

You can use filmed case studies in which a situation is acted out. In case studies the girls decide what they would do in a particular situation. This discussion method is used quite frequently in schools.

Home videos can be a promotion tool for GMA in the church. If the pastor, youth minister, and WMA members were given an overview of GMA through a video presentation, it would help them in supporting the auxiliary. Filming lessons and activities where counselors and girls participate can be a plus in asking for support.

Videos of coronation and other GMA activities can help promote GMA during GMA Week. (See page 88.) It can be very effective in enlisting new girls during that week.

Perhaps the most enjoyable video production is the fun video. There is something about acting that makes everyone want to participate. Just the mention of making a video takes girls' brains "off hold" and makes them ready to get involved.

The actual filming can be done on "location," such as a counselor's home or a district or state house party. GMA Retreat is one of the favorite locations for making a video. The perfect time is Thursday night after everyone has become friends with the other girls in the cabins. This gives the girls and their cabin friends a chance to use some of the emotion that has built since they arrived at camp.

Girls like to mimic television talk-show hosts. They can interview cabin celebrities such as missionaries, district promoters, state promoters, and imaginary celebrities.

Of course, there have to be commercial breaks so that everyone can participate. These commercials are spoofs on current advertisements. The finished production can review what happened at retreat. You can be sure every girl who participates in the video will be present at the showing.

Slide Presentations

You may want to make your own slide presentation using different themes and subjects. Determine your theme and then write a rough draft of what you

want to say. Take a few rolls of slides to illustrate your message, and select the best pictures. Practice giving your presentation several times before the actual showing.

You may want to make a cassette tape with narration, music, and background effects instead of "live" narration. This method may be more effective and natural.

Slide presentations can be skits written and performed by the girls themselves with counselors as consultants. They will need help getting started, but as soon as they can visualize the actual presentation, they will get excited. This again, is a fun activity, one the girls will enjoy doing.

Computer Slide Show Presentations

If you have a computer with a program for making slide show presentations, have some fun with it. You can make it simple or more involved, depending on your experience. Connect the computer to a television or video projector to show your presentation in class. Consult church members who are familiar with computers and computer slide shows to assist you.

Cassette Tape Lessons and Scripture Memory

Some counselors have tried recording *My Special Place* lessons on cassette tape for girls who have missed a lesson. They tape the lessons with added emphasis to describe pictures, since the girls will not actually see the visuals. They loan the tapes to the girls so they can listen at home or by themselves in a classroom.

Some of these lessons are available from your national GMA promoter or youth auxiliary director. Check with them for details.

After listening to the tape, the girl answers as many questions in her lesson book as she can. Later the counselor reviews the questions and answers with the girl and repeats any concepts the girl missed from the tape.

Taping the scriptures that the girls are to memorize can help them in memorizing. The girls can listen to the tape with earphones several times without disturbing others.

In taping memory verses, space the verses so the listener can actually repeat each verse after hearing it. Then repeat the entire passage several times. On the tape, ask the girl to repeat a verse with you. Be creative! Get input from the girls after they have used the tapes, and then make adjustments as needed.

Flip Charts

Instead of flannelgraph lessons, make a colorful flip chart by cutting out the Forward step visuals. After you have added color, glue them on poster board

or a spiral drawing tablet. The flip chart can be as large as you need, depending upon how many girls you have in class. Use a photocopier to enlarge the pictures or, in some cases, reduce them. You may wish to use white or colored poster board for special effect.

A flip chart helps to focus attention on one picture or point at a time in logical succession. Many visualized Forward Step lessons can be made into flip charts. You may want to use flip charts occasionally to add variety to your teaching.

The flip chart is sometimes easier to use because you can place it just about anywhere. Since you don't have to keep up with flannelgraph pictures, a flip chart is easier to prepare and present.

Study Helps

In helping with your lesson preparation, I have compiled a list of study helps. It may not be necessary to have all the books when you begin, but you will want to start with a few of them. Add the others as time and your budget permit. Most Bible teachers suggest these books:

1. **A Study Bible** — The most important tool is a good study Bible. Some of the best are *The Thompson Chain-Reference Bible*, *The Experiencing God Study Bible*, and *The Open Bible*. They are geared for in-depth study. They have cross-references plus other helpful materials.
2. **Translations** — A translation is a word-for-word interpretation of the original languages in which the Bible was written. A *paraphrase* is a summary of the overall thought of each passage without regard to translating the original word by word. Paraphrases are good for devotional reading, but stay with a good translation when seriously studying.

Some of the recent translations are:

- The New International Version
- The *New American Standard Bible*
- *The Amplified Bible*
- The New King James Version
- The New Living Translation

Some paraphrases are *The Living Bible*, *The Message*, and *The Good News Bible*.

3. **An Exhaustive Concordance** — An exhaustive (or analytical) concordance lists every usage of every word in the Bible and gives all references where that word can be found. The concordance is probably the most important study tool next to the Bible itself. Most Bibles have a limited concordance in the back.

Two exhaustive concordances in print today are:

- *Young's Analytical Concordance to the Bible* — It is easier to use because of the way it is organized.

- *Strong's Exhaustive Concordance of the Bible*
Computer programs are available that have exhaustive concordances on them. If you have these available, they are quite useful.
4. **Bible Dictionaries and Bible Encyclopedias** — A Bible dictionary explains many of the words, topics, customs, and traditions in the Bible. It gives historical and cultural information. Background information is supplied on every book of the Bible. Short biographies of major people are included. A Bible encyclopedia offers more in-depth information and covers more subjects. Some of the dictionaries and encyclopedias are:
- *Unger's Bible Dictionary*
 - *The New Bible Dictionary*
 - *The Wycliffe Bible Encyclopedia*
 - *Zondervan Pictorial Encyclopedia of the Bible*
5. **A Topical Bible** — This tool is similar to the concordance except that it lists topics instead of words. A certain topic will include several verses and may not use the specific word identifying the topic. Each verse is written out in full, not partially as in a concordance. Perhaps the best known is

Nave's Topical Bible.

6. **A Bible Handbook** — This is a condensed version of a commentary or encyclopedia. It has maps, charts, and many other helpful facts. Two popular ones are:
- *Halley's Bible Handbook*
 - *Eerdmans' Handbook to the Bible*
7. **A Word Study** — You can study the words of the Bible in the original languages by looking up a particular English word. You will learn the root meaning of the Greek or Hebrew word and the scriptures where it is used. One such book is *Vine's Expository Dictionary of Old and New Testament Words*.
8. **A Commentary** — A commentary is a book that is written by a scholar of the Bible. The writer attempts to explain the meaning of each passage of Scripture by analyzing the words used, culture in Bible times, etc.
- Keep in mind that each tool is a book written by human beings. It provides their interpretation of Scripture. You may want to check with your pastor for his commentary recommendation.

I. Teaching Missions

One meeting each month should be set aside for a missions program or lesson on one missionary or mission field. All other Forward Step projects and Bible lessons should be reserved for other dates so that the missions session will consist entirely of missionary material.

How to Organize Your Missions Studies

Select a missions study leader. If you have several counselors, one may be designated as the missions leader who plans, coordinates, and/or teaches the missions activities for the year. She may assign girls (especially older ones) as "teachers" for specific lessons. She will need to make certain those girls have all the information they will need for their lessons.

If you have a shortage of GMA counselors, you may want to enlist one or more WMA ladies to serve as missions leaders. Without being obligated to attend all GMA meetings or lead in other ways, they could take responsibility for the mission class(es) you assign them.

In most GMAs the missions study takes place in a general assembly of all members, even if girls working on individual steps meet separately in other meetings for their Bible lessons and Forward Step work.

All the girls study the same field together and count it on their various steps by completing a form on "My Town," "My State," "My Nation," or "My World" from their respective steps in *My Special Place*.

If the number of girls and counselors will justify it, the GMA may choose to study missions in classes divided by Forward Steps. At least the girls in the queen steps may meet separately from the general assembly for their study of the departments of the Baptist Missionary Association of America. (If the girls in the queen steps do meet in the general assembly, they will not be able to count the studies of mission fields for Forward Step credit; but they should be mature enough to enjoy the studies without this incentive.)

In order for your missions studies to succeed, you must plan them carefully a year at a time. Otherwise, some of your girls will find it difficult to meet their step requirements. Review the section on "Planning and Evaluation" (see page 57) and Planning Guides 3 and 6 for help in your planning for missions.

Missions in the Forward Steps

When a missions activity is completed, girls should record it in the appropriate place in *My Special Place* or *Fit for the King*. The counselor should initial the

girl's lesson book, as well as her GMA manual.

Any service when your girls hear a missionary speak can be reported in *My Special Place* and counted as Forward Step credit. When a missionary visits your church, your district, or another church nearby, take your girls to hear him speak. Encourage them to ask questions and meet the missionary personally. They can record the visit and comments about the work in the appropriate place in *My Special Place* ("My State," "My Nation," or "My World"). If a girl attends a meeting without her counselor and hears a missionary speak, she should ask that missionary to autograph and date something to show her counselor before she records that missions study for credit.

Keep in mind that GMA should focus on missions on occasions other than the once-a-month studies. Many Forward Step projects relate to missions. In every lesson some personal application can be made that focuses on personal missions — being a missionary in everyday living. The missions symbol in *Fit for the King* appears frequently. It indicates missionary activity in that lesson.

Resources for Missions Lessons

Where do you get the lessons for missions study? Can you get books about BMA missionaries? What about visuals? How can you keep the girls interested? If you have asked these questions and need an answer, read on.

The lessons for missions study can be found in several places. The missions magazine of the Baptist Missionary Association of America, *The Gleaner*, is the first source. *The Gleaner* is a periodical that contains letters written by missionaries in both North American and international fields. Pictures often illustrate the letters. In *The Gleaner* the missionaries bring us up-to-date on what is happening in their lives. They ask us to pray for specific things; and as prayers are answered, we get a report on how God chose to honor our requests. Often the missionaries write in their letters of specific needs. Sometimes your girls may want to help raise money for these projects. In any case, *The Gleaner* is the first resource.

The next resource is the BMA Department of Missions, P.O. Box 30910, Little Rock, Arkansas 72260. It has videos that your church or group may check out. You may contact them for a current list of videos available. These give the girls a more true-to-life concept of the people on mission fields. The action of the video holds their attention. Besides, a video gives you a variety of lesson presentations.

Check with your state or national GMA promoter or director of youth auxiliaries for additional information about missionaries.

If you have a computer with Internet access,

check the following Web sites: www.bph.org, www.bmaam.com, or www.gma-bma.org. These will give you current information you may be able to use as well as links to other Web sites that may offer interesting information and books about missions.

You can find more information to include in your missions classes in your state BMA paper, encyclopedias, daily newspaper clippings of happenings in missions fields, magazines with articles concerning the country or people, BMA yearbooks, and travel agencies. You may also find help in your state missions office, your state or local BMA bookstore, or the various state and national departmental offices of the BMA of America.

Creating a Missions Atmosphere

When you have your monthly missions study, the person who is to teach the lesson should create a missions atmosphere in the room where you are to meet. Simple handmade decorations can add to the decor. Pictures of the missionary and his field can be cut from *The Gleaner* and used to make attractive posters. Your local travel agency may have brochures containing pictures of interesting places in the country you will study.

To really make your room take you to the scene, you may wish to order decorations that are unique for certain countries. Take a few minutes to order a catalog from *M & N International*, P.O. Box 64784, St. Paul, Minnesota 55164-0784 or check their Web site online www.mninternational.com. This catalog lists simple decorations which are inexpensive but will add to the atmosphere as you study. You can get decorations for almost any country you may wish to use. You can also order napkins and other table decorations for those times when you serve foods of the country.

Another resource for ideas and decorations is a teacher resource center or co-op, and a teacher and school supply store. They have books on various countries, as well as decorations.

Make posters for each country and file them for use anytime you study a missionary from that country. You may make transparencies and use an overhead projector to project the map, flag, and other interesting information on the poster board. Draw the outline with a pencil first, then use colorful markers to complete the poster. You may also use an opaque projector to make posters. Utilize the resources of a computer, printer, and the Internet to create vivid visual aids for the missions studies.

Use every opportunity in missions studies to encourage the girls to taste new and exciting foods unique to the country you are studying. You may find recipes from some of the countries in recipe books

you already have. Frequently magazines or newspapers will give recipes with a foreign flair. Clip these recipes and file them in your missions file for the country.

If you do not already have a file begun for your missions studies, start one now. Make a folder, envelope, box, or notebook for each country where the BMA of America has missionaries. Anytime you see an article, picture, or recipe about or from that country, clip it and file it. You will build interesting material to add to your lessons.

How to Start Your Missions Studies

If you have not made a practice of devoting one meeting per month to missions studies in your GMA, here is a good place to start. Decide which week every month you want to designate as your missions session, and set the date for your first one. To ease your counselors into their responsibilities in missions studies, you may use familiar GMA materials in one of the following ways.

General Assembly

With all your GMA members meeting together, teach the lesson "You Can Be a Missionary Too." Use the lesson plan on page 101 of *Counselor's Guidebook* and the visuals for this lesson in the Maiden visual packet. Let the girls complete the lesson in *My Special Place*.

This lesson is required for the Maiden step. If you have girls in other steps who have already studied this lesson, you may include them again as a review

of God's mission plan in preparation for the year's missions studies. When it is time to complete the lesson in *My Special Place*, the girls in higher steps can assist the Maidens.

Separate Classes

If you have a sufficient number of counselors, you may meet in separate groups for your first missions session as follows:

Maidens: Teach "You Can Be a Missionary Too." Find the visuals in the Maiden packet and the lesson plan in *Counselor's Guidebook* (page 101). Let the girls complete "You Can Be a Missionary Too" in *My Special Place*.

Ladies-in-Waiting: Teach "Becoming a Missionary." Find the visuals in the Lady-in-Waiting packet and the lesson plan in *Counselor's Guidebook* (page 112). Let the girls complete "Becoming a Missionary" in *My Special Place*.

Ladies: Begin their North American activity from *The Gleaner*. Have pictures of all the North American missionaries on hand for their use. These may be clipped from copies of *The Gleaner*. Find teaching helps in *Counselor's Guidebook* (page 118).

Princesses: Begin their "Special Missions Project." Have copies of *The Gleaner* available with addresses of the missionaries. Each girl should choose a different missionary. Find a lesson plan in *Counselor's Guidebook* (page 129).

Queens: Girls in the queen steps should work on their studies of the departments of the BMA of America.

II. Teaching *My Special Place*

My Special Place is a lesson book for the first four Forward Steps — Maiden, Lady-in-Waiting, Lady, and Princess. Each step is available to purchase separately and combined to form one unit. The lesson book correlates with the counselor's visual packets for those steps in preparing the scriptures and missions activities. Each packet contains teacher's guides as well as visuals. Lessons and correlating visuals are written for every Scripture passage to be memorized in their four steps. These lessons will give the girls an understanding of what they are memorizing and why they are memorizing it.

The Forward Step lessons are to be presented by the counselor or Forward Step leader. After the lessons are taught, give the girls their lesson book pages to complete. The lesson book reinforces the lessons and makes scripture memorization easier by asking

the girls to write responses to questions. Appropriate answers are contained in *Counselor's Guidebook* (page 131).

Keep in mind that the younger girls have difficulty writing in cursive. They also have trouble writing small. Let them use a pencil because they need to erase frequently.

When the girls are answering the questions in the lesson book, encourage them to use their own words. If they use the frequently heard "language of Zion," you can be almost sure they don't know what they are saying. Try to explain terms in their comprehension range. Practice teaching your lessons without using spiritual clichés. It will be hard at first, but you will find you are more effective when you speak in simple language.

Encourage honesty in answering questions, and

don't be judgmental toward their answers. The lesson book is their journal. Being honest has a positive effect.

The lesson plans in *Counselor's Guidebook* were written with the assumption that you will spend time with the Lord as you prepare and will let the Holy Spirit guide you as you teach. Use the lesson plans provided here to supplement helps which you will find in the visual packet for each step. Each lesson plan on the following pages is marked by a ★.

A. Maiden Step

What joys await you as counselor of fourth graders! You need energy, wisdom, a sense of humor, and an abundance of love. Why? Because a nine-year-old is A-L-I-V-E, expressive, fun-loving, and lovable. She is highly motivated and gets excited when given a task in which she is interested.

She is a thinker. "How does it work? Is it true? Why do we need to do it this way?" You can use her questioning mind to guide the lessons. Stay ahead of her questions, but give her an opportunity to voice what she perceives.

She is a fact finder. She loves quizzes and responds to Bible games. Her ability to retain facts gives her a feeling of accomplishment. It makes her feel good about herself.

If you observe a girl as she begins in GMA, you will see her watching the actions of the older girls. She is aware of her inexperience in GMA. She will mimic what she sees others doing until she becomes comfortable with her own abilities.

At this age she is teachable. Your role as a counselor is to be an example of what you are teaching, for she is observing what you live more than what you say. The way you respond to her in the classroom or on a GMA outing will teach more than words. The way you word a response is not as important as the voice she hears.

Acceptance is important for a girl this age. Although she has made progress in coping with the fact that she has passed the "cute" state, she is still confused. Now she has to deal with what is acceptable behavior and what is unacceptable. Your unconditional love will help her feel accepted when she doesn't know how to act. Through your guidance she will perceive the right thing to do without experiencing feelings of rejection. Above all, your acceptance of her regardless of behavior will show up in your caring attitude. She is wise enough to perceive how you feel about her.

Spiritually, a fourth grader is capable of receiving Christ as her Savior. She can develop an awareness of Christian love in giving of herself for others. She is ready to study the basic concepts of God, Jesus, the

Holy Spirit, salvation, sin, the church heaven, hell, and Bible literature and history. In a limited way she can relate these to her life and act upon them.

She perceives things in a concrete way. For example, if you were to say, "God takes care of you." She doesn't understand what you are implying in an abstract way. Try again: "God takes care of you by giving you a house to live in. He gives you food to eat. He provides clothes for you to wear. He gave parents to love and protect you." She now understands that God takes care of her. There are many ways you can "show how" or "show why" that will mean more than making a blanket statement such as "God takes care of you."

Again, what a joy awaits you as counselor for this age girl. Use her enthusiasm in building a strong bond between herself and GMA. Make the lessons productive by letting her participate. Challenge her to think. Accept her input with excitement. Stay prepared for unpredictable questions. Keep alert to ways you can build self-esteem. Above all, care about her.

As a counselor, you can gain respect of your girls by passing the Maiden step along with them (every year you teach). You will also respect them as you experience how they feel as they struggle to memorize scriptures, answer questions, read books, and complete activities.

The main objective of the Maiden step is to introduce Jesus as Savior.

By the time you have finished teaching the Maiden step, your girls will have heard the truth of salvation four times. Not only this, but they will have studied and memorized all the scriptures they need to become Christians. After they become Christians, they can lead others to Christ, using what they learned in the Maiden step.

What a rewarding year of teaching you will have! Your lessons will be the foundation on which the other steps will be laid. What the girls learn in Sunday School, during the worship hour, in church training, and in GMA will form a nucleus from which to build a solid relationship with Jesus.

Advance Instructions for Teaching the Maiden Step

Prior to beginning your studies in the Maiden step, read "Teaching *My Special Place* (page 93). This information will help in understanding the teaching method. Also familiarize yourself with the lesson outline (see the chart on page 95 and then prepare your lessons with these terms in mind.

Use Planning Guide 4 (following page 60) to plan your lesson schedule for the year. Be flexible in scheduling, since other church priorities may alter your plans.

Before you plan the year, get an overview of the Maiden step. First, read "Forward Steps — The Big Picture" (page 19). Then study the Maiden scriptures in several translations. Read them as if for the first time. Take a fresh look. Ask God to give you an insight you haven't seen before. You may want to study the scriptures in a commentary and check specific words in a Bible dictionary. Study all of the lessons carefully to see how they progress from one lesson to another.

As you plan your year of lessons, make sure you include the necessary missions lessons. Review "Teaching Missions" (page 91) for a good understanding of how to work missions into your teaching.

To help you in teaching, the following pages offer suggestions for each lesson. These suggestions correlate with the Maiden visual packet. You must obtain that packet to teach this step effectively.

The suggestions are a basis upon which you can build. You may want to modify or enlarge upon them. In any case, you will want to put the lesson in your own words. Never read a lesson to the girls. Adapt it to your teaching style.

The lesson plans for *My Special Place* appear in this *Counselor's Guidebook* in the following format:

Impact! — what a girl should know, feel, and do as a result of the lesson

Materials Needed — to assist you in preparation

Advance Preparation — suggestions on studying

Power Up! — an attention getter in order to activate the mind; something that will make the girls want to listen

Lesson Tips — suggestions in teaching the lesson

Take It With You — individual application of the lesson to the girl's life

Reach a Little Higher — Scripture memorization or other specific follow-through

★ "GMA — My Special Place"

Impact!

Each girl should:

1. Realize that the Girls' Missionary Auxiliary is her special place to serve God, a place where she can participate in the church
2. Be able to tell what the auxiliary does
3. Feel a sense of belonging

Materials Needed

My Special Place — Maiden, GMA manuals, and teacher's guide and pictures on the Watchword, Aim, Allegiance, and Star Ideals from the Maiden visual packet. These pictures may be colored with pencil crayons and then sprayed with clear acrylic spray (available at a craft or hobby store).

When presenting the lesson, you can display the pictures in a notebook binder. This works best when you are sitting at a table with the girls. Turn the pages as you teach. You will want the girls to see only one picture at a time, so insert a blank sheet of paper between the pages.

Advance Preparation

As you study the lesson in the visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you present the lesson.

Study the lesson enough to be able to present it to the girls in your own words. (Do not read from the teacher's guide.) This lesson will take two or more class periods, so do not rush.

Power Up!

Ask the following questions and discuss them as indicated:

How many of you have a special place to sit at the dining table? Do you have a place that belongs to you? Do you have a certain place to sit at school? How does that make you feel? Do you feel left out? Do you feel like an outsider? Of course, you don't. You go right to your place because you belong there.

Today we are going to talk about a special place for you at church. Listen to discover how you fit in that place.

Lesson Tips

Have the girls turn in their manuals to the GMA Watchword, the Aim, and the Allegiance. Ask them to recite with you each one before you teach that specific part.

After teaching the Watchword and the Aim, pass out the lesson books and have the girls answer the

questions in their books up to that point. Refer to the answer key on page 131). (This will probably take one lesson period.)

In another session, if necessary, finish teaching the lesson on the Allegiance and Star Ideals and have the girls complete their lesson book pages. Do not pass out the book until you are finished teaching. Always use the lesson book for review and reinforcement.

Keep in mind that the girls are very slow in their work in the lesson book and write in large letters. They should use a pencil that has an eraser. Encourage them to be honest but don't be judgmental of their answers. Encourage answering questions in their own words.

Take It With You

Have the girls think about what they heard during this lesson, and have each girl name one reason for becoming a member of GMA. After hearing their answers, you may want to give one reason for becoming a member.

Reach a Little Higher

Assignment after first session: memorize the Watchword and Aim and recite them at the next meeting.

Assignment after the second session: memorize the Allegiance and Star Ideals and recite them next week.

(Arrive at least twenty minutes early before each class period so that early arrivals can recite their memory work. You will not want to take class time for that.)

★ Keeping Memories

This lesson may be used for a class-time activity early in the Maiden year. It will help the girls to get started on collecting the GMA memorabilia for their memory book.

After you have taught this lesson, you will want to have a follow-up session on beginning individual memory books. At the end of the year, you may have a slumber party for all the girls to put together their memory books before coronation.

Since there is no information for the girls to memorize with this lesson, you will not find any material on it in *My Special Place* or in the Maiden visual packet.

Impact!

Each girl should:

1. Begin keeping a record of her GMA years
2. Know why a memory book is important to her

Materials Needed

A baby book, a school yearbook, a family photo album, an older GMA member's memory book, a shoe box for each girl, colored markers, colorful paper, glue, scissors, sticker art.

Check the scrapbooking section of your local stores for some of these items.

Advance Preparation

Make a memory-collection box as an example for the girls to follow in making their boxes. Cover the box with colorful paper. Use cut-out letters to spell "GMA Memory Box" on the lid (or write the letters). Draw pictures or use stickers to decorate the box.

Read the lesson suggestions and determine how you can make this a fun time. Activities such as this make GMA more enjoyable.

Teacher's Guide

Can anyone tell me what this is? (baby book) That's right! Why do you suppose we have baby books? What's so special about a baby book? (It is a record of a baby's first few years. There are many pictures that show a baby in different situations. It is a happy book. Looking at your pictures lets you see what you did, what you looked like, and how your family looked at that time.)

Here is another memory book with which you are familiar. What is it? (school yearbook) Why is this book so special? (It records the school year in words and pictures. It represents something special in a person's life because it has pictures of her friends and teachers.)

Another book we love to look at is this book. What is it (family photo album) Why is it special? (It shows a family enjoying holidays, outings, vacations, and church activities. It may have pictures of deceased family members whom the family wants to remember.)

All these books help us to remember good times and maybe even sad times. They are valuable to us because they are part of our lives.

There is a very special book that will help you to always remember the exciting, special times you experience in GMA. It is your GMA memory book. (Show an example. Call attention to pictures and memorabilia from coronations, house parties, retreats, and programs.)

Today you are going to make a GMA memory box to keep your own pictures, programs, and award certificates. Every time you have something you want to go in your GMA memory book, put it in the box. Later we will talk about how to put your memories in a scrapbook that you will add to throughout your

years in GMA.

(Use the remainder of time to work on the boxes. Ask the girls to purchase a large scrapbook or photo album by the time they have a session on beginning their memory book.)

★ "I Am a Sinner"

Impact!

Each girl should:

1. Be able to explain how sin came into the world
2. Be able to define sin
3. Realize that everyone sins
4. Recognize sin in her life
5. Realize that she has a choice to make

Materials Needed

My Special Place — Maiden and teacher's guide and flannelgraph visuals from the Maiden visual packet. In preparing your visuals, back the pictures with lightweight card stock using spray adhesive. Use spray adhesive to glue flannel fabric to the back of the pictures. Store the visuals in a reclosable plastic storage bag or top loading sheet protectors.

Advance Preparation

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the lesson book. Keep the answers to the questions in mind as you present the lesson.

Study the lesson until you can present it in your own words. Practice using the visuals on the flannel board so that your presentation will flow smoothly.

Power Up!

Ask the following questions and discuss them as indicated:

If you could choose between something good happening to you and something bad happening to you, which would you choose? That's a silly question, isn't it? You would choose the good thing.

Listen carefully to our lesson to discover what kind of choice God offers you.

Lesson Tips

Take your time so the girls can associate your words with the visuals. Give them time to think about what you are saying as they look at the pictures.

When you have finished teaching the lesson, pass out the lesson books and have the girls answer the questions. (You may need more than one class period to complete the lesson. If so, divide both teaching time and answering the questions.)

Take It With You

Display the words of Romans 3:23 and Galatians 3:22 on the flannel board. Ask the girl to read the scriptures and then answer these questions:

1. Who has sinned?
2. What does "we have not lived up to the perfect goodness of God" mean? (*"All have sinned, and come short of the glory of God."*)
3. What do you have to do to receive the promise of eternal life? (believe in Jesus [Galatians 3:22])

Reach a Little Higher

Memorize Romans 3:23 and Romans 3:9-10 and recite them at the next meeting.

★ "Dana's Discovery"

Impact!

Each girl should:

1. Be able to explain why she is responsible for her own sin
2. Realize God is ready to forgive her sins
3. Be able to explain how to invite Jesus into her heart

Materials Needed

My Special Place — Maiden and teacher's guide and pictures from the Maiden packet. Color the pictures with pencil crayons and spray them with acrylic spray. Using spray adhesive, back the pictures with lightweight card stock before backing them with flannel. To complete the pictures, follow the instructions in the teacher's guide. Store the visuals in a reclosable plastic storage bag or top loading page protectors.

Advance Preparation

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the lesson book. Keep the answers in mind as you present the lesson.

Present the lessons in your own words. Practice using the visuals on the flannel board to ensure a smooth presentation. This lesson requires more movement than most flannelgraph lessons.

Power Up!

Begin as follows:

How many of you have accidentally found your birthday or Christmas presents? Were you tempted to open them? How would your mother know if you did? Could she tell the wrapping paper was different? You are right! Most mothers could.

In today's story listen to see how Dana's father found out what she had done.

Lesson Tips

As you present the lesson, use a lot of expression. Girls this age like stories with expression. By making it real to them, you can cause them to see themselves in the story.

After teaching the lesson pass out the lesson books and have the girls answer the questions in their books. (You may want to use more than one class period.)

Take It With You

Ask the girls to think about the lesson. Ask each one to tell how she is like Dana. Then ask her what she can do about it.

Reach a Little Higher

Memorize Galatians 3:22 and recite it at the next meeting.

★ "My Need of the Gospel"

Impact!

Each girl should:

1. Be able to tell why she needs the gospel
2. Be able to explain what *believe* means

Materials Needed

My Special Place — Maiden, teacher's guide and flannelgraph pictures from the Maiden packet, paper or newsprint, and a felt-tip pen. Follow the instructions in the "Note to the Teacher" in the teacher's guide to prepare the pictures. Store the complete visuals in a reclosable plastic storage bag or top loading page protectors.

Advance Preparation

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the lesson book. Keep the answers in mind as you present the lesson.

Study the lesson to be able to present it in your own words. This lesson will take one or more class periods to complete.

Power Up!

With a felt-tip marker write the word *need* on a piece of paper or newsprint. Ask the girls to tell what it means. Ask them to name some of the important things they need to live. Write their list under the word *need*. After discussing important needs, ask them to listen carefully to find out what their most important need is.

Lesson Tips

After teaching the lesson, pass out the lesson books and have the girls answer the questions. You may want to teach half the lesson one class period and the remainder another time. In that case, let the girls answer the questions only as far as you have taught.

Take It With You

Place the words of Isaiah 53:6; John 3:36; and John 3:16-18 on the flannel board. Have the girls read the scriptures in unison several times. Then ask each girl individually to tell from the scriptures one reason why she needs Jesus.

Reach a Little Higher

Assignment after first session: memorize and be ready to recite Isaiah 5:6 and John 3:36.

Assignment after the second session: memorize and prepare to recite John 3:16-18. (Combine the assignments if you cover the lesson in one session.)

★ "What I Must Do to Be Saved"

Impact!

Each girl should:

1. Be able to explain what *saved* means
2. Be able to tell why Jesus is the way to be saved
3. Be able to give the meaning of "*confess with thy mouth*" and "*believe in thine heart*."
4. Know that Jesus is alive today and anxious to save her

Materials Needed

My Special Place — Maiden and the teacher's guide and flannelgraph pieces from the Maiden packet. Follow the instructions in "Note to the Teacher" in the teacher's guide. Store the complete visuals in a reclosable plastic storage bag or top loading page protectors.

Advance Preparation

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the lesson book. Keep the answers in mind as you teach the lesson.

Present the lesson in your own words. As you study, practice placing the visuals on the flannel board.

Decide whether you want to divide the lesson into two parts.

Power Up!

Display a picture of a car safety belt, pictures of a vaccination needle with medicine, a lock on a door,

and a life jacket. Ask: *“Why do we need a safety belt? Why do we need to get vaccinated? Why do you lock your doors? Why should you need a life jacket?”* Discuss the purpose of safety precautions.

Ask the girls to listen carefully to the lesson to see why they need protection and to discover what God has provided to make them safe.

Lesson Tips

If you want to divide the lesson into two parts, stop the first session before going into Romans 10:9. This will take the girls through question 12 in their lesson books.

Teach the lesson slowly so the girls will comprehend as they hear the words and see the visuals. Emphasize God’s love for each of them. Give them time to get the meaning. They may have questions. If so, take time to answer.

When you have finished a teaching session, pass out the lesson books and let the girls answer the questions in their books.

Take It With You

Place the visuals on the flannel board. Ask each girl to think of how much God loves her. How does she know He loves her? Why should she invite Jesus to come into her life? Why should she give God her life? Let those who volunteer answer. Some may not want to answer. They may first want to think about this issue. Don’t push. Let the Holy Spirit work with them. (See pages 177-179 for guidance in dealing with girls about salvation.)

Reach a Little Higher

Assignment after the first session: memorize and be ready to recite Acts 16:31.

Assignment after the second session: memorize and be ready to recite Romans 10:9-10, 13. (Combine the assignments if you cover the lesson in one session.)

★ “Sweeter Than Honey”

Impact!

Each girl should:

1. Be able to tell why the Bible is sweeter than honey
2. Be able to tell how God can use scripture to help her
3. Have a greater love for reading the Bible

Materials Needed

Bible, *My Special Place* — Maiden, cake, plates, forks, juice and cups, a jar of honey or picture of one, index cards, poster board and marker (or optional overhead transparency or chalkboard and chalk), and

pencils. You will also need the teacher’s guide and visuals for “Sweeter Than Honey” from the Maiden packet.

Advance Preparation

In preparing for the lesson, keep in mind that the lesson, review, and refreshments will take approximately an hour. Before class, have all the visuals set up and ready to present.

Using a recipe that appeals to your girls, bake and decorate a sheet cake to resemble a large Bible. Don’t let the class see the cake until you are ready to use it. Although you will serve only small portions of the cake at the beginning of class, you will offer the girls full servings with juice at the end.

Put the following Scripture references on separate index cards: Psalm 119:103; 1 Peter 2:2; Psalm 19:8-11; Jeremiah 15:16. Assign those verses to four girls before class begins. Help them locate the scriptures, so they will be ready to read when you call on them.

Write Psalm 119:103 on index cards to give to all the girls at the end of the lesson.

Make a poster like the visual illustration (M-69) in the Maiden packet. Prepare it in one of the following ways:

1. Use a copy machine to photocopy the chart on an overhead transparency. Cover each question with a masking card until you are ready to discuss it.
2. Use a poster board and a color marker to copy the chart in enlarged form. Cover the headings and questions with paper strips until you are ready to discuss them.
3. Copy the chart on a chalkboard before class time. You may cover each item with adding machine tape until you are ready to reveal it.

Study the lesson so that you can present it in your own words. Ask God to give you a fresh look and a deeper love for His Word as you study. Look at the lesson from a personal view before studying for the class.

Before class practice using the visual.

Power Up!

Display a jar of honey or a picture of one. Tell the class the name of the lesson. Ask: *Can you think of something that would be sweeter than honey? It would have to be very sweet to be sweeter than honey, wouldn’t it?*

Ask them to listen closely to see if they can discover what is sweeter than honey.

Lesson Tips

Although this lesson with the review and refreshments will take an hour, teach the lesson slowly. Give

time for questions and answers. Make your lesson live. Be enthusiastic! The students' appreciation of the Bible can be greatly enhanced by this lesson.

Take It With You

Review the lesson in *My Special Place*.

Give each girl a card displaying Psalm 119:103 to put on her mirror at home so she can remember that God's words are sweet like honey — to be read every day.

Reach a Little Higher

Memorize and be ready to recite Psalm 119:103.

★ "God's Messengers"

Impact!

Each girl should:

1. Be able to give reasons why God used the children of Israel in writing His message to us
2. Be able to tell how God gave us the Bible
3. Know whom God used to write Genesis through Song of Solomon
4. Know how many books are in the Bible

Materials Needed

Bible, *My Special Place — Maiden*, teacher's guide and visual to "God's Messengers," cassette player with an audio cassette tape, poster board and marker, index cards, pencils

You may wish to sing the song, "Books of the Old Testament." You may find the song in *Salvation Songs for Children, Number 1*, published by Child Evangelism and available at your Christian bookstore.

Advance Preparation

Let Psalm 119:103 motivate you in teaching this lesson. Your sincere belief that God's Word is sweeter than honey can be contagious.

Ask your pastor to record a brief message to the GMA telling how excited he is that the girls are studying the books of the Old Testament and pledging his prayers for this effort.

Make a poster by enlarging the illustration in the visual packet. Draw the shapes on the poster, but do not write the labels until the appropriate times during the lesson. The poster will be used in this lesson as well as "The Prophet Messengers."

The girls need their outline of the poster in *My Special Place — Maiden* (on the next page after "God's Messengers"). Have them fill in their outline as you complete yours.

Prepare an index card for each girl with the heading *Ways I Can Be God's Messenger This Week*.

You may want to complete your visual before class time, using strips to cover the wording. As you teach, take each strip off at the appropriate time.

Learn the song "Books of the Old Testament" if you choose to use it. It will help the girls learn the books by groups, such as the books of law, history, poetry, major prophets, and minor prophets.

Power Up!

Review last week's lesson. After asking questions, let the girls collectively recite Psalm 119:103.

Tell the girls you have a message for them from a special person. Ask them to listen closely to the words.

After playing the tape from your pastor, ask the following questions:

Who sent this message? (Wait for the girls to answer.) *Why did he send the message?* (Your pastor cares about the girls. He wanted to encourage them by telling them he is praying while they study.) *How did you receive the message?* (It was delivered by the teacher.) *What did you have to do to receive it?* (They had to play the tape.)

Relate that this illustrates how God gave the Bible. He used about forty different messengers during more than 1500 years to deliver His words to us. His messengers wrote sixty-six books that make up the Bible. The name *Bible* means "book."

Explain that God didn't use a tape recorder to deliver His message to us. He used other ways to get His message through. Ask the girls to open their lesson books to "God's Messengers" and listen closely as you tell them one of those ways God used.

Lesson Tips

Present the lesson with enthusiasm. Act out the story of Moses dramatically. Keep in mind that this one segment sums up the total Old Testament, which the girls will be hearing throughout their lives. The words the *law and the prophets* throughout the New Testament describe how God dealt with His people in the Old Testament.

The lesson gives another opportunity to teach the way of salvation.

Sing the first three verses of the song "Books of the Old Testament."

Take It With You

Review the lesson in *My Special Place*.

Give each girl a card for listing "Ways I can be God's messenger this week." Ask her to write at least two ways she is going to be God's messenger in the coming week.

Reach a Little Higher

Memorize the list of books, Genesis through Song of Solomon. Be ready to recite it.

★ “The Prophet Messengers”

Impact!

Each girl should:

1. Be able to define *prophet*
2. Know that each book of the Old Testament foretold the coming of the Messiah
3. Know the name of the Messiah

Materials Needed

Bible, *My Special Place — Maiden*, the poster from “God’s Messengers,” a marker, two dowels and paper to make a scroll, pencils, and the song “Books of the Old Testament”

Advance Preparation

Read Jeremiah 36.

You may want to select two biblical characters from flannelgraph stories or other visuals in your church’s teaching resources. (Check with Sunday School teachers for suggestions.) Use the figures to represent Jeremiah and Baruch.

Prepare a scroll to represent the one on which Baruch wrote Jeremiah’s words. Use it as a visual with “Jeremiah” and “Baruch” or without the figures.

Review the song, “Books of the Old Testament.”

Know the lesson well so you will not have to read the teacher’s guide in class. This will hold the attention of the girls. It will also allow you to see how the class is receiving the lesson.

Power Up!

After reviewing “God’s Messengers,” ask: *If God wanted to speak to you today, what would He do? Would He call you on the telephone? Would He write you a letter? Or would He put the message in the newspaper for you to read?* Wait for response.

Explain: *The truth is, God does want to talk to you. That is why you have a Bible. Everything God wants to say to you is recorded in His Word, the Bible.* Display the Bible. Turn the pages as you talk. Do this each time you refer to the Bible.

Continue: *In Old Testament times when God wanted to speak to His people, He used a prophet. God spoke to the prophet, and the prophet told the people what God said. God used different ways to speak to the prophets. Listen closely to see how He spoke to one of His prophets named Jeremiah.*

If you choose to teach the song “Books of the Old Testament,” sing the first three stanzas learned in

the last lesson, then add the last three stanzas.

Lesson Tips

Remember to present the lesson material without reading from the teacher’s guide.

Take It With You

Review the lesson in *My Special Place*.

Reach a Little Higher

Memorize the entire list of the Old Testament books and be ready to recite all thirty-nine next week. Be able to name the writers of the books.

★ “You Can Be a Missionary Too”

Impact!

Each girl should:

1. Be able to explain God’s mission plan
2. Recognize her place in God’s mission plan and be able to name three ways she can do her part

Materials Needed

Bible, *My Special Place — Maiden Step*, teacher’s guide and pictures from the Maiden packet, and notebook paper. Color the pictures and words with pencil crayons (map pencils). Use spray acrylic or a fixative (purchased at an art supply center) to seal colors so they will not smear. Cut out each picture outline at the top and cut along dotted lines at the bottom. Back the pictures with flannel.

As an alternate way to present the lesson, use a glue stick to anchor the pictures along the wall link by link. Or you could make a giant accordion-fold tract linking the pictures together with the words above them as in the teacher’s guide.

Advance Preparation

In your study correlate the visualized lesson in the Maiden packet with the lesson outline in *My Special Place — Maiden*. Make notes about where you will emphasize the answers to the lesson outline and where you will personalize the lesson for your GMA. Use current happenings with which they are familiar.

Power Up!

Write the words “God’s Mission Plan for Me” on the chalkboard or on poster board. Use the following introduction:

What does the word plan mean? (Wait for a response.) Did you make plans for something you wanted to do today? What about visiting a friend or going to a

special place? Can you give me an example? (Wait for response.) What would have happened if you had not made plans? Maybe you wouldn't have had as much fun or you may have missed out altogether.

What about school? Do your teachers at school have plans for your learning? Surely they do. They have plans for your particular grade and follow that plan throughout the year. This continues grade after grade until you graduate. We could say that your school has a plan for your life. The goal is for you to learn how to be a good citizen in your community — by the job you will have, by the way you treat other people, by helping others learn.

God has a plan for your life as a Christian. He has plans for you right now and each year hereafter. Listen closely to what His plans are.

Lesson Tips

Present the introduction to "You Can Be a Missionary Too" in *My Special Place*. Tell it in your own words before presenting the lesson.

Take It With You

Review the lesson in *My Special Place*. Ask each girl to write on notebook paper one way she will be a missionary in the coming week. She can insert this sheet in her lesson book.

Reach a Little Higher

Choose one assignment in "My Town" to complete. Fill out the assignment information in the lesson book before the next meeting. (The assignment should be "Missions to the Sick," "Missions to Friends," or "Missions to New People.")

★ "My Nation — My World"

All girls who are on their Maiden step should complete this lesson before they have any missions study on "My Nation" (North American missionary or field, formerly called interstate) or on "My World" (international missionary or field, formerly called foreign). You may take one full session on this special lesson. Or you may want to plan to include one of the North American missionaries and his field of service (a "My Nation" study) on the same night, since the lesson will be short.

Impact!

Each girl should:

1. Know that churches can help send missionaries throughout the United States and North American continent, as well as to other countries by cooperating with the Baptist Missionary

Association of America

2. Know where the BMA of America missions office is located and who the directors of missions are
3. Get acquainted with *The Gleaner* as a source of information on missions
4. Understand how her church supports North American and international missions
5. View GMA as a missionary auxiliary
6. Identify ways she can be involved in world missions

Materials Needed

My Special Place, *The Gleaner*, for current information, and a dictionary. There is no teacher's guide or visual material for this lesson in the Maiden packet. Check the teacher's resources for missions for suggestions (page 92).

Advance Preparation

Read the entire lesson and decide what will interest your girls. You will need to read the questions in the lesson book and be able to answer all of them correctly.

You will need to check with your church treasurer or church secretary to learn the total your church has given to North American and international missions.

You should be able to find the names of the director of missions in a current issue of *The Gleaner*. Learn how to pronounce each name.

Check your room to make certain you have a chalkboard, chalk, and eraser ready to use.

Power Up!

Write the initials *BMMA* on the chalkboard in large letters. Ask the girls if they have heard their parents or others in the church talk about "the BMA." Find out if they know the name of the Baptist Missionary Association of America.

Lesson Tips

Make the study as interesting as possible instead of a list of statistics. Show issues of *The Gleaner*, the missions magazine of the Baptist Missionary Association of America. Allow them to find the pictures of the directors as you talk about them. You may find a picture of the national missions office in a past issue of *The Gleaner*. If you or the girls have a computer at home, you may go to the Web site, www.bmaam.com, and find pictures, articles, and information.

When you have completed the lesson, give each girl her lesson book for "My Nation — My World." Make certain each girl can answer all the questions correctly. You will need to help the younger and slower girls. Allow them to look up the words to define in the

dictionary. Help them to locate the best definition for each word; not all definitions will fit the use of the word in this lesson.

Take It With You

Have each girl answer each question in her lesson book. Write the appropriate words and figures on a chalkboard to assist the girls in their answers.

Reach a Little Higher

Write to one of the missions directors in the national office, expressing appreciation for his work. Pray for the missions directors by name every day for one week.

B. Lady-in-Waiting Step

As teacher of fifth graders you have a very interesting job. What will your class be like?

Your girls are known for being hyper and explosive. Their hands wave to answer questions and to be chosen. They are active, very active. They are eager learners, fact finders, and memory buffs. They are collectors of just about anything that catches their interest.

They have a short attention span and are faster than a speeding bullet to recognize a flat lesson. Your job is to motivate them, channeling all that energy into getting acquainted with Jesus. Because of that relationship with Jesus, you want to use their abilities in doing enjoyable things for others.

Fifth graders understand concrete teaching. They have difficulty understanding abstract things. So their teacher must be specific with her illustrations. For example, instead of saying, "God takes care of you," give specific ways in which He takes care of them. "God gave you a place to live. He gives you food to eat. He provides clothes for you to wear. He gave you parents to love and protect you." These illustrations say more than a blanket statement of how God takes care of them. It takes more time to use this method, but it is more effective. Keep this in mind as you teach.

The junior years are vital ones for Christian education, for gaining an understanding of who God is and how He works on earth, for getting acquainted with Bible history, for understanding the church, and for experiencing the nearness of God.

What a privilege you have to be a GMA counselor and friend in this time of your girls' lives.

You can gain the respect of your girls by passing the Lady-in-Waiting step along with them (every year you teach). You will also respect them as you experience how they feel as they struggle to memorize scrip-

tures, answer questions, read books, and complete activities.

The main objective for the Lady-in-Waiting step is to introduce the girls to their church.

As a Lady-in-Waiting counselor, you will carefully lay a foundation for a genuine love of God's people who make up the church. You will teach the girls as loving church members what their responsibilities are. You will introduce privileges they will enjoy as members of the church.

You can develop an abiding love for God and His people by living your lessons. As an example for the girls, your life will have a remarkable impact upon their lives.

Advance Preparation for the Lady-in-Waiting Step

Prior to beginning your studies in the Lady-in-Waiting step, read "Teaching *My Special Place*" (page 93). This information will help in understanding the teaching method. Also familiarize yourself with the chart displaying the lesson outline (page 95), and then prepare your lessons with these terms in mind.

Use Planning Guide 4 (following page 60) to plan your lesson schedule for the year. Be flexible in scheduling, for other church priorities may alter your plans.

Prior to planning the year, get an overview of the Lady-in-Waiting step by reading "Forward Steps — The Big Picture" (page 19). Also read the Maiden step overview (page 94). This tells you what the girls have previously studied and how you will guide them in the coming year.

Next, study the Lady-in-Waiting scriptures in several translations. Read them as if for the first time. Take a fresh look. Ask God to give you an insight you haven't seen before. You may want to study the scriptures in a commentary and check specific words in a Bible dictionary. Study all of the lessons carefully to see how they progress from one lesson to another.

As you plan your year of lessons, make sure you include the necessary missions lessons. Review "Teaching Missions" (page 91) for a good understanding of how to work missions into your teaching.

The following pages provide suggestions for teaching each Lady-in-Waiting lesson. These helps assume that you have the Lady-in-Waiting visual packet for yourself and *My Special Place — Lady-in-Waiting* for each girl. Every lesson is outlined to help in preparation.

As you study, keep in mind the characteristics of the girls and make necessary adjustments.

★ Introduction to the Lady-in-Waiting Step

The first session in the Lady-in-Waiting step should be used to get acquainted with each other — counselor and girls. Use this time also to introduce them to their step. Distribute copies of the Lady-in-Waiting step of *My Special Place* and read the introduction. Give them an exciting overview of all the things they will learn in the coming year. Tell them how excited you are to have each of them and how you are looking forward to spending the next year with them. Never stop believing just that!

★ “We Covenant Together”

Impact!

Each girl should:

1. Be able to tell why Baptist churches have church covenants
2. Be able to tell how a person becomes a member of a church
3. Know that Jesus is the head of the church
4. Be able to explain how the Holy Spirit leads the church
5. Be able to tell why it takes a team effort to win others to Christ and how to give encouragement to each other
6. Be aware of the love and support she will experience as a church member

Materials Needed

My Special Place — *Lady-in-Waiting*, and teacher's guide on the Church Covenant and pictures from the Lady-in-Waiting packet. Color these pictures with pencil crayons and spray them with acrylic spray. You may use them as a flash-card lesson by gluing each picture to a piece of colored poster board. You may want to make transparencies for the overhead projector. If so, check with an office-supply company to have transparencies made at a nominal cost; or make them on your church copy machine. The transparencies can be highlighted with colored transparency pens to make them more attractive.

You will need blank paper and a pen or pencil for each girl for the “Power Up!” activity.

Advance Preparation

Read the Church Covenant several times and jot supporting Scripture references beside each statement. This will help in teaching the lesson. All of the agreements can be scripturally supported.

You may want to check with the Baptist Publishing House for material that has been prepared for Sunday School or Christian Growth Ministry based

upon the Church Covenant.

As you prepare the lesson in the teacher's guide from the visual packet and in the girls' lesson book, highlight the answers to the questions. Keep the answers in mind as you present the lesson.

Study the lesson until you can present it in your own words. You may want to take the concepts and present them in a different way. Keep in mind that you teach girls, not lessons. Use your creativity to develop a lesson that will adapt to the needs of your girls.

Power Up!

Give each girl a sheet of paper and a pen or pencil. Write the following on a chalkboard or poster board:

Lady-in-Waiting Contract

I, _____, do promise that I will work hard on the Lady-in-Waiting step and that I will do the best I can on every lesson. Furthermore, I will also pray for each girl who is working on the Lady-in-Waiting step.
Date _____
Signed _____

Ask each girl to copy the above agreement. By writing the contract herself, she will think about what it says. Discuss the contents. Emphasize that the contract draws all the girls together in a promise to pray for each other.

After discussing the importance of a promise, ask if they would like to enter into this agreement with the other girls. If so, have each girl put her name in the blank and then sign and date the contract.

Explain how each one has made a covenant with the others. It is an agreement, a pledge, something they intend to do.

Relate that they made another agreement, a covenant, when they became church members. Ask them to listen carefully to discover what they promised.

Lesson Tips

Give examples of how one can keep different promises within the covenant. Write the difficult words and their definitions listed in the lesson book on a chalkboard or large poster so the girls can see them when they write their version of the covenant.

After you teach the lesson, direct the girls' attention to this lesson in *My Special Place* and let them answer the questions. Always use the lesson book for review and reinforcement. You can find an answer key to *My Special Place* — *Maiden* in *Counselor's Guidebook* (page 131).

Take It With You

Ask the girls to think of some of the good things about being a member of their church. Discuss their answers. Compliment each girl for her input. Keep in mind you are introducing the church to the girls.

Reach a Little Higher

Prepare to give oral answers to questions on the Church Covenant next week.

Sample Quiz on the Church Covenant

1. What is a church?
2. Name the four steps to becoming a member of a church.
3. Why do we have a church covenant?
4. What are the two ordinances of the church?
5. Name at least four ways you can carry out your responsibilities to your church.
6. Who leads the members of the church?
7. Name at least three things which you should not do as a member of Christ's church.
8. In what ways should you, as a Christian and church member, care for others who are members of your church?
9. What is reconciliation?
10. When a Christian moves from one community or town to another, what should be one of his first actions when reaching his new home?

Answer Key

1. A church is a local body of baptized believers covenanted together to carry out the commands of Christ. (Any similar answer is sufficient.)
2. Believe in Jesus, receive Jesus into my life as Savior, profess faith in Jesus, and be baptized
3. We have a church covenant as an agreement between the members to support the church and one another in the ways that a Christian should. When we make promises to each other, we are more apt to support each other.
4. Baptism and Lord's Supper
5. Any of the many ways listed in paragraphs two, three, and four of the covenant
6. The Holy Spirit
7. Tattle, backbite, gossip, sell or drink alcoholic beverages, be excessively angry
8. Any of the ways listed in paragraph four of the covenant
9. Reconciliation is the restoration of friendship or communication that has been broken.
10. Find a church of the same faith and join her

★ "Characteristics of a Christian — Lesson 1"

Impact!

Each girl should:

1. Realize that obeying God will give her joy
2. Be able to tell why choosing to disobey God will bring unhappiness
3. Know how God expects a Christian to act
4. Be able to give the characteristics of a Christian

Materials Needed

My Special Place — Lady-in-Waiting and teacher's guide and pictures from the Lady-in-Waiting visual packet. Color these pictures with pencil crayons and then spray them with acrylic spray. Back each visual with lightweight card stock and glue flannel on the back with spray adhesive. Store the visuals in a reclosable plastic storage bag or top loading page protectors.

Follow the instructions in the teacher's guide in the visual packet for the lesson presentation.

Advance Preparation

Read Matthew 5:1-12 several times. Ask God to speak to your own needs through these verses. You may want to read several different translations. A commentary and Bible dictionary are additional helps. After you have read the scripture for your own benefit, read it again in light of teaching it to the girls.

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you teach.

Study the lesson and practice using the visuals to perfect your presentation before class time.

Power Up!

Use the visuals as described at the beginning of the teacher's guide. As a supplement to or substitute for pictures, you may want to bring an actual report card or a cake that you have baked. (You could serve the cake for refreshments after the lesson.)

Ask the girls to listen for some of God's promises.

Lesson Tips

Ask the girls to turn to Matthew 5:1-12. Read the verses together slowly two times. This will help the girls to better understand when you are teaching these scriptures.

As you teach the lesson, ask questions that cannot be answered with a yes or no. This will teach the girls to think and give them an opportunity to express their thoughts. Always compliment them on their answers.

If the answer isn't correct, be careful not to discourage the girls. Rephrase the question.

At the close of the lesson, write the word *characteristic* on the chalkboard. Write this definition beside it: *A quality that can be readily seen in a person.* Help the girls to think of the characteristics of a Christian they studied in this lesson — humility, unselfishness, love, moral purity, peacemaker.

When you have completed the lesson, pass out the lesson books and let the girls work in them. You may want to teach the lesson in two parts. If so, at the end of each session work in the lesson book as far as you have taught.

Take It With You

Place the pictures of a heart, the girls fighting, and the girl praying on the flannel board. Ask the girls if these pictures could be them. Ask if they had an argument at home or school today.

Explain how they can be happy again by asking God to forgive them for disobeying Him. Ask each to bow her head and repeat from her heart a prayer asking for forgiveness. Thank God for His promises of being happy when we please Him.

Reach a Little Higher

Memorize Matthew 5:1-12 and be ready to recite it at the next meeting.

★ "Characteristics of a Christian — Lesson 2"

Impact!

Each girl should:

1. Be able to tell how her life as a Christian will have an influence upon others because she is like salt
2. Realize that she was saved for a purpose — to bring others to Jesus
3. Be able to tell why her actions are to make others want to know God
4. Be able to tell the characteristics of a Christian that are given in this lesson

Materials Needed

My Special Place — *Lady-in-Waiting*, teacher's guide and pictures from the *Lady-in-Waiting* visual packet, a salt shaker, a candle, matches, and a small bowl of unsalted popcorn for each girl. Follow the instructions in the first lesson to complete the flannelgraph pictures.

Advance Preparation

Read Matthew 5:13-16 several times. Ask God to

give you the insight He wants you to have. You may want to read the passage in a commentary.

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you teach.

Study the lesson enough to present it in your own words.

Power Up!

Give the girls small bowls of unsalted popcorn. Tell them not to begin eating until you give the word. Ask them to take a bite and describe how it tastes. Does it taste right? Ask if there is anything wrong with it. (Most will agree it is tasteless or that it needs salt.)

Tell them Christians are like salt to people who don't know Jesus. Ask them to listen to discover why.

Lesson Tips

Ask the girls to turn to Matthew 5:13-16. Read the verses together slowly.

Display the bowl of popcorn again. Use these thoughts to guide discussion. *Can anything take the place of salt on popcorn? Of course not; there is no substitute that tastes the same as salt.* (Salt the popcorn.) *Just like the salt on the popcorn, there is nothing that will take the place of a Christian in this world. Jesus said the world needs Christians to guide them to God. Can you imagine what the world would be like without Christians?* (Let the girls respond and then comment.)

Adapt the lesson to your girls' understanding.

Illustrate verses 14-15 with a candle.

After teaching the lesson, pass out the lesson books and have the girls answer the questions in their books.

Take It With You

Ask each girl to think of a way she can be a light for Jesus tomorrow among her friends.

Reach a Little Higher

Memorize Matthew 5:13-16 and be ready to recite Matthew 5:1-16 next week.

★ "The Law of a Christian"

Impact!

Each girl should:

1. Be able to explain how much she should love God
2. Be able to tell how she should love others
3. Be aware that when she accepted Jesus as Savior, Jesus gave her the ability to love and that she cannot love by herself

Materials Needed

My Special Place — Lady-in-Waiting, teacher's guide and pictures from the Lady-in-Waiting visual packet, poster board, and notebook paper. Color the pictures with pencil crayons and then spray them with acrylic spray to seal the colors.

Advance Preparation

Read Matthew 22:35-40 and Luke 10:25-37 for your own benefit. You may want to read several translations. A commentary and *Vine's Expository Dictionary* are additional helps. After you have studied the scriptures for personal application, read them again in light of teaching the girls.

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you present the lesson.

Study the lesson and practice using the visuals to perfect your presentation before class time.

Power Up!

Write *law* at the top of a poster board. Ask what the word means. Explain the meaning as "a set of rules to live by."

Place a picture of a stop sign on the poster board. Ask what law we must obey when we see this sign. Is it a good law? Why? Ask what could happen if we disobeyed. (We could get a ticket, have a wreck, or hurt someone.)

Place a picture of a heart on the poster board. Ask what kind of law a heart suggests. Ask the girls to listen to the lesson to discover the best law ever given — a law concerning the heart.

Lesson Tips

Ask the girls to turn in their Bibles to Matthew 22:35-40. Read these verses together slowly two times.

As you present the lesson, ask open-ended questions that will cause the girls to think. Teach on their level. Make the lesson relevant to them.

When you have completed the lesson, pass out the lesson books and let the girls work in them.

Take It With You

Ask the girls to think of a way they can show God they love Him today. Have them write their answers on notebook paper. Ask them to think of a way to show their parents they love them today. They may also record this answer on the notebook paper. They can insert the paper in their lesson books.

Encourage them to go home and do what they say they will do.

Reach a Little Higher

Memorize Matthew 22:35-40 and be ready to recite it at the next meeting.

★ "Dying in Order to Live"

Impact!

Each girl should:

1. Have an understanding of why Jesus died
2. Be able to tell what Jesus actually did for her as an individual
3. Be able to give examples of how she can live her life for Jesus

Materials Needed

My Special Place — Lady-in-Waiting, teacher's guide and pictures from the Lady-in-Waiting visual packet, pinto beans planted two weeks earlier as described in the "Instructions" in the teacher's guide, and notebook paper. Before backing each visual with flannel, glue the pictures to lightweight card stock. This will make them more durable.

Advance Preparation

Note that you must have your girls to plant beans two weeks before teaching this lesson. See the "Instructions" in the teacher's guide in the visual packet for more information.

Read John 12:23-33 several times to observe how John 12:32 was used in its context. You may want to read about this passage in a commentary. After you have an understanding of these verses, you are ready to begin studying the lesson.

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the girl's lesson book. Keep the answers in mind as you present the lesson.

Practice the lesson using the visuals so that when you present it to the girls, you will do so naturally.

Power Up!

Display a container with a bean sprouting. Ask the girls how the beans they planted two weeks ago are looking. Discuss how they put the seed in the dirt to die. Tell what happened when the seed died. Point to the bean plant now alive and growing. Before it could spring forth and grow as a plant, it had to die. Ask the girls to listen to the lesson to discover why Jesus had to die before they could live.

Lesson Tips

Ask the girl to turn to John 12:32. Slowly read this verse in unison three times.

Follow the lesson guide. Then pass out the lesson books to be completed.

Take It With You

Ask the following questions: Can you imagine what you have been given by Jesus? He has given you a new life. How can you live for Him this week to show others that you belong to Jesus?

Have them write their answers on notebook paper to insert in their lesson books. Close with prayer asking God to help each girl to live for Him.

Reach a Little Higher

Memorize John 12:32 and be ready to recite it next week.

★ “As You Go ...”

Impact!

Each girl should:

1. Gain an understanding of what a church does
2. Recognize her responsibility to share Christ with family and friends
3. Be able to tell why the church trains her to love God and tell others about Him
4. Be able to tell how GMA is a part of this training

Materials Needed

My Special Place—*Lady-in-Waiting* and teacher's guide from the *Lady-in-Waiting* visual packet. Follow the instructions in the teacher's guide to complete the visuals. You may store the visuals in a reclosable plastic bag or top loading page protectors.

You will need poster board with the word *mission* written on it. You will also need an index card for each girl with the following message: _____, *you have been given the authority by your GMA counselor to go out among your friends and bring a new girl to our next meeting. The purpose of your mission is to give your friend an opportunity to hear about Jesus. I promise to pray for you and help in any way I can. Signed* _____.

Advance Preparation

Read Matthew 28:16-20 as if for the first time. First, read it for your own benefit. Ask God to give you insights that you haven't seen from these verses before. Then study the passage for teaching the lesson.

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you present the lesson.

Practice the lesson using the visuals to perfect your

presentation before class time.

Power Up!

Hold a poster board with the word *mission* written on it. Discuss this word as follows:

Does anyone know what this word means? (Let the girls answer. Mission means “sending out or being sent out with authority to perform a specific task.”)

I have a GMA mission for each of you to perform. Your mission is written on these cards. (Give each girl a card.) Now you have been given authority by me to go out and bring a new girl to GMA next week. This is your mission. I promise to pray for you and will help in any way I can.

(Display *mission* again.) *What does the word mission mean?* (Let the girls answer.) Ask them to listen to discover our mission as Christians and church members.

Lesson Tips

This is an excellent lesson that will give the girls a better understanding of the role of the church in the world. You will need to adapt it to their level of comprehension.

After the “Power Up!” described above, have the girls turn in their Bibles to Matthew 28:19-20. Slowly read these verses together two times. Then follow the teacher's guide in the visual packet.

Throughout the lesson keep emphasizing that church members are a team who work together by aid of the Holy Spirit. Their love for Him gives them the desire to participate in bringing others to Him so they can be taught. Then those people can participate by bringing others. It is an ongoing process for Jesus.

Just as God provided Jesus to die on the cross for sinners, He planned the church to carry out His work on the earth. There is no other way!

When you have completed teaching the lesson, pass out the lesson books and let the girls work in them.

Take It With You

Ask the following questions:

Why did God give us this mission? Why would He care for people who don't seem to love Him? Do you know a Bible verse that tells us why? How about John 3:16? Let's read it together. Now what does this verse tell us?

If we think of this verse when we are with unsaved people, it will help us tell them about Jesus. Why? Because we know God loves them and that is the best reason to tell them!

(Hold up your GMA mission card.) *If you want to complete this mission, sign your name in the space at*

the top. Let's pause for a moment and ask God to help us perform our mission.

Reach a Little Higher

Memorize Matthew 28:19-20 and be ready to recite it next week.

★ "God Kept His Promise"

Impact!

Each girl should:

1. Know what God promised and how He kept His promise
2. Know the meaning of New Testament
3. Be able to use the cross illustration to explain the message of the Bible
4. Be able to tell how she became a part of the "New Agreement" with God

Materials Needed

Bible, teacher's guide from the Maiden packet, *My Special Place — Lady-in-Waiting*, poster board, and colored markers. You will need some other materials if you decide to use one of the optional visual methods mentioned below.

Advance Preparation

Make posters by enlarging illustrations LW-1, LW-2, and LW-3. You will use these visuals with this lesson as well as "A New Helper." If you prefer, you may prepare these visuals in one of these alternate ways:

1. Use a photocopier to make transparencies for the overhead projector.
2. Make paper wrappers that you can place temporarily around ten books to represent the divisions of the Bible. On the wrappers label the book spines and covers as shown on illustrations LW-1 and LW-2. Position the books on a shelf as shown. You could let the girls practice placing the books in the proper order.

If you enlarge the illustrations on poster board, for best effect write in the wording on the book covers as your lesson progresses. You may choose to cut illustration LW-1 into pieces to fit together like a puzzle. If so, back the pieces with flannel so that you can anchor them on a flannel board as you teach.

Regardless of the visual form you choose, the girls will need to fill in "The New Testament Books" chart in *My Special Place* as you teach. It follows immediately after "God Kept His Promise."

Begin your preparation for this lesson by studying Matthew, Mark, Luke, and John. Get an overall picture of how God used these writers to present Jesus

to the world.

As you study, let God speak to you. This is a very important lesson, for it focuses upon the good news of Jesus. Try to see Jesus through the eyes of your students.

Read the teacher's guide in the Lady-in-Waiting visual packet. Keep in mind what your girls can comprehend, and prepare your lesson accordingly. Complete the lesson in your copy of *My Special Place — Lady-in-Waiting*.

You may wish to teach the girls a song to help them memorize the books of the New Testament. You may find the song, "The Books of the New Testament," in *Salvation Songs Number 1* (Child Evangelism Fellowship Press).

Power Up!

Use the "Introduction" in the teacher's guide in the visual packet.

Lesson Tips

Take enough time to adequately teach. Be enthusiastic! This is the good news of Jesus. Girls need hope for today just as adults do. Help them to identify with the Good News.

When you have completed the lesson, let the girls answer the questions in their lesson books.

Take It With You

Ask the girls to think of someone who needs to hear the good news of Jesus. Have them write that name in their lesson books in response to question 13.

Reach a Little Higher

Be able to name the first four books of the New Testament, who wrote them, and to whom they were written.

★ "A New Helper"

Impact!

Each girl should:

1. Identify the Helper whom Jesus promised to send
2. Be able to explain why we need the Holy Spirit
3. Be able to tell why the church was organized
4. Be able to define her role as a church member

Materials Needed

Bible, *My Special Place — Lady-in-Waiting*, teacher's guide from the Maiden visual packet, visuals from "God Kept His Promise," and a sheet of stationery for each girl

Advance Preparation

You will use the same visuals as in "God Kept His Promise." As you display the visuals, have the girls complete the matching drawings in their lesson books on the chart of "The New Testament Books."

Before studying the lesson, read the book of Acts. Ask God to give you insights that you haven't received before. Get to know the Holy Spirit and His ministry in your life. Study His purpose in coming to live within each believer. Try to see Him as your students see Him. Let God guide your thoughts as you prepare the lesson. He knows your students and what they can comprehend.

Power Up!

Use the "Introduction" in the teacher's guide in the visual packet.

Lesson Tips

This is a lesson of triumph. It is God's plan for the church and His final victory over Satan. Teach with enthusiasm!

After finishing the lesson, ask the girls to answer the questions in their lesson books.

Take It With You

Give each girl a piece of stationery and ask her to write a short letter to a friend telling her about her church and GMA. Ask her to invite the friend to come with her each week and learn more about Jesus.

Reach a Little Higher

Memorize the list of books of the New Testament and be ready to recite them next week.

★ "Know Your Bible"

Impact!

Each girl should:

1. Discover where she places her values
2. Be able to tell what God wants her to value most
3. Be able to give five ways that she can learn what is important to God

Materials Needed

Bible, *My Special Place* — *Lady-in-Waiting*, teacher's guide in the Maiden visual packet, props called for in the teacher's guide, poster board and markers, stationery, and a costume for "Solomon"

Advance Preparation

This is a fun lesson in presenting right values. You

may want to dress up like Solomon or ask a young man to be Solomon. Your youth pastor would make an ideal "Solomon." In any case, practice the lesson before actually presenting it to the girls.

"Solomon" continues to guide the feedback in *My Special Place* as he lets the girls discover what they value. He will encourage them to answer all the questions.

Make a small poster with the heading *Five Ways You Can Learn What Is Important to God*. List the five ways and keep them covered. Solomon will uncover each one at the appropriate time.

Power Up!

Use the "Introduction" in the teacher's guide in the visual packet.

Lesson Tips

Note to "Solomon": Present the lesson in your own words. Know what you are going to do and have the visuals ready so the lesson will go smoothly. Walk around the room as you make your observations. Make your character believable! Stay in character throughout the lesson and the work in *My Special Place*.

Take It With You

Give each girl a piece of stationery and ask her to write a short letter to God telling Him what she has learned in this lesson. Ask her to tell Him what she plans to do with this knowledge and ask His help in her decision.

Reach a Little Higher

Be able to tell five ways you can learn what is important to God.

★ "Biographies of Great Baptists"

In the Lady-in-Waiting step girls must read and report on the biographies of three great Baptists. You may choose to devote one or more class sessions to getting girls started on their reading or letting them give oral reports on great Baptists about whom they have read. Such class sessions would provide extra incentive and guidance.

On the other hand, you may choose for the girls to do their reading and written reports completely on their own time and not devote any class sessions to this assignment. If so, you will need to keep in touch with the girls personally as they fulfill their requirements.

One of the books that girls may read as a great-Baptist book is an out-of-print book, *Echoes From*

Beautiful Feet, in which each chapter contains a brief biography. Another book, *Their Works Follow Them*, also contains brief biographies of great Baptists. So that the work load will balance with girls who read separate book-length biographies, you may require your girls to read all of either of these books and then report on three chapters.

You may use the following questions on these books in one of two ways. (1) After all of your girls have read the book and reported on three great Baptists, use these questions as a test during a class session. (2) Type the questions and give them to a girl to use as a study guide while she reads the book.

The Reviewing Council may also use these questions for reference; however, you should tell the Reviewing Council which biographies each girl reported on.

Questions for *Echoes From Beautiful Feet*

- _____ was a preacher who brought Christmas toys for underprivileged children with his own funds.
- Instead of going to his job _____ went to church on a weekday to surrender to God's call to the ministry.
- The efforts of _____ in teaching culminated in the organization of a Bible school.
- The son of _____ told his parents, "You can't move too far away for me to come to see you."
- "That little red-headed woman" was what preacher's favorite way of referring to his wife?
- Upon leaving home, _____ received as a parting gift a horse and saddle.
- _____ was a preacher-teacher who led his students to build a replica of the tabernacle of the Old Testament.
- _____ was a pioneer preacher known as a great parliamentarian.
- _____ accepted Christ as Savior while kneeling under a pine tree in the field in which he was plowing.
- A college library containing many volumes from his private library is named after _____, who was a preacher-teacher-writer.
- _____ was not a preacher, but a deacon and great educator.
- _____ was the founder and first director of the Harvest Gleaner Hour radio broadcast.
- The terms *walking sermon* and *shorty* were names by which _____ was called.
- _____ sat on an upturned wastebasket to teach a seminary class.
- _____ graduated from high school as the

school's first graduate and the only member of his class.

- Secretary-treasurer of missions _____ was a twin.
- In the days when boys and girls were segregated in school, _____ carried on a courtship by using a rented post office box.
- What teacher-preacher-writer had a middle name of Emaziah?
- The great preacher and writer _____ did research at London's Oxford University.
- _____ slept all night in curtains in the church house.
- The title "*the walking dictionary*" was given to what preacher-writer-teacher?
- Where was the first Harvest Gleaner Hour radio program broadcast?
- _____ was president of a children's home for twenty-eight years.
- A pair of carpenter's overalls was college president _____'s favorite suit of clothes.
- The chapel of the Baptist Missionary Association Theological Seminary was named in memory of _____.
- Preacher-teacher _____ was called "a friend of young people."

Answer Key

- E. T. Burgess
- James E. Hoover
- E. B. Jones
- Ady J. Smith
- Albert L. Meador
- C. B. Stanley
- G. E. Jones
- C. C. Winters
- W. J. Dorman
- J. E. Cobb
- William Boyd Crooks
- Harold Morris
- Claude Meadows, Sr.
- W. J. Dorman
- G. E. Jones
- Jeff Welch
- Clora and C. B. Stanley (also Erma and D. N. Jackson)
- J. E. Cobb
- D. N. Jackson
- W. J. Dorman
- Errol Williams
- St. Louis, Missouri (See the chapter on Harold Morris.)
- C. B. Stanley
- A. R. Reddin

25. W. J. Dorman
26. E. B. Jones

Questions on *Their Works Follow Them*

1. _____ was a missionary to the Yura and Chiquitano Indians in Bolivia.
2. _____ served as "secretary of missions" for eighteen years after serving as pastor of Temple Baptist Church in Little Rock.
3. _____ had a Ph.D. in genetics, known worldwide for his research on a congenital birth defect.
4. _____ was a pioneer missionary in the Midwestern United States.
5. _____ was a former missionary to Taiwan who became director of Lifeword Broadcast Ministries.
6. _____ was a certified basketball referee.
7. _____ called his wife "Mama Bug" and heard the messengers of the BMA of America sing Happy Birthday on his eightieth birthday.
8. _____ was the first director of Daniel Springs Baptist Encampment.
9. _____ was a preacher-carpenter with a big reserve of jokes.
10. _____ and his bride were followed home from church by the entire congregation who wouldn't leave until they were given candy and gum treats.
11. _____ once worked for Real Juice Bottling Company and was a ship's cook during World War II.
12. _____'s wife got a job to buy a car for him to use as a local missionary.
13. When _____ put on his pajamas his children knew it was time for family devotions and then to bed.
14. _____ served as missionary in Uruguay.
15. _____ served as "secretary of missions" in Arkansas.
16. _____ served as editor of publications for nineteen years and his son later became editor of publications.
17. _____ was a gifted English and speech teacher.
18. _____ met his wife while opossum hunting with a youth group.
19. _____ was a left-handed pitcher for the St. Louis Cardinals for two years, but best known for his faithful service to the Lord.
20. _____ served as a North American missionary in five different states.
21. _____ was only five feet two inches tall and grew up in Connecticut.
22. _____ was a real pioneer preacher who

once kept his wife too hot all night by turning the switched dial of her electric blanket up higher and higher while she kept freezing him by turning his down.

Answer Key

1. M. S. Arrington
2. William Jennings Burgess
3. Harold E. Cooper
4. Homer Gunn
5. Paul L. Bearfield
6. Jackie Corbitt
7. M. E. Childers
8. Eugene W. Gauntt
9. Jake W. Johnson
10. H. W. Darst
11. Virgil C. Mayes
12. James (Jimmy) Lee
13. Chester Lee
14. James Poole
15. Simion Jackson "Jack" Rainwater
16. D. O. Silvey
17. Hollis A. Purtle
18. C. T. Taylor
19. W. R. "Bennie" Speer
20. Gordon Thompson
21. Joseph Sousa, Jr.
22. T. F. Suttle

★ "Becoming a Missionary"

Impact!

Each girl should:

1. Be aware that it is God who calls a person to be a missionary
2. Be able to tell the steps in becoming a missionary
3. Become familiar with "missionary terms"
4. Have a deeper respect for missionaries and their families

Materials Needed

My Special Place — Lady-in-Waiting, teacher's guide and pictures from the Lady-in-Waiting visual packet, pencil crayons or markers, laminating sheets, lightweight card stock, several missionary pictures from recent issues of *The Gleaner*, and construction paper. Color the pictures with pencil crayons or colored markers. Glue them to card stock and cover them with laminating sheets. Instead of making flash cards, you may choose to make a flip chart or transparencies for an overhead projector. You may also make a flip chart by placing each picture in a top loading page protector.

Use a missionary picture and construction paper to make each girl a card with the names of the mis-

sionary family and the country in which they serve. Use colored markers to outline the pictures.

Advance Preparation

Study the teacher's guide from the visual packet. Be able to tell the story in your own words. Choose your own style to depict the story.

Power Up!

Ask the following questions and lead into the lesson as shown: *Have you ever wondered how people become missionaries? Who hires them and why? Who chooses the countries where they will serve? How do they get the money for their expenses?*

Today's lesson will answer all those questions. Listen quietly to see how many of these questions you can answer at the end of the lesson.

Lesson Tips

Be enthusiastic when presenting the lesson. Use your own words. Keep attention by using expression in the lesson.

When you have completed the lesson, pass out the lesson books and let the girls answer the questions.

Take It With You

Show the missionary cards to the girls. Let each one choose a family they want to pray for in the coming week. Ask each girl to put the missionary card she selects on her mirror at home as a prayer reminder.

Reach a Little Higher

Review Matthew 28:19-20 and be able to tell what God is saying to you.

C. Lady Step

As counselor for sixth graders, you have an abundance of energy within your classroom no matter how many girls you have. Except when they sleep, rarely is every part of their bodies still. Their hands wave, their lips move, their feet shuffle, and their brains are always clicking. Action is their middle name.

They like challenges to learn facts, memorize, and solve mysteries. They will volunteer to do almost anything, especially if they have never done it. They are in the "Let me do it" age.

Most of the time they think concretely. So instead of saying, "God takes care of you," give specific ways He takes care of them. For example, "He provides food and clothing and gives you parents to love and protect you." Be specific instead of making general

statements.

While they think concretely most of the time, they are learning to think on the abstract level. Lessons should be a mixture of both. Challenge them to think. They love a challenge.

The main objective for the Lady step is to encourage girls to become active Christians who serve the Lord cheerfully.

You will carefully lead them through a year of positive opportunities. They are ready to learn a deeper meaning of commitment in their individual lives. Keep in mind that they are still children who will have difficulty in following through. Gently lead them with love and understanding. Your example of how you handle life will make more of an impression upon them than being a taskmaster would. That is not to say they won't see you make mistakes. But God can use you even when you stumble to teach valuable lessons in how to overcome a failure or receive forgiveness.

The emphasis on missions through the study of *The Gleaner* can be most rewarding for the girls as well as yourself. Make the lessons live. Use the Lady scriptures when they are applicable. Keep the main objective of the Lady step in mind as you guide the mission emphasis.

Let the missionaries be role models for the girls. Take time to get acquainted with the missionaries through their reports in *The Gleaner*. Get to know something about the countries and the people who live there. Note the contrast between our country and the missionary countries. Put yourself in their places; then lead the girls to do the same.

Show how God is working through His missionaries. That is the key to missions — God at work through believers. Your girls will see how God is working. Because of what they are learning of missions, some will choose to become career missionaries.

It is your privilege to have the eleventh year of a girl's life. What a challenge you have! What a joy to be included in the learning experiences and to push beyond the boundaries of her mind.

As a counselor, you can gain the respect of your girls by passing the Lady step along with them (every year you teach). You will also respect them as you experience how they feel as they struggle to memorize scriptures, answer questions, read books, and complete activities.

Advance Preparation for the Lady Step

Prior to beginning your studies in the Lady step,

read "Teaching *My Special Place*" (page 93). This information will help in understanding the teaching method. Also familiarize yourself with the chart of the lesson outline (page 95), and then prepare your lessons with these terms in mind.

Use Planning Guide 4 (following page 60) to plan your schedule of lessons for the year. Be flexible in scheduling, for other church priorities may alter your plans.

Prior to planning the year, get an overview of the Lady step by reading "Forward Steps — The Big Picture" (page 19). Also read the overview of the Lady-in-Waiting step (page 103). This tells you what the girls have previously studied and how you will guide them in the coming year.

Next study the Lady scriptures in several translations. Read them as if for the first time. Take a fresh look. Ask God to give you an insight you haven't seen before. You may want to study the scriptures in a commentary and check specific words in a Bible dictionary. Study all the lessons carefully to see how they progress from one lesson to another.

As you plan your year of lessons, make sure you include the necessary missions lessons. Review "Teaching Missions" (page 91) for a good understanding of how to work missions into your teaching.

The following pages provide suggestions for teaching each lesson in the Lady step. These lesson plans supplement the teacher's guides and visuals for the Lady lessons which are contained in the Lady visual packet.

The following lesson plans also coordinate with *My Special Place — Lady*. Purchase enough copies of *My Special Place — Lady* so that each girl and worker has her own copy to place in her GMA binder with the other sections of the lesson book.

The following lesson plans outline every lesson to help you in your preparation.

★ Introduction to the Lady Step

The first class session in the Lady step should be used to get acquainted with each other — counselor and girls. Use this time also to introduce the girls to their step. Give each girl a copy of *My Special Place — Lady* and read the introduction. Give them an exciting overview of all the things they have the privilege to learn in the coming year.

Tell them that *My Special Place* is their personal journal. It will remind them of what they have learned. Ask them to look back to the Maiden and Lady-in-Waiting steps. Emphasize some of the things they have learned by asking them to tell you about them. Let them share how particular lessons or projects encouraged them. Compliment them for the learning experiences they've had previously.

Let them know how excited you are to be a part of their eleventh year. Tell them God has some special learning experiences for them and for you. Never stop believing just that.

★ "Make a Joyful Noise"

Impact!

Each girl should:

1. Be able to tell how to serve the Lord
2. Be able to tell why she should serve the Lord.

Materials Needed

My Special Place — Lady, teacher's guide and pictures from the Lady visual packet, poster board and several colored markers, and a tape recorder and cassette. Follow the instructions in the visualized lesson to complete the visuals.

Record the following skit to show the contrast between serving cheerfully and grudgingly.

JOY: I can't wait until we start the Lady step. Donna told me how much fun we will have learning new scriptures.

M. T.: Oh, Joy, you know we aren't going to have fun. Those scriptures are so long. I don't know how they expect an eleven-year-old to remember all those words.

JOY: M. T., you just have to be willing to try. It can be fun. Besides, it pleases God.

M. T.: He should be pleased just to have us come and sit through those boring lessons.

JOY: Yes, M. T., God is pleased that we come. But He wants us to learn so we can become more like Him. I want to be like God, don't you?

M. T.: Me? Who would believe it? I'm M. T., don't you remember?

Advance Preparation

This lesson will be the springboard for the coming year. The goal of the Lady step is to learn how to serve the Lord — with gladness, with a song in the heart, with thanksgiving and praise. Not only will they learn *how* to serve the Lord, but — most important — *why*. This lesson should be the *motivating force* in cheerfully serving God.

Read Psalm 100 several times. Ask God to let you get a fresh insight of what He is saying through David. Note the phrases that touch you. Why do they speak to you? Think about these things before you begin your preparation to guide the girls.

Read the scriptures in a commentary. Do the words mean the same in our language? Contrast the differences and be ready to give an explanation to the class. Next, finish reading this lesson plan in this book.

As you study the lesson in the teacher's guide form

the visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you teach. You can find an answer key to *My Special Place* on page 131 of *Counselor's Guidebook*.

Study the lesson enough to present it in your own words. Use the open Bible as you teach; do not teach from the lesson material. This shows the girls the respect you have for Scripture.

Write a song to use in "Take It With You." (See below.) You may make up new words to the familiar tune or compose both music and lyrics.

Power Up!

Tell the girls you have a taped skit for them to hear. There are two girls in the skit; Joy Servant and her cousin M. T. Servant. Ask the class to listen and be ready to explain how the girls got their names.

Play the tape. Have the girls discuss why Joy's name fits her personality. Ask them to discuss how M. T.'s name tells about her personality. (Pronounce M. T. so they hear *empty*.)

Let the girls share which person they would like to be. Ask them to listen carefully to see how to become like Joy Servant.

Lesson Tips

Ask the girls to turn in their Bibles to Psalm 100. Slowly read the verses together at least two times.

Ask these questions and discuss them as indicated: *Do you know that the writer of this psalm was a little shepherd boy who grew up to become a king? Who can tell me his name? That's right. It was King David. Although David was king, he still served God and loved Him above all of his treasures. David wrote many songs praising God. God recorded David's songs so that we can learn from them.*

A psalm is a poem written to God and set to music. Psalm 100 is a happy song. It is a very important song to learn. Let's see why.

Adapt the lesson to your girls' understanding. Let them participate as you guide the lesson.

After teaching the lesson as described in the teacher's guide in the visual packet, have the girls write answers to the questions. Always use *My Special Place* for review and reinforcement.

Take It With You

Ask the girls to write a short song that tells God how they plan to cheerfully serve Him. Show or sing a song that you have written to use as an example.

Make a poster in class depicting the joy of pleasing God. Let one of the girls draw a large heart in the center of the poster. Ask what a heart has to do with how a Christian serves God. Guide the girls in deter-

mining that our love for God makes us want to please Him. Our love for God will make us happy. We will be glad to do whatever He asks of us. We will be able to serve Him with a smile. Unlike M. T. Servant, we have God's love that makes us want to do the things that please Him.

Write the following scripture within the heart: *"Blessed (happy) are they that keep his testimonies (laws) and that seek him with the whole heart"* (Psalm 119:2).

Leave the poster in the classroom to serve as a goal for the coming year.

Reach a Little Higher

Memorize Psalm 100:1-5 and be ready to recite it next week.

★ "Seek Ye the Lord"

Impact!

Each girl should:

1. Be able to tell why she needs to seek the Lord
2. Be able to tell when she needs to seek the Lord
3. Be able to tell how to seek the Lord
4. Be able to identify the promised blessings for those who seek the Lord.

Materials Needed

My Special Place — Lady, teacher's guide and pictures from the Lady visual packet, index cards, and pencils. Color the visuals with pencil crayons and spray them with acrylic spray. Using spray adhesive, back the pictures with lightweight card stock before backing them with flannel. Store the visuals in a reclosable plastic bag or top loading page protector.

Advance Preparation

Read Isaiah 55 three times. When a word or phrase impresses you, stop and meditate upon it. Why does it impress you? Underline key words. Next, read about the chapter in a commentary. A commentary can help after you have gotten your own insights from Scripture. This way, you are letting God — not another person — speak to you. Yet a commentary can help you understand word meanings in the Hebrew and Aramaic cultures of Bible times.

Read Ecclesiastes 12 three times. Focus on verses 1, 13-14. Check your commentary for clarity of word usage. Read the teacher's guide in the visual packet. Become familiar with the visuals. Determine how the writer is guiding the girls to the climax. In analyzing the teacher's guide, you are able to grasp the lesson goal.

Next, finish reading the lesson plans below. High-

light what you want to use.

Look again at the lesson in the teacher's guide to highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you teach the lesson.

Practice using the visuals. Note the time it takes to present the lesson. However, don't strictly adhere to a time limit. Take as much time as needed.

Power Up!

Ask the girls to think of a time when they were lost. It may have been at a shopping mall or on vacation. It could have been at an amusement park. Ask them how they felt being alone in a strange place. Did they panic? Did they sit down and wait for their parents to find them? Give ample time to describe the feeling of being lost.

Tell them that we are sometimes like a little lost girl. Sometimes we forget we belong to God and wander off with someone who is a bad influence. The person who is the bad influence probably doesn't care what God thinks of her. Then after a while we begin to feel alone and realize we miss God and our Christian friends.

Ask the girls to listen to the lesson to find out what happens when someone begins to search for God.

Lesson Tips

Arrive early and have your room ready to present the lesson. Have the visuals in order and the flannel board set up. Let the Holy Spirit guide in presenting the lesson. Be aware of responses and questions the girls may ask.

After you have finished "Power Up!" ask everyone to open her Bible to the Scripture test in Isaiah. Read the verses slowly in unison three times.

Lead the girls through the lesson, asking questions like the following for each section:

"Who": How do you know God loves you? Can you tell a specific reason why you believe God loves you?

"Why": Can someone quote a scripture that tells us that everyone has sinned? Do you remember the verses about sin in the Maiden step? What are they? (Romans 3:13, 23)

"When": Does remembering God have anything to do with how you live? Does it affect the way you act at school? How? (Have someone read Ecclesiastes 12:13-14.) Why should a person begin early in life to please God?

"How": Verse 6 tells two ways to seek the Lord. What are they? (Ask two girls to read this verse and identify the ways.)

"Promised Blessings": What is a promise? Do we usually have to do something to receive a prom-

ise? Does a promise make you want to do the requirement? (Explain that there are some promises that reward a person and some that punish, but the greatest promise ever given is ours when we invite Jesus into our lives as Savior and Lord. We become God's children.)

In closing refer to the theme poster made during the lesson on 'Make a Joyful Noise.' God gave us a promise that helps us to remember Him every day. Read Psalm 119:2 in unison.

After teaching the lesson pass out the lesson books and have the girls write answers to the questions.

Take It With You

Ask the girls to think of how they plan to remember God in the coming week. Give an example of how you plan to remember God in your schedule.

Give each girl an index card on which to write the following sentence: "I plan to remember God this week by ____." Let her write the statement and complete the sentence with two ways she plans to remember God.

Reach A Little Higher

Memorize Isaiah 55:6-9 and Ecclesiastes 12:1 and be ready to recite them next week.

★ "What in the World Has Come Over You?" — Lesson 1"

Impact!

Each girl should:

1. Be able to tell the difference between temporary treasures and eternal treasures
2. Be able to give reasons why she should first seek to please God without worrying about herself
3. Realize that God is trustworthy

Materials Needed

My Special Place— Lady and teacher's guide and pictures from the Lady visual packet. Color the pictures with pencil crayons, and spray them with acrylic spray. Using spray adhesive, back the pictures with lightweight card stock before backing them with flannel. Store the visuals in a reclosable plastic storage bag.

You will need an outdated designer dress or a pair of outdated shoes for "Power Up!" The best illustration would be something the girls couldn't live without six months ago but now is out-of-date. It could be a purse, sweater, blouse, a pair of shoes, or jewelry.

For "Take It With You" you will need a blank card for each girl to write a paraphrase of the GMAim.

Advance Preparation

Before reading the Scripture text, consider these questions: Who was speaking? On what occasion was He speaking? To whom was He speaking? Of course you know it was Jesus. He was speaking from a mountaintop. This text was part of His Sermon on the Mount.

In Bible study the who, what, where, when, how, and why questions make a difference. Practice asking these questions when you prepare a lesson.

Next, read about the text in a commentary. Note words that need clarifying for the girls.

Finish reading the lesson plan below. Watch how it meets the "Impact!" objectives.

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you teach.

Practice teaching the lesson in your own words, and practice using the visuals.

Power Up!

Show an outdated dress (or other fashion item you choose). Ask the girls if they have ever wanted something so badly they thought they couldn't live without it. But when they received it, somehow it lost its appeal. They didn't want it any more; or, perish the thought, it went out of style. Ask them what value it had when it ceased to be "in."

They will probably recognize that their investment turned out to be worthless. Ask them to listen to what Jesus has to say about this.

(Be careful not to leave the impression that God does not want us to have nice clothes or desirable possessions. But God is displeased when we can't think of anything except getting more and more.)

Lesson Tips

Ask the girls to turn in their Bibles to the lesson test. While they are doing this, tell them that Jesus is speaking these words to His disciples — including us today.

Read verses 19-24 in unison three times before beginning the lesson. Continue with the lesson as outlined in the teacher's guide as the Holy Spirit leads.

When you have completed the first two points in the teacher's guide (verses 19-24), pass out the lesson books and have the girls answer the questions on lesson 1.

Take It With You

Pass out small cards for the girls to write a para-

phrase of the GMA Aim, leaving a blank line at the top and bottom of the card. A sample paraphrase might say, "To be ever alert to what is happening at my school; to keep my mind at all times centered upon my Lord and Savior Jesus Christ; to remember always to keep my body as a temple of God, pure and clean unlike the world; to cast selfish desires out of my heart; and to help my church to carry the good news of Jesus to every person in my school."

Ask if anyone knows how the Aim relates to the lesson. Give time for them to look at their lesson books. Remind them of the meaning of *treasure* (question 1). Relate it to the Aim.

Ask the girls if they would like to make an agreement with each other to carry the Aim card with them next week and pray for God to show them how to accomplish the aim each day. If so, have each girl write, "I, _____, promise to," at the beginning of the Aim and sign her name below the Aim and date it.

Close with a prayer asking God to help each girl keep her commitment.

Reach A Little Higher

Memorize Matthew 6:19-24 and be ready to recite it next week. Keep a journal telling how God helps you keep your promise to live by the GMA Aim. Be ready to report next week.

★ "What in the World Has Come Over You?" — Lesson 2"

Impact!

Each girl should:

1. Be able to tell the difference between having faith and having anxiety
2. Be able to tell why it is better to please God than to worry about other things

Materials Needed

My Special Place — Lady and teacher's guide and pictures from the Lady visual packet. You should have prepared all the visuals while preparing lesson 1. Look for magazine pictures to supplement them.

You will need a "needed" dress or similar item for "Power Up!" These can be magazine pictures if you can't locate the props, but the real items are more effective. Try to find something the girls would want, like designer clothes and shoes. What they really need could be a less extravagant version.

On one piece of poster board write, "Want"; on another, "Need."

Supply notebook paper and pencils.

Advance Preparation

Read Matthew 5:25-34 several times. Look up the word meanings in a Bible dictionary. Read a commentary before beginning the actual preparation. Ask yourself, *What is Jesus saying to me? Do I need to do something personally before I can teach this lesson?*

During the week watch for things that God reveals to you that would help you teach the lesson. While you are out during the week, pay particular attention to girls. Notice what they are doing, what they are wearing, and what they are saying. Listen for hints of anxiety. What are they worrying about? Be an observer of eleven-year-old girls. Stay informed and your class will notice. A word of caution: don't try to use their language. They notice how awkward it is for an adult to use the jargon of an eleven-year-old.

As you study the teacher's guide in the visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you teach.

Power Up!

Display one dress or similar item which you know your girls would love to have but would not necessarily need. Display another that would meet their need for going to church and other activities. Give a girl cards labeled, "Need," and "Want." Ask her to decide which card to place with each dress. Ask someone to tell the difference between a want and a need.

Lesson Tips

Teach the third point in the lesson in the teacher's guide in the visual packet.

Ask a girl to define *anxiety*. Ask what *faith* means. Let someone tell the difference between the two words. Keep their age in mind, and gear the lesson to their level.

When you have finished the lesson, pass out the lesson books for the girls to answer the questions on lesson 2.

Take It With You

Ask the girls to write on notebook paper two worries that they now have. Near each worry they should write how they plan to let God take care of them. They can insert these notes in their lesson books.

Reach a Little Higher

Memorize Matthew 6:25-33 and be ready to recite Matthew 6:19-33 next week.

★ "North American Missions" and "International Missions"

You will need to plan a minimum of three class sessions to cover these two lessons in *My Special Place*: (1) an introductory lesson on *The Gleaner* and missions in general, (2) a lesson on North American missions, and (3) a lesson on international missions. Because of the amount of material to cover, however, you are more likely to need to devote two or more class sessions each to North American missions and to international missions.

Note that these overviews of North American and international missions fit into your Forward Step classes. The additional monthly studies of specific missionaries or mission fields should continue while you are focusing on *The Gleaner* in your Forward Step classes.

Each of these lessons calls for the girls to read missionary reports in *The Gleaner* in three consecutive issues. This project will have its greatest impact if they read these reports concurrently with the release of this missions magazine, rather than reading three past issues at once. Therefore, you will need to begin these studies in *The Gleaner* at the beginning of the year for your girls to spend several months reading North American reports and then several more months reading international reports. You can intersperse some Bible lessons, service projects, and book readings during the months of emphasis on missions for the sake of variety.

Because of the need for current information, you will not find a teacher's guide or pictures in the visual packet to help with these lessons. You must collect up-to-date information from your own resources.

Keep a missions file to save articles from *The Gleaner* or other resources to be used in these studies. Clip and save other relevant newspaper and magazine articles. These articles can help the girls identify the missionary letters with the "real" world. They don't always see missions as everyday happenings outside the church atmosphere. Make use of these items to make them think.

Read "Teaching Missions" (page 91) for other teaching resources.

Introductory Lesson

Before beginning the study of "North American Missions" or "International Missions," take a class session to establish why this study is important and how it can be exciting to participate. Ask God to give you insights and ideas to help make the lessons interesting and informative. Enter the study with enthusiasm and confidence that everyone is going to be blessed. As God begins to answer your prayer, put

His answer in the form of an introduction to the missions studies. Share this with the girls along with the ideas below.

Although the girls are familiar with *The Gleaner*, review the contents of one issue and have someone tell why we need *The Gleaner*. The answer to this question is, of course, so that the missionaries can share what God is doing in the mission fields. As members of churches cooperating in the Baptist Missionary Association of America, we are participating with them. Every mission field is our own.

The missionaries need us — our prayers and our money. When we are informed, we respond both by praying and by contributing money to help share the good news of Jesus. In doing this, both we and the missionaries are blessed.

Make a poster to show the missions emphasis aim. Hang it in your classroom and use it for each lesson. You might focus upon one statement or several for a specific lesson. Using your creativity, build your lessons around the aim.

North American and International Missions Study Aim

I will know that missions is sharing the good news of Jesus with all people in all places. I will be able to:

- Tell what it means to be a Christian
- Identify missionaries within the United States and tell what they are doing to share Christ
- Identify foreign countries where international missionaries serve
- Tell what is happening in countries where BMAA missionaries serve
- Define and participate in missions action
- Support giving to missions through GMA projects
- Plan and conduct personal prayer for specific missions needs
- Identify ways to help missionaries and their families
- Promote GMA in a positive way and enlist new members as part of my personal missions involvement

Keep in mind that you may be guiding future career missionaries. How exciting! In any event, you are guiding girls to become missionaries right where they are. That's exciting, isn't it?

For additional ideas for this introductory lesson see the lesson plan for "You Can Be a Missionary Too!" (page 101), "My Nation — My World" (page 102), "Becoming a Missionary" (page 112), and "Special Missions Project" (page 129). Also refer to materials in *My Special Place — Lady* and in the visual packets that correlate with those lessons.

"North American Missions" Lesson(s)

Advance preparation in the study of North American (formerly called interstate) missions will help you to prepare your lesson(s). Get acquainted with the missionaries through *The Gleaner*. Be familiar with what is happening in the particular fields. Decide the order of missions fields to be overviewed (i.e. Michigan, New York, etc.). Find out why a mission was needed in each specific area. You may want to know the ethnic roots of the people and what most do for a living. Sometimes this helps in understanding the missionary reports in *The Gleaner*.

Try to follow the lesson format of the previous scriptures studies when it is feasible. (See the chart on page 95.) Gather items for "Power Up!" and "Take It With You." Plan "Reach a Little Higher" exercises that will help the girls incorporate missions within their daily lives. For each class session ask yourself, *What do I want the girls to do as a result of this lesson?* Prepare the lesson using the poster on "North American and International Missions Study Aim." Choose one or more statements and prepare the lesson around them.

Let the girls suggest ways to get involved in the missions lessons. Guide them in making decisions to participate. Give them a choice of exercises when applicable. By recognizing their suggestions, you are affirming their worth as individuals. Watch for a more enthusiastic response when you give the girls a chance to make decisions.

Before the first lesson make a large map of the United States, using the map in *My Special Place* as a guide. Write *North American missions* at the top. From green paper make replicas of the states in which we have missionaries. Cut out gold crosses to place where missions are located. You may be able to find cross stickers to use for this. Cut out the appropriate missionary's picture from *The Gleaner* to glue under each cross. As you study a specific field, glue the green replica of the state on the map along with the gold cross and missionary's picture. *NOTE: You may wish to look for some of these items in your local teacher's supply store.*

Look for missions lessons and ideas on Web sites or ask your GMA promoter for copies of lessons she may have available for distribution. File each of these for future use. Check your own missions file.

Write the missions office in Little Rock for video presentations or other information pertaining to North American missions. Visit the Web site www.bmaam.com for current information. Visit a mission, if possible, and interview the missionary. Watch for missionaries to speak in churches in your area. Take your class to hear them speak and interview them.

As you prepare the lesson(s), keep in mind the importance of your role as a teacher of missions, and let the Lord bless you for it.

"International Missions" Lesson(s)

Again, advance preparation is required. Determine what countries you will teach at a given meeting. Familiarize yourself with the missionaries through *The Gleaner*. Know something about the countries in which the BMA of America has missionaries. What are their customs? What religions are predominant? What are the interests of the children? Collect resources for your missions file.

Make a large poster of the world and highlight the countries in which we have missions. When you talk about a specific field, glue a gold cross on the map where we have a mission. Cut out the picture of each missionary who serves there from *The Gleaner* and glue it under the cross.

Use the lesson format from the previous scripture lessons when possible. Collect items that you can use in "Power Up!" and "Take It With You." Use the poster on the missions-study aim to select one or more statements and formulate each lesson around them.

Let the girls give suggestions and ideas for getting involved in missions. Compliment them on their ideas and proceed to use them. Then watch the enthusiasm and participation grow.

As an introduction to international missions, review the steps to becoming a missionary. (See the lesson "Becoming a Missionary" in the Lady-in-Waiting step.)

Plan interesting lessons by referring to current events. Show the girls what is being reported by the news media about each country. Sometimes you can get their attention by telling what is happening today in that country.

Information on missions appears often in your state BMA paper. Look for these helps. Write the national office for video presentations to check out and return. Check the Web site www.bmaam.com for current information about missions.

Last, be aware of missionaries who are home on furlough. When they come to your area, plan to take your girls to hear them. Have the girls write missions reports for *My Special Place* on what they learn from hearing a missionary speak.

D. Princess Step

You have an abundance of energy in the girls you will guide. They are so hyper at times that you will have trouble keeping up with them. The key to being a good leader of this group is to let them discover the

truths in the lessons and then let them help decide how they will use these newly found gems in their individual lives.

Seventh-grade girls begin to look at values. There will be peer pressure to experiment with drugs, alcohol, and even sex. As their bodies are maturing physically and mentally, they become more aware of their sexuality. They will be placed into situations that will require responsible decisions. This is the time to introduce values that will determine what kind of person each will become.

Lessons that explore values based upon God's Word will enhance their chances of successfully saying no to undesirable practices.

They are highly imaginative and can think of ways to get involved in the doing of the lessons. Let them use this talent to motivate themselves. When given this opportunity, they will be more receptive to your guiding. Use your ingenuity to tap the minds of your girls. Be a challenger! Be an encourager! Be a fellow learner!

The main objective of the Princess step is to instill and develop scriptural beliefs and a strong faith in God.

As Forward Step leader, you have a unique challenge in teaching what Baptists believe and why. What you teach will become a part of each girl's understanding of religion. She is at the age when she is rethinking what she believes. She will formulate an opinion from what you teach her in the classroom and from friends who may not believe as Baptists do. It is very important for her to know what she believes and why. Throughout her lifetime she will be affected by what she believes.

A twelve-year-old can understand the meaning of faith as taught in Hebrews 11. You can make it live by the way you teach in the classroom and by the way you behave outside the classroom. Your faith will give the girls evidence of a living faith. The faith is based upon love for God. To love him is to trust Him and vice versa. Girls need a strong bond with God and a deep love that will give them confidence in becoming what He wants them to be. Through the study of prayer, you will guide them further into that relationship.

What a privilege you have in teaching the Princess step. Use it wisely and lovingly!

As a counselor, you can gain the respect of your girls by passing the Princess step along with them (every year you teach). You will also respect them as you experience how they feel as they struggle to

memorize scriptures, answer questions, read books, and complete activities.

Advance Preparation for the Princess Step

Prior to beginning your studies in the Princess step, read "Teaching *My Special Place*" (page 93). This information will help in understanding the teaching method. Also familiarize yourself with the chart of the lesson outline (page 95), and then prepare your lessons with these terms in mind.

Use Planning Guide 4 (following page 60) to plan your schedule of lessons for the year. Be flexible in scheduling, for other church priorities may alter your plans.

Before you plan the Princess year, get an overview of the Princess step by reading "Forward Steps — The Big Picture" (page 19). Also read the Lady step overview (page 113). This tells you what the girls have previously studied and how you will guide them in the coming year.

Using different translations, study the scripture passages that the girls will memorize. Become familiar with the Baptist doctrines they will study and the scriptures upon which each doctrine is based. Read explanations of these scriptures in a commentary, and use a Bible dictionary to define words that will confuse the girls. If you are uncertain about one of the doctrines, ask your pastor to help you. Get a clear understanding of each belief before you start teaching.

In planning the year also make sure you start the "Special Missions Project" at least three months before the end of the year. (See page 129.) You can schedule some other lessons between the start and the finish of this project.

The following pages provide suggestions for teaching each lesson in the Princess step. These lesson plans supplement the teacher's guides and visuals for the Princess lessons in the Princess visual packet.

The following lesson plans also coordinate with *My Special Place — Princess*. Make sure each girl has a copy of the Princess section of *My Special Place*. Have the girls place it with the other steps to complete the lesson book.

These lesson plans outline every lesson to help you in your preparation.

★ Introduction to the Princess Step

The first class session of the Princess step should be used to get acquainted with each other — counselor and girls. Use this time also to introduce them to their step. Distribute copies of *My Special Place — Princess* and read the introduction. Give them an exciting overview of all the things they will have the

privilege to learn this year. Remind them that the lesson book is their personal journal. It records how they have progressed in the past three years. GMA members are academic achievers. Tell them! They have already spent more time in active Bible study and missions studies than the average adult Christian. Let them know God honors girls who are willing to work hard. He blesses those who seek to know more about Him.

Tell the girls how excited that you are to be their teacher in such an important year of studies. Let them know that you plan to learn along with them. Tell them that God has some special learning experiences for them and for you.

★ "God's Hall of Fame"

Impact!

Each girl should:

1. Be able to define faith
2. Be able to identify Bible people who had faith and to give evidence of their faith
3. Be able to identify specific evidences of her faith

Materials Needed

My Special Place — Princess, teacher's guide and pictures from the Princess visual packet, pencil crayons, acrylic spray, small cards for each girl. Color the pictures with the pencil crayons and then spray them with the acrylic spray. You may want to put each picture in a plastic page cover.

Write Hebrews 11:1 on a small card for each student as follows: "Now _____ is the substance of things hoped for, the evidence of things not seen."

Advance Preparation

Before beginning your study, ask God to show you what He wants you and the girls to learn as a result of this study. As you study, let the Holy Spirit guide you.

Read Hebrews 11 three times. Stop when a word or phrase stands out. Read the chapter in different translations. When you have formulated an opinion, read the passage in a commentary to get another's opinion. Look up key words in a Bible dictionary. The words may not mean the same as in our language today. Contrast the differences and be ready to give an explanation to the class.

As you study the teacher's guide in the Princess visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you teach.

Adapt the lesson to your teaching style, and present it in your words. Use the open Bible as you teach; do not teach from the lesson material. This shows the

girls that “thus says the Lord,” not the curriculum writer.

Practice teaching the lesson with the visuals. Try displaying the visuals in a notebook. Turn the pages as you teach. Because the pictures might show through the sheets, insert a piece of blank paper behind each page to conceal the picture not in use.

Power Up!

Give each girl a card with Hebrews 11:1 written on it but the word *faith* left out. Ask if anyone knows the missing word. Tell the girls that our lives are like the scripture. Life is meaningless without the missing word. We need it to survive physically, mentally, and spiritually. Without it we can't please God.

Tell them the word is *faith*. Let them write it on their cards. Ask them to listen to the lesson to see the evidence of faith in the lives of important people in the Bible.

Lesson Tips

Because of the length of the lesson and the amount of scripture to memorize, break this lesson into two or more class sessions. Plan your class time so that you can use the visuals to teach the Bible verses and then let the girls answer the corresponding questions in their lesson books. For example, you could divide the material into two sessions as follows:

1. Teach verses 7-16. Answer questions 1-12. Assign verses 7-16 to memorize.
2. Teach verses 17-25. Answer questions 22-34. Assign verses 17-25 to memorize and verses 7-25 to recite.

Follow the lesson guide. Contrast situations today to those in Bible times. For example, Abraham didn't have moving vans, weather reports, motels, etc. It was a great inconvenience for him to move without knowing where he was going. Use missionaries to illustrate modern-day Abrahams.

The common factor among the men and women named in Hebrews 11 is found in verse 6. They spent their lives seeking God because of their belief that He existed. God promised them a reward for seeking Him. This lesson pinpoints the evidence of their faith and the reward of God.

Girls may not possess the faith of Abraham or Sarah, but they are faced with very real situations that call for trust in God. They must trust Him to reward their decisions to be Christ-like when everyone else has deserted them. Ask for examples of times when they needed faith to take a stand against a certain thing. Ask for suggestions on how the situations could have been handled. Show the girls that they can possess the kind of faith talked about in verse 6.

When you have finished teaching the lesson, pass out the lesson books and have the girls answer the questions. Always use *My Special Place* for review and reinforcement.

About five minutes before the end of the meeting, do the “Take It With You” exercise. If the girls have not finished in the lesson book, let them finish next week.

Take It With You

Have the girls turn the scripture card with Hebrews 11:1 over. Ask them to write something they need faith to do next week. Under this write, “Without faith it is impossible to please God.” Ask them to carry the card to remind them of the scripture on the front and the need for faith.

Reach a Little Higher

Memorize Hebrews 11:7-16, and be ready to recite it next week. Memorize verses 17-25 for the following week and be ready to recite the entire passage. (Scriptures should be recited in their entirety to get credit; however, smaller units can be recited for practice.)

★ “Ask, Seek, and Knock”

Impact!

Each girl should:

1. Be able to identify three mountaintop principles
2. Be able to give three reasons why she should pray until God answers
3. Know what the golden rule means
4. Be able to explain the way of salvation

Materials Needed

My Special Place — *Princess*, teacher's guide and pictures from the *Princess* visual packet, pencil crayons, acrylic spray, and a prayer card for each student. Follow the instructions for the option of using an overhead projector.

Make a prayer card for each girl. At the top of the card write *My Prayer List*. Divide the card into four columns. Label them as follows: name, problem, date I began to pray, and date God answered my prayer.

Advance Preparation

The scripture passage is divided into three parts — “What Is Prayer?” “The Golden Rule,” and “The Strait Gate.” As you study this passage, look up the Scripture references in the margins of a reference Bible. Read these before reading a commentary. Formulate your thoughts.

As you study the lesson in the teacher's guide in

the Princess visual packet, highlight the answers to the questions in the girls' lesson book. Keep the answers in mind as you present the lesson.

Power Up!

Ask if anyone knows what the word *principle* means. Most girls will say, "A person who is in charge of a school." They might answer by giving their principal's name. Tell them that you are going to talk about three principles in the lesson, but these principles are not like the principals they know at school. Give the definition of principle: "A basic truth, a law, a doctrine." Ask each girl to listen carefully to be able to name the three principles that Jesus talked about in the lesson.

Lesson Tips

Use illustrations with which the girls can identify. Contrast their circumstances with those in the lesson. Ask questions to get their input.

When you have finished the lesson, pass out the lesson books and let the girls answer the questions.

Take It With You

Pass out the prayer cards. Review the verses on prayer. Ask the girls to follow these instructions to write in the first column the names of three people they want to pray for:

1. Jesus' first mountaintop principle teaches that God meets needs in our lives when we pray about them. Write the name of someone you know who has a need that you will pray about. Then under *problem* state that need. Example: Name — my sister, Melanie. Problem — passing her driver's test.
2. Jesus' second principle said that we should treat others the way we want to be treated ourselves. So write your own name in the first column, and under *problem* describe a prayer object dealing with how you treat someone. Example: Name — me. Problem — that I would quit being jealous of Mitzi.
3. Jesus' third principle is that God's way leads to life. Write in the first column the name of someone who is unsaved. Under *problem* write that he needs salvation. Example: Name — Mary Brooks. Problem — that she will be saved.

When they have finished their cards, ask everyone to join hands and pray for each other and the people they have listed on their prayer cards.

Reach A Little Higher

Memorize Matthew 7:7-14 and be ready to recite it next week.

Lessons on Baptist Doctrine

The study of "What We Believe" is one of two such units in the GMA program. The Sovereign Queen step has a more in-depth study because the girls are more mature at that point. They study J. E. Cobb's *Baptist Church Manual*.

Studying Baptist doctrine can be most rewarding to you as well as your students. This study offers positive answers to many questions the girls will ask as they mature. They, like us, have friends in other denominations, and in some cases their friends belong to cults. Although Baptists believe that people of other denominations will be in heaven, we also believe there are distinct beliefs that are important. Our study of the doctrinal statement gives us those distinctives.

We suggest you obtain a copy of *Here's What We Believe* by E. Harold Henderson (Baptist Publishing House), as well as a copy of the revised *Brief Studies in Christian Doctrine* by Dr. J. E. Cobb, and *This We Believe* by Mrs. Z. W. Swafford. (Mrs. Swafford's book is out of print; however, you may find an old copy in your church library.) Use them as companions to the teacher's guide. You may want to use some of the concepts in your lessons.

Another resource is the doctrinal statement of the Baptist Missionary Association of America. You can obtain individual copies of it for your girls from the Baptist Publishing House, P.O. Box 7270, Texarkana, TX 75502-7270.

Teaching "What We Believe" will take at least six class periods. More time is required for some doctrines because of their depth. Plan your lessons, but be flexible. Adapt the following lesson plans to your time limit.

★ "What We Believe — Lesson 1"

Impact!

Each girl should:

1. Be able to tell why beliefs are important
2. Be able to define the term *doctrinal statement*
3. Be able to identify the persons of the Trinity by drawing a diagram
4. Be able to tell how the Bible was written
5. Be able to explain what we believe about Creation
6. Be able to define the phrase *in God's image*
7. Be able to explain what we believe about Satan

Materials Needed

My Special Place — *Princess*, teacher's guide and overhead transparencies from the Princess visual packet, poster board, colored pens, *Here's What We Believe*, an egg, three transparent bowls. If you choose to follow the teacher's guide in the visual packet, you

will need other props. Read the guide to make your decision.

Make a large poster entitled "My Beliefs Affect." Use colored pens to make it more colorful. See the introduction to this lesson in *My Special Place* for the poster concept.

Advance Preparation

Using the book *Here's What We Believe* and the teacher's guide in the Princess packet, look up all the scriptures on the trinity of God and read them several times. How do they clarify and support the doctrines? Look up key words in a Bible dictionary. Read a commentary to further understand the meaning. Follow this procedure throughout this lesson.

Prepare your lesson around the girls' lesson book. Teach from their book along with the material gleaned from *Here's What We Believe*, *Brief Studies in Christian Doctrine*, and the teacher's guide from the visualized lesson packet. Formulate your lesson plan and practice teaching it. Be prepared for questions the girls may ask.

Power Up!

Use the introduction to the study in *My Special Place*. Display the poster "My Beliefs Affect" and elaborate on it.

Lesson Tips

Cover items 1-4 on visual P-S from the visual packet and reveal them one by one as you teach.

Teach from the Bible, using the girls' lesson book as your guide. Let the girls look up scriptures as you teach. Keep in mind the seven learning aims from "Impact!" Use the egg visual to illustrate the Trinity. However, be careful not to give the impression that God consists of three "parts." Each person in the Trinity is all God, not just part of Him.

Take time to do a thorough study, but remember the comprehension limit of each girl.

Take It With You

Ask the girls to think how their belief in the biblical account of Creation affects their education. For example, believing what the Bible says about Creation keeps them from being misled when theories are taught as fact. Have them to write their answer on notebook paper and insert it in their lesson books.

Reach a Little Higher

Study the answers to the questions at the end of the lesson in *My Special Place*. Be ready to answer the questions next week.

★ "What We Believe — Lesson 2"

Impact!

Each girl should:

1. Be able to define *innocence, condemn, depravity, inherit, virgin, atonement, resurrection, and ascension*
2. Be able to explain why we are born sinners
3. Be able to tell why it is important that Jesus was born of a virgin
4. Be able to tell what we believe about salvation
5. Be able to explain Christ's resurrection and ascension

Materials Needed

Follow the procedure in "What We Believe — Lesson 1." Use the poster for "Power Up!" Make a cross of twigs and wire.

Advance Preparation

Follow the procedure in "What We Believe — Lesson 1."

Power Up!

Use the poster "My Beliefs Affect."

Lesson Tips

Cover items 5-8 on visual P-T and reveal them one by one as you teach.

Follow the procedure in "What We Believe — Lesson 1." Use the twig cross visual for the doctrine of blood atonement.

Take It With You

Ask the girls to think how their belief that Jesus arose from the dead and now lives affects their behavior. For example, knowing Jesus is alive today means they don't have to worry about keeping themselves saved. Ask each girl to write a short statement on notebook paper to insert in her lesson book.

Reach a Little Higher

Study the answers to the questions at the end of the lesson in *My Special Place*. Be ready to answer the questions next week.

★ "What We Believe — Lesson 3"

Impact!

Each girl should:

1. Be able to identify seven works of the Holy Spirit
2. Be able to tell who is in the family of God
3. Be able to tell how a person can be saved

4. Be able to tell why a believer is set apart from the world
5. Be able to identify the two church ordinances
6. Be able to define scriptural baptism
7. Be able to explain what immersion pictures
8. Be able to state who has authority to baptize

Materials Needed

See previous lesson on “What We Believe.” You will also need a picture frame.

Advance Preparation

Follow the procedure in previous lessons.

Power Up!

Use the “My Beliefs Affect” poster. Ask if someone would like to share what she learned from the two previous lessons that has affected one of the areas listed on the poster.

Lesson Tips

Cover items 9-12 on visual P-U from the visual packet and reveal them one by one as you teach.

Follow the procedure in previous lessons on “What We Believe.” Use an empty picture frame from the discussion of baptism.

Take It With You

Ask the girls to think how their belief that they, as Christians, are set apart by God to become more like Jesus affects their friendships. For example, their trying to become more like Jesus gives their friends someone to turn to in a time of need. Ask each one to write a short statement on notebook paper to insert in her lesson book.

Reach a Little Higher

Study the answers to the questions at the end of the lesson in *My Special Place*. Be ready to answer the questions next week.

★ “What We Believe — Lesson 4”

Impact!

Each girl should:

1. Be able to explain the symbols used in the Lord’s Supper
2. Be able to tell who can eat the Lord’s Supper
3. Be able to explain the security of the believer
4. Be able to tell who organized the church and when
5. Be able to tell what a church is
6. Be able to define the term *Great Commission*

Materials Needed

See previous lessons on “What We Believe.” Additional materials needed are a saucer of unleavened bread, a communion chalice, a grape cluster, and assorted locks

Advance Preparation

Follow the procedure in previous lessons.

Power Up!

Use the “My Beliefs Affect” poster. Ask the girls to think about how each area is affected by what they believe about the doctrines covered in this lesson.

Lesson Tips

Cover the items on visual P-V from the visual packet and reveal them one by one as you teach.

Follow the procedure in previous lessons on “What We Believe.” Use the suggested visuals for statements 13 and 14 in the teacher’s guide.

Take It With You

Ask the girls to think how their belief that Christ commands us to tell the good news affects their attitude about unsaved acquaintances. For example, knowing Jesus told them to tell about Him makes them responsible to witness. Have each one write a short statement on notebook paper to insert in her lesson book.

Reach a Little Higher

Study the answers to the questions at the end of the lesson in *My Special Place*. Be ready to answer the questions next week.

★ “What We Believe — Lesson 5”

Impact!

Each girl should:

1. Be able to explain church perpetuity
2. Be able to tell what the Baptist Missionary Association of America is
3. Be able to explain how our association of churches functions
4. Be able to identify who tells the association what to do
5. Be able to tell from whom the church should be separated

Materials Needed

See the list of materials in lesson 1.

Advance Preparation

Follow the procedure in previous lessons. For help on church perpetuity consult the booklet *Trail of Blood* by J. M. Carroll.

Power Up!

Use the poster "My Beliefs Affect" from previous lessons. Review what areas you have discussed. Ask the girls to listen to the lesson to learn more about our beliefs.

Lesson Tips

Cover the items on visual P-W from the visual packet and reveal them one by one as you teach. Follow the procedure in previous lessons on "What We Believe."

Take It With You

Ask the girls to think how their belief in church separation from religious groups which do not stand for the full truth affects their activities. For example, knowing that the beliefs of other religious groups often conflict with what they believe, they should always be loyal to what the Bible teaches. This is a difficult issue, but it should be discussed. Other religious groups could be sponsoring a club, project, teen night, Bible study, etc. Most of the girls haven't thought about a conflict in beliefs before.

Let each girl write a short statement on notebook paper and insert it in her lesson book.

Reach a Little Higher

Study the answers to the questions at the end of the lesson in *My Special Place*. Be ready to answer the questions next week.

★ "What We Believe — Lesson 6"

Impact!

Each girl should:

1. Be able to tell in what way Jesus will return to the earth
2. Be able to identify who will be included in each of the two resurrections
3. Be able to tell what the Bible teaches about heaven
4. Be able to tell what the Bible teaches about hell
5. Be able to explain the separation of church and state

Materials Needed

See lesson 1 for a list of materials. You will also need an alarm clock, a toy horn, a hymnbook, and

other supplies listed in the teacher's guide in the visual packet.

Advance Preparation

Follow the procedure in lesson 1.

Power Up!

Use the "My Beliefs Affect" poster. Ask someone to share what the study of Baptist Doctrine has meant to her. Has it answered some questions someone may have had?

Tell the girls that this lesson is very important to believers. Ask them to listen to determine why it is so important.

Lesson Tips

Cover the items on visual P-X from the teacher's guide in the Princess visual packet.

Heaven is real! No one can imagine what God has planned for us as believers. Teach this with enthusiasm. Everyone should be homesick for heaven.

On the other hand, hell is also a real place. Again, no one can imagine what God has planned for those who choose to deny him. Because of this we should want our family and friends to be saved. We have the good news of Jesus; we just need to share it with them.

Follow the teaching procedure in lesson 1.

Take It With You

Ask the girls to think of how their belief in hell will affect their language. Have each girl write the name of a person with whom she will share Christ.

Reach a Little Higher

Study the answers to the questions at the end of the lesson in *My Special Place*. Be ready to answer the questions next week.

Review the six lessons on "What We Believe" to prepare for a written exam.

★ Written Exam on "What We Believe"

Each girl in the Princess step is required to pass a written exam on the six lessons on "What We Believe." You may photocopy the two-page test provided (pages 127-128) and give it to the girls for their exam when they have completed the six lessons and satisfactorily prepared for the test. Or you may prefer to write a test of your own.

Either way, no Princess candidate should see a copy of the test before taking it. If she can answer all the questions at the end of each of the six lessons, she should be well prepared.

You may plan to administer the exam during one

Exam on “What We Believe”

1. Tell why your beliefs are important to you.
2. What are doctrinal statements?
3. Who is Satan?
4. Who needs salvation?
5. How would you tell someone how to be saved?
6. Why is it important that Jesus was born of a virgin?
7. Why is the believer to be set apart from the world?
8. Who has the authority to baptize? Who gave that authority?
9. Name the two ordinances of the church.
10. What is an unbeliever?

Match the following:

- | | |
|-------------------------|--|
| _____ 1. trinity | a. sentenced to death |
| _____ 2. inspiration | b. of one's own choice |
| _____ 3. infallible | c. breathing into the minds of men |
| _____ 4. holiness | d. three in one |
| _____ 5. inherited | e. corruption, wickedness |
| _____ 6. ordinance | f. passed naturally from parent to child |
| _____ 7. church | g. right living that pleases God |
| _____ 8. depravity | h. principles of God's Word; things we believe |
| _____ 9. doctrine | i. a group of baptized believers agreeing to carry out the will of God |
| _____ 10. commission | j. Christ's authorizing the church to act as His agent |
| _____ 11. condemned | k. something Christ has commanded the church to practice |
| _____ 12. voluntarily | l. free from error |
| _____ 13. atonement | m. amends made for sin |
| _____ 14. ascension | n. the rising of Christ from earth into heaven |
| _____ 15. justification | o. the act of being declared innocent |

Write your personal convictions about what you, as one of God's children, should do because of what you believe. You should complete this page, and you may use extra paper if you need it.

[illegible]

class period after you have taught all six lessons. If so, give the girls time to complete their papers, take them up to grade at home, and then go through the test orally and let volunteers tell the correct answers. This procedure will make the exam a learning exercise which will reinforce what you have taught.

Answer Key

Some questions call for opinions or interpretations. Accept any correct answers. Appropriate answers include:

1. My beliefs are important because they affect my life. Although I am sincere in my beliefs, I could still be wrong.
2. Doctrinal statements summarize what Baptists believe.
3. Satan is an actual person who exercises control over people and events to the extent that God allows him that power.
4. Every human being has sinned and needs salvation.
5. To be saved a sinner must accept by faith God's gift of justification.
6. As God's Son, Jesus is Deity.
7. God wants His children to separate themselves from the world in order to become more like Jesus.
8. Christ commissioned the church to baptize.
9. The two ordinances are baptism and the Lord's Supper.
10. An unbeliever is a person who refuses to accept Jesus as the One Who can save from sin.

Matching: 1 — d, 2 — c, 3 — l, 4 — g, 5 — f, 6 — k, 7 — i, 8 — e, 9 — h, 10 — j, 11 — a, 12 — b, 13 — m, 14 — n, 15 — o

★ "Special Missions Project"

Each Princess candidate is required to choose an international missionary to research for three months. So make sure you plan the lesson outlined below at least three months before the end of the year. Although you will probably be teaching other lessons in the meantime, check on the girls' progress with their special missions project each week during the three months.

The three months should be enough time for each girl to write her missionary and receive an answer. If she does not receive an answer within a month, ask her to write again. Missionaries receive many letters, and their busy schedule sometimes does not permit answering letters immediately. In addition, international mail is frequently lost; the missionary may never have received the first letter.

You should check at your local post office about

the cost of postage to each country chosen. United States postage is not sufficient for any other country except Mexico. All other destinations require more postage and must be sent air mail.

Most missionaries have e-mail addresses listed in *The Gleaner*. If the girls have e-mail, they may choose to write their missionaries e-mail messages. The answer will usually come quickly if it is received. If the first message is not answered within a week the girl should try again.

Plan to begin the three-month project with a class session like the one described below.

Impact!

Each girl should:

1. Become excited about an in-depth study of a mission field
2. Choose one international missionary to study for three months
3. Each girl should choose a different missionary
4. Begin a scrapbook of information on that missionary and his field

Materials Needed

My Special Place — Princess, a copy of the current issue of *The Gleaner* for each girl, a map of the world, a sample missions scrapbook, a large envelope or folder for each girl, materials for each girl to write a letter.

Advance Preparation

Check on the availability and prices of scrapbooks in stores in your neighborhood. If the purchase price will be a problem for your girls, plan a fund-raising project or ask the WMA to help.

Prepare a list of materials each girl will need to work on her scrapbook. It should include scissors, craft glue or rubber cement, letter stencils, and markers. Check the scrapbook section of your local stores for stickers, stencils, or other materials that they can use in their scrapbooks. Be prepared to assist the girls as needed.

Make certain that each girl will have access to three consecutive issues of *The Gleaner*. If the girl's family does not receive it, you may need to ask church members to share theirs after they have read it.

Plan to provide or identify sources of information about missionaries and their fields. In addition to *The Gleaner*, these would include articles and pictures from magazines and newspapers, and books, including encyclopedias. Check the Web sites for BMA of America departments for information available there. Such Web sites include www.bmaam.com or www.gma-bma.org

Power Up!

Ask the girls to tell about the longest trip they have ever taken. Where did they go? How far did they travel? What means of transportation did they use? How was the climate and scenery different from back home?

If someone in your church has visited a foreign country, let him talk for a few minutes about his trip. Tell the girls that in the next three months they will do the next best thing to visiting a foreign country. Each girl will learn all she can about one missionary, his work, and the place where he ministers. Her goal is to learn so much about the mission field that she feels that she has visited there.

Challenge the girls to do their best for the Lord in researching their missionary and his country.

Lesson Tips

Show a map of the world; point out the countries where BMA of America missionaries are located. Encourage the girls to choose missionaries they know little or nothing about.

If you have a neat, attractive scrapbook that someone else has made, show it as an example. Point out the good sections of the scrapbook and suggest ways the girls can do theirs better. Choose your words carefully so you will not offend the girl who made the book.

Help the girls plan their research for the next three months. Provide each girl a large envelope or folder to hold articles, notes, and pictures as she discovers them.

Have each girl to write a letter to her missionary during this first class period. She should make a copy of her letter to place in her scrapbook. You may wish to provide paper and envelopes for these letters or require the girls to bring their own. Encourage responsibility by asking them to mail their own letters. You may wish to provide the postage.

Tell the girls when you will have follow-up sessions for them to work on their projects. (See below.) Encourage them to bring materials to use themselves and to share with other girls when they come to these sessions. Also encourage them to do research on their own time for this project.

Take It With You

Let each girl make the title page to her scrapbook.

Also let her find and clip any articles about her missionary in the copies of *The Gleaner* you have in the classroom.

Reach a Little Higher

Tell the girls to begin planning for a missions fair after their special missions project is complete.

★ Follow-up Lessons on the “Special Missions Project”

After your initial lesson on the “Special Missions Project,” use one class period during each of the following two months to work on the missions scrapbook. Remind the girls the week before to bring the materials they will need for their project work. With their help, have plenty of articles and pictures from magazines and newspapers available to work with. Also have helpful books in the meeting room. A file of back issues of *The Gleaner* will prove useful.

If you have never made a missions scrapbook before, make one yourself as the girls do. In this way, you can more effectively guide the girls in the research and preparation of theirs.

Help the girls find recipes of favorite foods of the people of their selected countries. Encourage them to try those foods at home. You may wish to ask girls to bring food to share with the class in these follow-up sessions.

Let the girls use the class time to work on their scrapbooks. Encourage them to talk about what they are finding and learning as they work. Make it a fun time and a busy time.

If any girls have received replies from their letters to missionaries, let them read them to the group.

During the last work session, each girl will need to begin work on a poster on her missionary.

★ Missions Fair

When the three-month period has ended, hold a class session when each girl can show her completed scrapbook to the class and report on what she has learned about her missionary and his field. She should also display her poster. Let each girl complete the “Special Missions Project” page in *My Special Place*.

Then let the girls work together to plan a missions fair, following the suggestions in *My Special Place*.

III. The Counselor's Key to *My Special Place*

Appropriate answers to complete each step of the lesson book *My Special Place* are provided on the following pages. In many cases the questions call for thought or paraphrasing; in such instances the responses below serve only as examples.

To locate the answers for a particular lesson, look for the lesson title in the headings.

Maiden Step

"GMA — My Special Place"

The Girls' Missionary Auxiliary is a special place in the church for girls in grades four through twelve. It is sponsored by the WMA and primarily teaches the way of salvation and ways to help others, especially in the area of missions.

Watchword

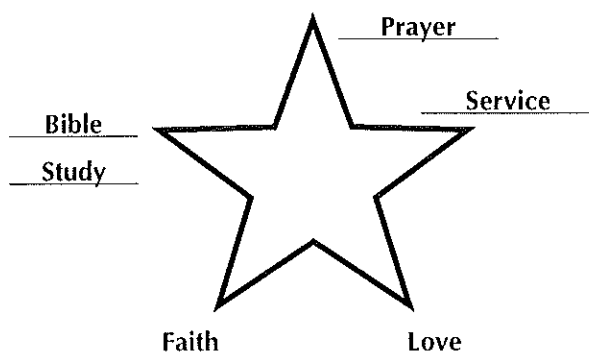
1. ambassadors, Christ
2. one who represents another
3. GMA

Aim

1. the directing of effort toward a goal; a clearly directed intent or purpose
2. alert, conditions, minds, centered, temples, God, selfish, gospel
3. to know about and care about things going on in the world around us; to be awake to the needs of those without Jesus
4. We won't have time for ugly jokes, improper words, slang, or reading wrong kinds of materials.
5. My body. When I was saved, the Holy Spirit came to live within me.
6. by saying no to temptations and keeping my eyes on Jesus
7. (Answers will vary.)
8. Jesus, Others, You
9. (a) telling those I meet about Jesus; (b) giving love offerings; (c) praying for missionaries

Allegiance and Star Ideals

1. I, responsibility, tell, assent, Jesus Christ, His, activities, Lord's, prayer, Bible study, faith, love, service
The star ideals art should be completed as shown at the top of the right column.
2. talking with God and letting Him talk to me
3. God talking to me
4. simply taking God at His word



5. unselfish, loyal, and benevolent concern for the good of another
6. using my time and talents for others

"I Am a Sinner"

1. Being unkind; telling a lie; being angry; disobeying; wanting to have my way instead of God's way
2. a — F, b — F, c — F, d — F, e — F, f — T
3. I cannot live up to or reach God's goodness by myself; I have not lived up to God's perfect goodness.
4. separation
5. better, no wise, proved, Jews, Gentiles, all, sin, written, none righteous, one
6. scripture, concluded, sin, promise, faith, given, believe
7. death penalty
8. death
9. satisfied
10. trust

"Dana's Discovery"

1. grumbling, complaining, unhappy
2. Dana went to sleep
3. her father
4. Sin entered the world through the first man. Sin causes all the sadness and troubles of this world. Death passed upon all as a result of sin.
5. Adam and Eve
6. She placed all the blame for sin and her own unhappiness on Adam.
7. She was a sinner but would not admit it to God or even to herself.
8. Yes. Dana would never have to work any more. She could sleep and eat as much as she wanted to.
9. Yes. She was not to touch the little box.
10. the little red box

11. (The drawing should show an open box with a butterfly outside.)
12. She didn't want her parents to know she had disobeyed.
13. She was a sinner and could not blame her sin on Adam.
14. (a) own choice; (b) responsible, own sin
15. a, c, e, f
16. They will be saved.

"My Need of the Gospel"

1. The good news of salvation — the death, burial, and resurrection of Jesus Christ.
2. we, astray, own way, life, wrath, abideth, separated, God
3. I am like sheep — wanting to do things that are not good for me. Because of sin I want to have my way instead of God's way.
4. Because I have not received Jesus into my life, God's anger continues upon me.
5. God has already judged me. My sentence; I am forever separated from God because I have not believed in Jesus.
6. I need Jesus.
7. Lord, Him, guilt, sin, never-ending, salvation
8. willful sin
9. When I receive Jesus, He forgives my sins.
10. Jesus
11. never-ending life
12. die
13. me, I, accept, done, can do, life, I, separated, forever. Pictures of (1) cross, (2) burial in the closed tomb, (3) resurrection with the open tomb
14. forgiveness, invite, promise, never

"What I Must Do to Be Saved"

1. to be made safe
2. When Adam and Eve disobeyed, their natures changed; disobedience and pride became a part of their being. God pronounced the death sentence. We have inherited Adam's sin nature and also the death penalty.
3. The payment for disobeying God is separation from Him forever.
4. yes
5. wanting to have my own way, not God's way
6. Jesus
7. eternal life through Jesus Christ our Lord
8. God, the Son
9. He paid the penalty for my sins by dying in my place.
10. "I am alive today and want to save you."
11. Believe, Lord Jesus Christ, saved
12. (a) God; (b) penalty, sins; (c) save, forgive,

prayers, change

13. (a) acknowledge that Jesus is the way to God; (b) agree with what your lips are saying; place your trust in Jesus
14. (Answers will vary. Accept any reasonable example the girl may write. The *speaking* balloon should refer to confession with the mouth. The *thought* balloon should refer to believing with the heart.)
15. whosoever, Lord, saved
16. Anyone who asks Jesus to save her has the promise that He will do it.

"Sweeter Than Honey"

1. "How sweet are thy words unto my taste! Yea, sweeter than honey to my mouth!" (Psalm 119:103).
2. (Answers will vary. Example: It is comparing God's Word to the sweetness of honey. It is good for me; a little bit makes me want more; I am satisfied when I am obeying God.)
3. desire, gold, sweeter, honey, honeycomb
4. (Answers will vary. Example: The Bible helps me to grow as a Christian by studying it. It is good for me because it gives me strength to do what God wants me to do.)
5. them, warned, keeping, reward
6. (Answers will vary.)

"God's Messengers"

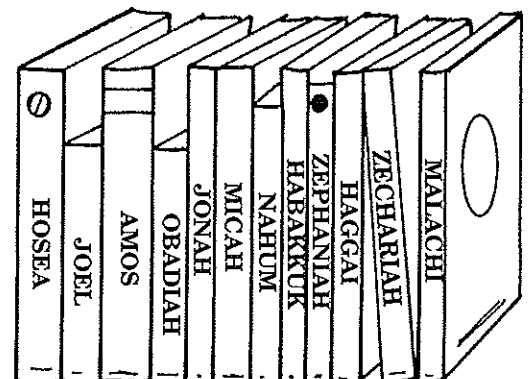
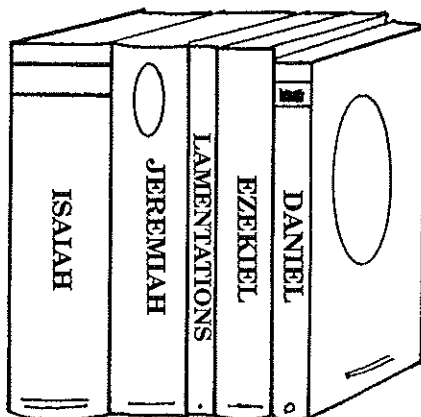
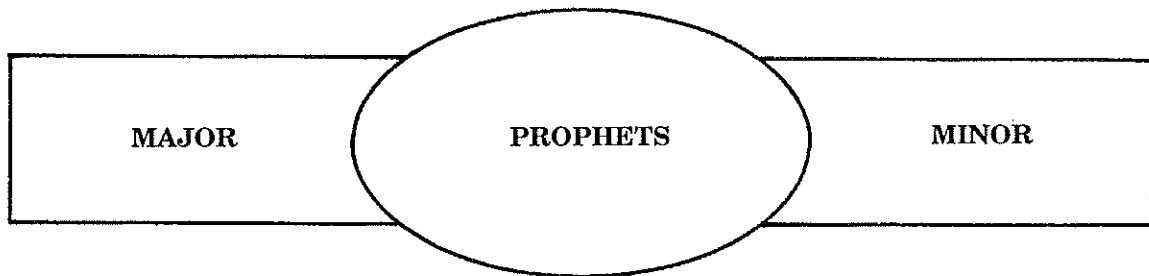
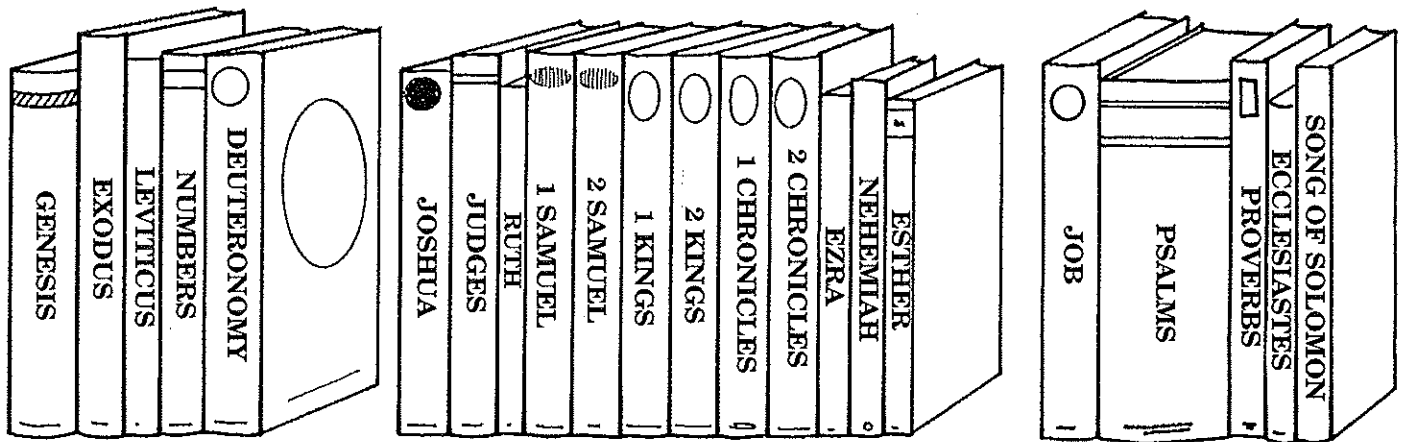
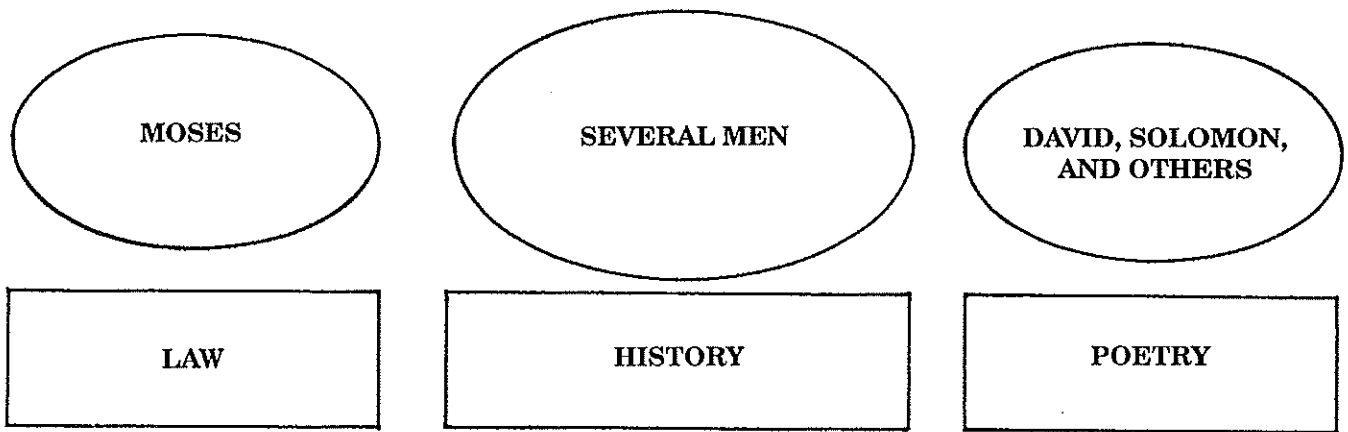
1. c
2. d, c
3. c
4. c
5. c
6. a
7. c

The key to the hidden-word puzzle is shown in the illustration below. For the proper completions to "The Old Testament" chart, see page 133.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| J | H | D | L | M | M | O | S | E | S | L | Y | T | I | G | O | N | C | M | O | U | N | T | A | I | N |
| E | X | I | O | H | I | S | T | O | R | Y | B | V | O | O | A | T | Q | C | A | V | E | P | T | P | P |
| W | X | L | V | S | C | L | O | U | D | P | T | O | E | D | A | Y | T | H | P | A | L | A | C | E | S |
| S | S | U | E | E | M | Y | T | E | N | C | O | M | M | A | N | D | M | E | N | T | S | F | U | I | A |
| J | O | B | O | E | U | T | E | P | O | E | T | R | Y | Q | I | S | I | T | Z | Z | I | Q | E | L | |
| A | J | H | U | D | S | X | B | U | I | O | Y | P | R | O | V | E | R | B | S | P | Q | R | M | T | M |
| G | E | N | E | S | I | S | Y | T | M | U | D | S | T | S | I | X | T | Y | S | I | X | E | O | D | S |
| G | M | A | S | P | C | C | S | O | N | G | S | E | B | I | B | L | E | M | P | O | B | E | Y | E | P |

"The Prophet Messengers"

1. testament
2. Malachi
3. messenger
4. promise
5. warnings
6. obeying



7. preserved
8. Christ
9. sweeter
10. thirty-nine
11. scroll

"You Can Be a Missionary Too!"

1. be saved
2. to love my neighbor as myself
3. (Answers will vary, such as allowing God to be first; telling others what He has done for me; giving tithes)
4. (Answers will vary.)
5. author, secretary, doctor, nurse, dentist, salesperson, artist, teacher (Other answers may be given.)
6. It means to witness right in my town, in my school, in my neighborhood.

"My Nation — My World"

1. Baptist Missionary Association of America
2. Little Rock, Arkansas
- 3-5. (You will find the names of the current directors in *The Gleaner*.)
6. *The Gleaner*
7. (Ask your pastor or church secretary for the answers.)
8. A large part of the national GMA project each year goes to missions. The Mexico missions trip each summer promotes missions. The Forward Step program teaches young ladies about missions. A missionary is invited to teach/preach at GMA Retreat each summer.
9. Praying for the missionaries; writing letters to them; attending meetings where missionaries are speaking
10. (a) anywhere there are lost people; (b) a group of people with whom a missionary meets to teach them about Jesus and/or to lead them eventually to form a church; (c) a person who tells the lost about Jesus and His salvation; (1) a person who tells people in my town or district about Jesus and salvation; my church helps pay his salary; (2) a person who tells people in my state about Jesus and salvation; the churches in my state pay his salary; (3) a person who is supported by the churches of the BMA of America and is a missionary in North America; (4) a person who is a missionary in a country on another continent; (5) a person in another country who is a native of that country and works as a missionary to his own people; (d) a group of churches who cooperate together to carry the gospel to other places

Lady-in-Waiting Step

"We Covenant Together"

1. a body of baptized believers committed to work together in spreading the gospel
2. (a) believe; (b) receive; (c) profess; (d) baptized
3. agreement, pledge, promise
4. to know how to work in the church with other Christians
5. walk, love, strive, advancement, knowledge, holiness, comfort, prosperity, spirituality, sustain, cheerfully, regularly, ministry, expenses, church, relief, poor, gospel
6. (Answers will vary. Examples: Do everything that I do in love; attend Sunday School, training classes, and Bible study so I will gain more knowledge of spiritual things; keep my body holy; give my money cheerfully and regularly to the church.)
7. family, secret, religiously, witness, circumspectly, fair (honest), faithful, engagements, example, tattling (gossip), backbiting (fussing), excessive anger, zealous, advance, Savior
8. (Answers will vary. Examples: Have family and private Bible study; try to help my friends and relatives to be saved; be honest in all my relationships; keep all promises; do only those things that please God.)
9. watch, love, remember, prayer, aid, sickness, distress, sympathy, feeling, courtesy, speech, slow, offense, ready (or haste) reconciliation, mindful, rules
10. When we move from one place to another, we should join a similar church as soon as possible so we can continue working with other Christians in the Lord's church.
11. Answers will vary for writing a church covenant in the language of the girls. The following is only an example:

"We are led by the Spirit of God to be saved. Then we are baptized in the presence of God, angels, and the church. We enter into this agreement together as one body in Christ.

We promise with the help of the Holy Spirit to walk together in Christian love and to help the church grow spiritually. We will uphold the doctrines of the church as well as the worship, discipline, and ordinances. We promise to contribute cheerfully and regularly to help the ministry, provide for the poor, pay the church expenses, and help spread the gospel.

We agree to have family and individual Bible study, to educate our children in the faith, and to help our friends and relatives to be saved. We will be fair and honest and always try to do the

right things. We will avoid gossip, speaking evil of someone behind his back, extreme anger, and drinking alcohol. We will set an example to the world and be enthusiastic about advancing our Savior's kingdom.

We pledge to care for one another in love, pray for each other, and help each other in sickness and difficult situations. We will develop sympathy and courtesy for one another. We will be slow to get upset with others, but quick to forgive.

We promise that when we move to another city, we will as soon as possible join another church that is based on and follows God's Word so we can continue to carry out the Great Commission."

"Characteristics of a Christian — Lesson 1"

1. complete, perfect happiness
2. meeting the requirements, receiving the promises
3. being poor in spirit
4. the kingdom of heaven
5. being humble and giving God credit
6. happy
7. (a) loss (or death); (b) sorry (or ashamed), have displeased God
8. comfort
9. First, I must ask God to forgive me. Second, I must try my best never to commit (do) such a sin again.
10. meek
11. inherit the earth
12. to put the desires, wishes, and needs of others before my own
13. No. Being hungry and thirsty for spiritual food; having a desire or hunger to learn
14. yes
15. I don't read and study my Bible very much; I am not hungry and thirsty after God's Word.
16. I will be filled (learn). I will have spiritual happiness and contentment.
17. others, God, merciful
18. loving and helping other people no matter who they are or where they live
19. No. What I think will be what I say and act upon.
20. think, say, habits (actions), do
21. seeing God
22. love, bless
23. loving peace and doing everything I can to prevent a quarrel with anyone
24. being called a child of God
25. being made fun of, harmed, or teased about doing something I know is the right thing to do
26. doing good because of what is pleasing to God

27. the kingdom of heaven
28. prophets
29. a great reward in heaven

"Characteristics of a Christian — Lesson 2"

1. tasteless (unsavory)
2. Salt. As salt flavors food, Christians are supposed to flavor the earth by our good actions, behavior, work, and witness of the gospel throughout the world.
3. I become tasteless as unsavory salt and do more harm than good.
4. Ye, light, city
5. light
6. Jesus
7. illuminates so I can see
8. no
9. so, see, God

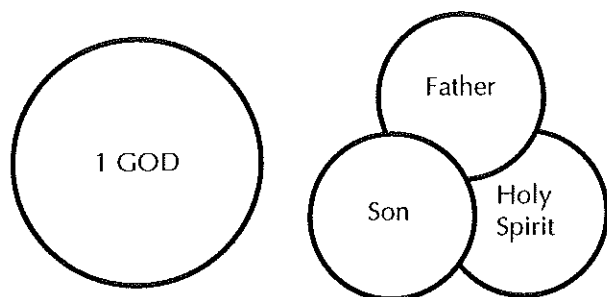
"The Law of a Christian"

1. interpret (or explain) the law of Moses
2. No. He did not know the great commandment in the law.
3. If I love God with all my heart, soul, and mind, it will be easier to keep the rest of the commandments.
4. I cannot divide my love. I cannot serve two masters. If I really love God, I will want to do what God wants me to do. If I love the world, I will want to do worldly things. I cannot do both. I must make a choice.
5. the people I live near; those who are the nearest to me at any time
6. honor, injure (hurt), goodwill, good
7. (J)esus, (O)thers, (Y)ou
8. Love. I cannot begin to keep God's laws if I first don't have the love of God within me.

"Dying in Order to Live"

1. I am following Christ completely; I no longer want to please anyone but God.
2. I, lifted, draw
3. His death on the cross
4. hearts
5. (The drawing should show a seed planted beneath the soil, then a sprout on the seed, and then a plant above the soil from the seed beneath.)
6. Provision (means, way). It takes the blood of Jesus to cleanse my heart and take away my sins.
7. my old sin nature
8. new life
9. The Holy Spirit will convict people of their sins through Jesus' death — drawing them to Jesus.

10. no
11. No, each has a choice.
12. Yes. He will not force Himself on me; I must make my own choice.
13. (The drawing should resemble the one shown.)



14. one, three
15. Father made, Son, is, Holy Spirit shows
16. (Answers will vary. Example: Jesus offered a way of being saved. The Holy Spirit will convict me and draw me to Jesus. His death will satisfy God as the penalty for my sins. When Christ died on the cross, He made a way for me to go to heaven.)

"As You Go ..."

1. (a) while you are going about each day; (b) dip or submerge under water; (c) edifying — building up or promoting spiritual growth; explaining the way to live, sometimes by example; (d) win others to Jesus; make disciples
2. as you go; going therefore
3. As we go about our daily lives, we are to tell the gospel message of Jesus.
4. to win lost people to Jesus
5. (a) to the temple; (b) from house to house; (c) before the Jewish council; (d) even on the streets
6. to win others to Jesus and to help each other to grow and mature as Christians
7. evangelism and edification
8. yes
9. speak, proclaim, testify
10. (Answers will vary.)
11. to bear witness of what you know is true
12. teaching new believers who have been baptized how they can grow in spiritual matters
13. fellowship, united in prayer, obtaining instruction
14. a — F, b — T, c — F, d — T, e — T, f — T
15. go, teach, baptize; I will be right there with you.
16. forever; until Jesus returns to earth for me

"God Kept His Promise"

1. *"How sweet are thy words unto my taste! Yea, sweeter than honey to my mouth!"*

2. (Answers will vary.)
3. Law, history, poetry, major prophets, minor prophets, life of Christ, history, Paul's epistles, general epistles, prophecy
4. Matthew, Mark, Luke, John
5. good news of Jesus Christ
6. doctor
7. (a) Jews; (b) Rome; (c) Gentiles (us)
8. covenant (agreement)
9. Jews
10. Gentiles
11. is coming, has come
12. (Answers will vary.)
13. (Answers will vary; ask each girl to name a specific person.)

The New Testament Books

Life of Christ: Matthew, Mark, Luke, John

History: The Acts of the Apostles

Paul's Epistles: Romans, 1, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1, 2 Thessalonians, 1, 2 Timothy, Titus, Philemon, Hebrews

General Epistles: James, 1, 2 Peter, 1, 2, 3 John; Jude

Prophecy: The Revelation of Jesus Christ

"A New Helper"

1. three
2. the Holy Spirit
3. to give them strength to please God; to comfort; to guide
4. Acts, Apostles
5. Luke
6. Jesus, when He was on the earth

The answers to the cross-wit acrostic (both the clues and the puzzle) are as follows:

1. future
2. Holy Spirit
3. message
4. church
5. Revelation
6. Paul
7. epistle
8. power
9. believer

"Know Your Bible"

The answers for questions 1-12 will vary. The answers for "Learning Right Values" are as follows:

1. Pray
2. God talk
3. Memorize

4. Attend church
5. Take my time

"Becoming a Missionary"

1. The missionary and his wife pray for assurance that God has called them to be missionaries.
2. The missionary and his wife tell their church their desire to become missionaries and get their approval.
3. The missionary fills out an application for becoming a missionary.
4. The missionary appears before the advisory committee.
5. The missionary and his wife appear before the missionary committee.
6. The missionary finally appears before the messengers of the Baptist Missionary Association of America.
7. The missionary speaks before local churches while he is on deputation.
8. The missionary gets a physical examination by a doctor.
9. The missionary gets an examination by a psychiatrist.
10. The missionary and his wife finally arrive on the field where they were elected to serve.

Answers will vary on the last two questions.

Lady Step

"Make a Joyful Noise"

1. song of praise
2. praise
3. all people in all places
4. be joyful (happy) about everything I do in service for the Lord
5. heart
6. so I can serve Him better; so I will want to place no other thing before Him
7. I will want to experience commitment to Him and show it by singing His praises.
8. giving thanks
9. (Answers will vary.)
10. kindness to an undeserving person; forgiveness
11. I am secure because I know He will always love me.
12. God's truth is everlasting; He will always be with me.
13. (Answers will vary. Example: I should be happy in my service because God is merciful and everlasting, and His truth lasts forever.)

The answers to the matching section:

- 1 — M, 2 — H, 3 — N, 4 — A, 5 — F, 6 — I, 7 — L,
8 — J, 9 — K, 10 — D, 11 — C, 12 — G, 13 — E, 14 — B

"Seek Ye the Lord"

"Who?" questions:

1. everyone
2. love

"Why?" questions:

1. all, none, not one, all
2. death, man, death, death, all, all

"When?" questions:

1. youth, Remember, youth
2. found, know not, morrow, life, appeareth, vanisheth
3. near, explained, read, singing, death, invitation

"How?" questions:

1. calling, Call, call, saved
2. sinful, repenting, repent, perish

"Promised Blessings" questions:

1. Mercy, forgiveness, something I don't deserve
2. pardon, to declare not guilty; to forgive
3. prepared mansion
4. God; Jesus

"What in the World Has Come Over You? — Lesson 1"

1. something that I love; something that claims most of my thoughts and attention
2. (a) earthly; (b) heavenly
3. money, clothes, new cars, positions, land, houses
4. Yes, if they take all my energy and time.
5. A car can be wrecked or stolen. If I love it more than God, He can take it away from me.
6. If my friends love me for the wrong reasons, they will stay around me only as long as I have what they want.
7. The only treasures that will last are those that please God, so I should be careful what I love.
8. do what God wants me to do; love only what God wants me to love
9. I will gain rewards when and how God wants to give them.
10. No. We don't have to work for salvation; it is a gift.
11. (T)ime; (m)oney, (e)nergy

The answers for "Single Vision":

1. The two worlds represent double vision — trying to keep one eye on God and one eye on worldly things. I must have both of my eyes focused on God and what He wants me to do.
2. I cannot serve two masters; it is impossible.
3. riches or things that money can buy
4. (a) go to a church activity, watch television or go to a ball game; (b) act like a Christian, friends want me to do something wrong
5. (a) salvation; (b) turning away from evil; (c) a growing knowledge of the Scriptures

“What in the World Has Come Over You? — Lesson 2”

1. I should not worry about the problems of life.
2. God will provide my needs; I should trust Him for just enough for today.
3. plant seed, have plenty to eat, work or produce fabrics, are clothed beautifully, much more
4. God loved me enough to send His Son to die on the cross for me so I can go to heaven.
5. no
6. God
7. If I am seeking God’s will, He will take care of my needs.

Princess Step

“God’s Hall of Fame”

1. If I don’t have trust, I cannot please God. I must learn to look at life as God does.
2. substance, evidence
3. (R)ealit(y)
4. (P)roo(f)
5. Now faith is the reality of things hoped for and the proof of things not seen.
6. a. believe that God exists; b. believe He rewards those who seek Him
7. He obeyed God by building an ark.
8. He left his homeland and went into a strange country as God told him.
9. many children and land for an inheritance
10. Isaac was Abraham’s son. Jacob was Abraham’s grandson.
11. a land that God had promised him
12. to have a child when she was old
13. ninety (Genesis 17:17)
14. God was faithful to His promise.
15. Isaac
16. Abraham was too old to father children, but because of his trust in God’s promise, he became the father of thousands — more than the stars in the heavens or the sands by the sea.
17. yes
18. (A)braham, (S)arah, (I)saac, (J)acob. They believed He would keep His promise.
19. heaven
20. They were faithful to Him. He had no reason to be ashamed.
21. (Answers will vary. Example: Sometimes, by pleasing Him instead of others and myself)
22. He was to offer his son as a sacrifice.
23. to allow Abraham to show his faith again
24. God promised that, through Isaac, Abraham would have many descendants, including Jesus, our Savior.

25. believe that Isaac should not be killed
26. Something attracted his attention — it was a ram. He used the ram for the sacrifice.
27. He blessed them for the future and gave them their inheritance. He was able to tell them about the promises that were made to his father, Abraham.
28. He passed along the same inheritance to Ephraim and Manasseh.
29. He wanted his bones taken out of Egypt and back to the land that was promised to Abraham and his descendants.
30. hiding Moses from Pharaoh
31. He gave up the inheritance he would have gotten as Pharaoh’s daughter’s son and led his own people out of Egypt.
32. by trusting God, placing confidence in Him; having faith in him, believing in what He asks me to do
33. yes
34. (girls’ name)

“Ask, Seek, Knock”

1. Ask, seek, knock
2. Keep on, keep on, keep on
3. receiveth, findeth, opened
4. *What man is there of you, whom if his son ask bread, will he give him a stone?” (Matthew 7:9)*
5. *“Or if he ask a fish, will he give him a serpent?” (Matthew 7:10)*
6. Yes. (Answers will vary. Example: I wanted to be GMA president, but realized that was not my talent. I made a better secretary.)
7. ye, being evil, good gifts, Father, good gifts, ask
8. ye, do to you, do, law
9. If I treat others the way I want to be treated, I will be kind, understanding, loving, and forgiving.
10. Enter, strait, wide, way, destruction
11. strait, narrow, way, life
12. Many people follow the wide path that leads to destruction. Only a few people follow the narrow road to heaven.

“What We Believe — Lesson 1”

- The Trinity of God: Father, Son, Holy Spirit
 2 Timothy 3:16: scripture, inspiration
 2 Peter 1:21: prophecy, will, holy, moved, Holy Ghost
 Genesis 1:1: God, heaven, earth
 Genesis 1:27: man, image
 Colossians 1:16-17: created, powers, all, him, before, all things
 Job 1:7: Satan, Satan, From going to and fro in the

earth, and from walking up and down in it

The lake of fire prepared for: the devil and his angels

Reach a Little Higher

Answers will vary; examples are given.

1. My beliefs are important because they affect my attitude, my activities, my language, my friendships, my education, and my behavior
2. Doctrinal statements are sets of articles of faith; statements of what a person or group believes.
3. In reference to God, *trinity* means there is one God in three persons — the Father, the Son, and the Holy Spirit. (The diagram is provided in the lesson.)
4. The Bible was written by holy men to whom God revealed exactly what He wanted written.
5. God created all things just as described in the book of Genesis.
6. Man's spirit is similar to God's Spirit; man can think and make choices; man is responsible for his choices.
7. Satan — the devil — is an actual person who has a real influence on the world today as he lives and acts.

"What We Believe — Lesson 2"

Romans 5:12: *"Wherefore as by one man, sin entered into the world, and death by sin; and so death passed upon all men, for that all have sinned."*

Matthew 1:23: virgin, child, son, God with us

Hebrews 2:9: Jesus, angels, death, grace, death, every man

John 20:19-20: Jesus, hands, side, glad, Lord

Acts 1:3, 9-11: forty, heaven

Acts 1:9: *"And when he had spoken these things, while they beheld, he was taken up; and a cloud received him out of their sight."*

Reach a Little Higher

1. *Innocence* — the absence of sin and its curse on life. *Condemn* — sentence to death. *Depravity* — corruption, wickedness. *Inherit* — receive a trait from a parent. *Virgin* — a woman who has not had sexual relations. *Atonement* — amends made for sin; a covering for sin. *Resurrection* — the rising of Christ from the dead. *Ascension* — the rising of Christ from earth into heaven.
2. Since we were born into Adam's family, we have inherited his sin nature.
3. Jesus had no earthly biological father. He is truly the Son of God.
4. Salvation is forgiveness of sin through the atonement of the blood of Jesus.

5. Jesus rose from the grave in a tangible body and later ascended back to heaven in that same body.

"What We Believe — Lesson 3"

The works of the Holy Spirit: a — sin, b — salvation, c — judgment, d — believer, e — seal, f — power, g — lead

Ephesians 2:8-9: grace, saved, faith, yourselves, gift, works, boast

John 1:12: *"As many as received him, to them gave he the power to become the sons of God, even to them that believe on his name."*

Philippians 1:6: *"He which hath begun a good work in you will perform it until the day of Jesus Christ."*

Romans 6:3-4: baptized, death, buried, baptism, raised, we, walk

Correct way to baptize: bury (immerse)

Reach a Little Higher

1. Convict people of the sin of unbelief, convict people that salvation is the righteousness of God, convict people that the power of judgment has been broken, live within the believer, seal the believer, give power to the believer, and lead the believer
2. All who believe in Christ are in the family of God.
3. A person may be saved by realizing that he has sinned, believing that Jesus Christ shed His blood for his sins, asking Him to forgive his sins, and choosing to accept the free gift of salvation. No works are involved.
4. God sets the believer apart from the world so that He can continually make the believer more and more like Jesus.
5. An ordinance is something we are commanded to do.
6. Scriptural baptism is immersion in water of a believer in Christ by the authority of a New Testament church.
7. Baptism pictures the death, burial, and resurrection of Jesus.
8. A New Testament church has the authority to baptize.

"What We Believe — Lesson 4"

1 Corinthians 11:23-26: Lord Jesus, bread, thanks, brake, eat, my body, broken, me, cup, my blood, drink, remembrance, eat, bread, drink, shew, death, come

John 5:24: believeth, everlasting, death, life

John 10:28-29: I, eternal, they, perish, man, pluck, hand, Father, greater, all, pluck, Father's hand

Matthew 4:18-20: *"Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost; teaching them*

to observe all things whatsoever I have commanded you: and, lo, I am with you always, even unto the end of the world."

Acts 1:8: power, Holy Ghost, witnesses, Jerusalem, Judea, Samaria, uttermost, earth

Reach a Little Higher

1. The broken bread represents Jesus' body, which He offered on the cross; the juice represents the blood Jesus gave up on the cross.
2. Church members are to eat the Lord's Supper.
3. Once a person is saved, he will never lose his salvation.
4. Jesus Himself founded the church during His earthly ministry.
5. A church is a congregation of baptized believers in a locality who work together to carry out the will of God.
6. The Great Commission is Christ's authorizing the church as His special agents (ambassadors) to carry the gospel to the entire world. It is stated in Matthew 28:19-20.

"What We Believe — Lesson 5"

Ephesians 3:21: church, Jesus Christ, all ages, end
Church Cooperation: (Answers will vary according to your state and local association.)

Church Authority: The director of missions is an officer of the association. He cannot tell the churches what to do. The local church decides what she will give to missions for the year.

Galatians 1:9: preach, other gospel, accursed

Amos 3:3: together, agreed

Reach a Little Higher

1. Church perpetuity means that true churches have existed in the world since Jesus founded the first church, and they will continue until He returns.
2. The Baptist Missionary Association of America is the national association of churches which meets once each year and allows every church of its membership to elect three messengers to cast votes at the meeting.
3. A group of churches work together in an association to achieve common goals, such as in missions, Christian education, and benevolence. The churches of the association elect messengers

who meet together at scheduled times to decide how to spend the money its churches give and how to conduct the work of the various ministries.

4. The churches tell the association what to do by allowing their messengers to cast votes for the churches.
5. The church should be separated from religious groups which do not stand for the full truth.

"What We Believe — Lesson 6"

Acts 1:9-11: beheld, looked, same, like manner, seen

1 Corinthians 15:51-52: changed, dead, incorruptible, changed

1 John 3:2: appear, like him

John 14:1-3: ye, believe, house, prepare, place, come, receive, where, ye

What Revelation 21:3-4 means: (Answers will vary. Example: God will take His bride, the church, and live with her in heaven. There will be no more crying, death, or sorrow.)

1 Corinthians 2:9: seen, heard, heart, God, love

Matthew 25:41: depart, cursed, everlasting fire, devil, angels

What Revelation 20:1-5 means: (Answers will vary. Example: During the thousand-year reign of Christ, the devil will be bound and thrown into the bottomless pit. We who are saved and do not have the devil's mark on us will be with Christ for one thousand years.)

Matthew 22:21: Caesar, Caesar's, God, God's

Reach a Little Higher

1. Christ will personally return to earth. No one knows the time He will return.
2. One resurrection will be for the righteous (saved) and the other for the wicked.
3. Heaven is a real place of eternal happiness for Jesus and those who have accepted Him as Savior. Only those who have placed their trust in Him will go to heaven.
4. Hell is a real place of eternal punishment for the devil and those who have not accepted Jesus as Savior.
5. Neither the church nor the government should interfere in the affairs of the other. Every person should be free to worship as he chooses; the government should give protection and freedom to all religions. Christians should, however, take an active role in the politics of their citizenship.

IV. Teaching *Fit for the King*

Fit for the King was written for the Queen, Regal Queen, Imperial Queen, Superior Queen, and Sovereign Queen steps. It is written with a soft touch; it teaches the art of Bible study without saying so. The lessons are challenging, thought provoking, and sometimes humorous.



Among the lessons and projects are mission-learning activities. The missions symbol at the left helps the girls to identify missions-involvement activities. The symbol also reminds them that the "M" in GMA stands for *missionary*.

The lesson texts in *Fit for the King* are taken from the King James Version of the Bible, since this is the version the girls memorize.

The lessons are designed to be used in two ways:

1. **If the girls have a counselor for each step**, the lessons can be discussed in class with the counselor guiding. Or the girl can work on the lessons at home and then review and discuss the lessons with their counselor. Some counselors prefer to do the lessons with their girls; others prefer that the girls use the lessons as part of their daily quiet time. In any case, the girls find the answers for themselves and complete the activities as the counselor guides them. The idea is to teach them *how* to study the Bible for themselves.
2. **If your GMA does not have an individual counselor for each step**, each girl can work on her lessons quietly by herself during the auxiliary meeting. She should be assigned a counselor to help her with questions and to approve the step requirements. The counselor assigns lessons to be completed by a certain date. The counselor can supervise several girls working on various queen steps.

Fit for the King can be purchased by sections according to the step the girl is working on. Each section contains all the step requirements as well as instructions for completing them. Use it as a companion to the *Girls' Missionary Auxiliary Manual*.

At the beginning of most lessons, there is an attention getter. Within each lesson there are questions for memory retention. "Replay/Your Turn" reinforces what a girl should know as a result of the lessons. Following "Replay/Your Turn" is an evaluation exercise that gives the individual girl some activities to apply the lesson to daily living. The closing statement for every lesson is "I want to be fit for the King. Beginning today, I will" Throughout the five year study of *Fit for the King*, this question will be asked. This repetition should make an impact. Hopefully, it will mean keeping fit for the King.

At the end of each lesson you will need to assign the lesson(s) to be completed and scripture(s) to be memorized before the next meeting. When you do so, use the term *Reach a Little Higher* instead of *assignment*. It approaches assignments with a positive attitude.

Because *Fit for the King* is designed for discovery learning by the student, the lesson plans on the following pages are much more limited than those for *My Special Place*. There are no visual packets to correlate with the lesson book. Therefore, the "Materials Needed" and "Advance Preparation" suggestions are not needed in the lesson plans.

The chart on the next page suggests a lesson format in outline form. (Compare it to the format for *My Special Place* lesson plans on page 95.) Keep the steps of the chart in mind when you are preparing lessons. Since the elements of the steps are contained in *Fit for the King*, the outline is not repeated with each lesson plan on the following pages. However, you should follow the outline in every lesson.

Fit for the King can also be used by girls who enter GMA after the seventh grade but don't wish to begin the Forward Step program. Although they miss the first four steps, the queen steps form the second cycle of salvation, the church, Christian service, and doctrine. (See page 20.)

There is no Forward Step award for studying the queen steps without having completed the first four steps. Review "Approving Forward Step Work" (pages 24-26) for an explanation of how to use *Fit for the King* with girls who have not earned their Princess award. See also pages 179-192.

Despite the lack of tangible awards for those who do not participate in the Forward Steps, the intangible rewards for completing the lessons in *Fit for the King* are without limit.

The following breakdown of the five queen steps sets forth the main objective of each step with suggestions relating to age characteristics and teaching tips. However, since *Fit for the King* is a self-study book there are few suggestions for lesson presentation.

A. Queen Step

As a counselor of an eighth grader, you will find that she is quieter and moodier than her seventh-grade counterpart. Sometimes you won't understand her because she doesn't understand herself. Accept her as she is.

She goes in and out of periods of excitability. She is witty. With her increasing intelligence, she delights

| Lesson Plans for <i>Fit for the King</i> | | |
|--|---|---|
| | Definition: | Refer to This Section in <i>Fit for the King</i>: |
| 1. Impact! | The counselor's list of teaching goals | "Replay/Your Turn" |
| 2. Power Up! | At attention getter to activate the mind at the start of class | Usually the first paragraph. Occasionally you will need to create your own. |
| 3. Take It With You | Individual application of the lesson to the girl's life | "Evaluation" and "I want to be fit for the King! Beginning today, I will ..." |
| 4. Reach a Little Higher | Lessons and/or Scripture memorization to be completed outside class | Above the lesson title |

in mental challenges. She desires to learn and has the ability to think rationally.

She begins to look inward to know herself and often withdraws from others. She begins to reflect about her reactions to people and situations. She can be very critical of herself, both her behavior and her appearance.

At this age she experiences a new independence. Sometimes she withdraws from her parents, especially her mother, and becomes critical. She often criticizes things in her mother that she is trying to develop herself.

Whether you are aware of it or not, you, as a counselor, will make an impression on her life. She will quietly observe you regardless of what you do, positive or negative. What a challenge you have to be her guide!

Listen to what she is saying; be aware of what she wears; observe her quietness; pay attention to her interaction with her parents and friends. She will give valuable insights into how you should prepare lessons for her. She learns best when she can see how Bible truths relate to her personal interests, problems, and needs.

May you meet the challenges the eighth grader presents. Be her cheerleader as she seeks to know herself. Guide her in projects that will help her build confidence in her abilities, but don't do them for her. Let her work through periods of withdrawal without taking them personally. Most of all, accept her as she

is, and pray for her as an individual.

As a counselor you can gain the respect of your girls by passing the Queen steps along with them (every year you teach). You will also respect them as you experience how they feel as they struggle to memorize scriptures, answer questions, read books, and complete activities.

The main objective of the Queen step is to get to know Jesus, the King.

The Queen step is the good-news step. You will be privileged to guide your girls into a deeper appreciation of their King. Through these lessons you will carefully unfold the happenings before Jesus' birth, His coming, and His life on earth. You will walk to the cross with Him and share His pain. You will experience His triumphant victory over the grave and witness His return to heaven. As you guide these lessons, present His perfect love for us as the motivating factor. This too is an important objective in the Queen step.

Advance Instructions for Teaching the Queen Step

Prior to beginning your studies in the Queen step, read "Teaching *Fit for the King*" (page 141). This in-

formation will help in understanding the teaching method. Also familiarize yourself with the chart of the lesson outline (page 142). Then prepare your lessons with these terms in mind.

Before you plan the year, read "Forward Steps — The Big Picture" (pages 19-23). Also read the Princess-step overview (page 120). This tells you what the girls have previously studied and how you will guide them in the coming year.

Help the girls set goals for completing the lessons by using Planning Guide 4 (following page 60). Be flexible in scheduling lessons since other church priorities may alter your plans.

In preparing your lessons use the study helps listed on page 90. Study the scriptures in several translations. Read them as if for the first time. Take a fresh look. Ask God to give you insights that you haven't seen before. You may want to study the scriptures in a commentary and check specific words in a Bible dictionary. Study all of the lessons carefully to see how you progress from one lesson to another.

As you prepare each lesson, keep in mind the characteristics of the girls. Know how each characteristic relates to the lesson plan and make necessary adjustments.

Introduction to the Queen Step

Impact!

The first class session in the Queen step should be used to get acquainted with each other — counselor and girls. Use this time also to get acquainted with the Queen step section of *Fit for the King*.

Power Up!

Ask everyone to turn to "Something of Value" at the front of the Queen step of *Fit for the King*. Let someone read it while the others follow along in their books. Discuss what it says and tell how the Queen step follows the format described there. Give an enthusiastic overview of the coming year.

Take It With You

Give each girl a small card that has the words *my commitment* at the top. Ask the class to turn to John 15:8-11. Have someone read these verses. Explain that before Jesus' death He spoke of His love which caused Him to keep God's commandments, and He offered a challenge to the disciples. Tell them Jesus gives them a challenge, too; He says, "Continue in My love. Will you continue to let God's love motivate you to do what He asks you to do, as I did? If you do what I have asked you, you shall live within My love, just as I have kept My Father's commandments and

live within His love."

Challenge each one to make a commitment to get to know Jesus personally this year. Explain that no one can live for Him without spending time getting to know Him. If your challenge is accepted, have each one write the following words.

I, _____, will continue in Your love, Jesus. I will do what You ask me to do knowing that I will be living within Your love. I, _____, promise to take the time to get to know You this year.

Have each one sign and date her card. Ask her to keep the card in a place where it can be seen to remind her of her commitment.

Reach a Little Higher

Read the first lesson, "The Promise," and complete it. Be ready to discuss it next week.

Lesson Plans for the Remainder of the Queen Step

Follow the lessons in *Fit for the King* for the remainder of the Queen step. They are self-explanatory. Each week you will need to make assignments for "Reach a Little Higher." Work through the lessons at a pace that enhances the comprehension of your girls. Read through the lessons ahead of your girls to determine your advance preparation and the materials needed each week.

The program of Forward Steps calls for these lessons in the Queen step. The page numbers are given to help you locate each lesson.

1. "The Promise," page 7
2. "Behold! An Obedient Teenager!" page 13
3. "Making Right Choices," page 17
4. "See God in Christ," page 24
5. "His Commitment to Me — Part One," page 30
6. "His Commitment to Me — Part Two," page 40
7. "Love in the Bible," page 49
8. "Love in My Life," page 53
9. "A Life to Be Modeled," page 57
10. "What's a Girl to Do?" page 73
11. "Department of Camp Ministries," page 74
12. "Armed Forces Chaplaincy Department," page 78
13. "America's Christian Heritage" page 83

See the "Forward Step Record" in the GMA manual for a complete listing of requirements for the Queen step. To learn more about the Department of Camp Ministries, check their Web site www.danielspringscamp.com

My Nation's Christian Heritage

Girls who have completed the study of "My Nation's Christian Heritage" in the previous steps do not have to do them again. These pages are provided for those who have not yet completed that study. It may be done during any of her queen steps. See the "Forward Steps Record" in the GMA manual for the options she may choose from in order to complete the study "My Nation's Christian Heritage."

What's a Girl to Do?

In completing the Queen step a girl must purchase and read the book *What's a Girl to Do?* If finances are a problem for one or more of your girls, plan a fund-raising project.

A girl can read *What's a Girl to Do?* individually and complete the work sheets in her book. However, you may choose to let your girls study the book together. They might gain more through a group study over a period of weeks.

This is an excellent book which you can teach to a group easily because of its thoroughness. Use posters or transparencies to enhance your study by writing the main ideas or thoughts. Let the girls explain certain points within the lessons. Involve them in the lessons as you serve as a guide.

The book is available from Pathway Christian Store and other Christian bookstores.

B. Regal Queen Step

As a counselor of those working on the Regal Queen step, you will be working with confident ninth graders, some of whom were shy and withdrawn one year ago. One year makes a world of difference between these two ages. The ninth grader has looked within and has found her strengths. Now she is ready to put them into action.

She is a live wire! Her energy is abounding, ready to be tapped by a creative counselor. She is expressive, robust, and noisy. She seems relaxed and laughs often.

She has gained the ability to think logically and abstractly. Her independent nature and better word usage help her express her opinions and ideas. She, of course, loves to express these opinions and share her ideas.

She has become more tolerant of adults, especially her parents. Social activities and friends play an important role in her life. She spends hours on the telephone giggling and talking about boys. She evaluates herself by the opinions of friends. She wonders, *Who do others think I am?*

At this age she begins to think about the future.

She considers morals and tries to put together personal moral codes. She has definite feelings about marriage and the qualifications she wants in a husband.

What a privilege you have to guide the ninth grader. Tapping her newly found confidence can be most rewarding. Use her energy and optimistic personality to build upon the foundation that has already been laid by the previous steps. Give her more responsibility in planning activities, but realize she sometimes accepts more than she can handle. Although she is trustworthy, keep in mind that she is still a young lady and not an adult. Guard her eager attitude and optimistic outlook with care. Be her friend not her peer. Challenge her; encourage her; be a co-learner with her as you walk together through this step.

The main objective of the Regal Queen step is to become acquainted with the history of the church through the apostle Paul and to learn the purpose of the church and what is required of each girl as a member.

In the Queen step, the girls studied the life of Christ. By studying His life they learned what God was like. They discovered why Jesus came to earth, why He involved Himself with people, and how they, as Christians, are to continue what He began. The Regal Queen step builds upon that study. Through the study of the apostle Paul's life you will introduce the church, God's missionary agency for all people. You will challenge each girl to see the church with fresh eyes. Your lessons will reveal the role of the Holy Spirit in the early churches and His work within each girl today.

Through the study of His church you will guide the girls in a deeper understanding of this vital institution. Since it is their nature at this age to probe, they will analyze the lessons and seek a more mature definition of the church. You will help formulate the value they place upon their roles and the roles of others within His church. What they learn from this study will be revealed in how they serve the Lord in the future. Unfortunately you won't see the results right away, but know that they will come in time.

As a counselor you can gain the respect of your girls by passing the Regal Queen step along with them (every year you teach). You will also respect them as you experience how they feel as they struggle to memorize scriptures, answer questions, read books, and complete activities.

Advance Instructions for Teaching the Regal Queen Step

Prior to beginning your studies in the Regal Queen step, read “Teaching *Fit for the King*” (page 141). This information will help in understanding the teaching method. Familiarize yourself with the lesson outline (page 142), and then prepare your lessons with the terms in the outline in mind.

Before you plan the year of Regal Queen lessons, read “Forward Steps — The Big Picture” (pages 19-23). Also read the overview of the Queen step (page 142). This tells you what the girls have previously studied and how you will guide them in the coming year.

Help the girls set goals for completing the lessons by using Planning Guide 4 (following page 60). Be flexible in scheduling lessons, since other church priorities may alter your plans.

In preparing your lessons use the study helps suggested on page 90). Study the scriptures in several translations. Read them as if for the first time. Take a fresh look. Ask God to give you insights that you haven’t seen before. You may want to study the scriptures in a commentary and check specific words in a Bible dictionary. Study all of the lessons carefully to see how you progress from one lesson to another.

As you prepare each lesson, keep in mind the characteristics of the girls. Know how each characteristic relates to the lesson plan and make necessary adjustments. For example, compare Paul’s reflective mind with the girls’ without saying so. Reveal his faults as well as his victories over self. Give the Holy Spirit room to work in these sensitive young ladies.

Introduction to the Regal Queen Step

Impact!

The first session in the Regal Queen step should be used to get acquainted with each other — counselor and girls — and to preview the step.

Power Up!

Have the girls turn to the index inside the cover of the Regal Queen step section of *Fit for the King*. As you look over the list of lessons, briefly explain what you have planned for this year. Tell the girls you think they will enjoy learning. Explain how studying about the church involves them and how they fit into God’s mission plan today.

Share how they can choose the person they want to be this year as they explore eight qualities that will make them happier. (See “Growing in the Likeness of Christ” in the Regal Queen step.) Encourage each girl to see the benefits physically, mentally, and

spiritually of choosing to set her goal to become like Christ.

Tell how they will have the privilege to disciple a younger girl in GMA as one of the ways to help in God’s mission plan. Each of them will help train a Maiden.

Share the mission activities chosen for the Regal Queen step. Explain that by studying these lessons and participating as individuals and as members of their church, they will be helping in missions. Tell them they will learn more about missions methods from studies on medical missions and outreach through radio/television.

Take It With You

Pass out index cards. Have the girls turn to John 13:24, 35. Read these verses together. Explain that Jesus gave this commandment to His disciples before He was crucified, and He gives us the same commandment today. Tell how His plan for the church is carried out through our love for one another. Ask each girl to write these verses on her index card and place it where she will see it every day. Explain how our love for each other will identify us as Christ’s disciples. Challenge each girl to make a commitment to complete the Regal Queen step with a willing heart, to put the church before other activities, and to look for ways to show her love within the church. If she chooses to make the commitment, ask her to sign the card and date it.

Tell the girls you are pleased they have chosen to participate in this very important study of the church and look forward to learning with them.

Reach a Little Higher

Read the first lesson, “From Persecutor to Missionary,” and complete it. Be ready to discuss the lesson next week.

Lesson Plans for the Remainder of the Regal Queen Step

Follow the lessons in the lesson book for the Regal Queen step. They are self-explanatory. You will need to make assignments for “Reach a Little Higher” each week. Work through the lessons at a pace that helps the girls comprehend the material. Read the lessons ahead of the girls to determine your advance preparation and the materials needed.

The Regal Queen step includes these lessons:

1. “From Persecutor to Missionary,” page 3
2. “Trained to Tell,” page 8
3. “Missionary, Teacher, Writer,” page 13
4. “The Witnessing Prisoner,” page 17
5. “His Church,” page 23

6. "Growing in the Likeness of Christ," page 32
7. "Giving With a Smile," page 36
8. "Ways I Can Help Train a Maiden," page 41
9. "Medical Missions," page 43
10. "Lifeword Broadcast Ministries," page 50
11. "My Nation's Christian Heritage," from the Queen section of *Fit for the King* (needed only if the girl did not complete this study during her Queen step).

C. Imperial Queen Step

Guiding a tenth grader is not as easy as guiding a ninth grader. Unlike the energetic, noisy girl of a year ago, she has become withdrawn and sullen. You can easily be misled by her outward appearance of indifference. Sometimes she may appear lazy or tired because of her preoccupation with inner feelings. She looks within to seek answers to questions about herself and others.

She is experiencing an important year in the maturing process. She is analytical and tries to understand her feelings. She can be resistant and at times hostile; however, don't take it personally. Struggling with up and down moods has her confused. She is often critical of herself and can easily become discouraged.

Her growing independence puts pressure on her parents, for she thinks she can handle her life by making her own decisions. This independence may cause her to rebel against involvement in GMA. She may choose to drop out. Again don't take it personally. Although she thinks she can handle life, she inwardly desires someone to offer caring guidance. A tenth grader is group oriented. It is important to spend time with friends. Often her dress and attitude conform to those of friends. She values their opinions and yet tries to find her own identity.

As she approaches her sixteenth year, having found through her self-examination that she has talents and intellectual abilities, she relaxes somewhat. These revelations couldn't come at a more opportune time.

With all her struggles, she secretly desires help but is afraid to ask. Lovingly guard her privacy while building a bond of trust. Be consistent in your attitude as she struggles with her own. Be an encourager, but not a pusher. Above all, give her room to grow!

The main objective of the Imperial Queen step is to reinforce a girl's commitment to Christ.

The scriptures in this step ask each one to look within to see to whom she belongs. The girls will be

asked to make decisions based upon their love for God. In every lesson their love for God will be challenged, for that is the crux of all commitments.

As you guide the lessons in the Imperial Queen step, you will have to gently push to get the girls to follow through with some of the assignments. But the results will be worth the effort. You will find that these lessons correlate with the preoccupied tenth grader's needs. She is looking within to find the real person, and what better way can you help than by giving her these scriptures?

You will challenge her to take a look at Jesus' life to see how he handled difficult situations. She will see it wasn't always easy to do what He did; however, He chose to spend hours in prayer to get the strength He needed to make the right decision. You will show how the Holy Spirit can lead her as He led Jesus. Your life will serve as an example of what you are teaching, for she will watch your response in trying situations.

The Imperial Queen step offers many opportunities for the girl to show how much she loves God. You will show how her love makes a difference in serving God. It isn't hard to do things for God if you truly love Him. Getting to know Him through these lessons will make it easier to serve Him.

The opportunities in this step teach unselfishness in her relationship to parents, friends, other church members, and others with whom she comes in contact. These learning experiences help the girl to grow in her relationship to God. Participating in these unselfish activities makes her feel good about herself.

As counselor you can gain the respect of your girls by passing the Imperial Queen step along with them (every year you teach). You will also respect them as you experience how they feel as they struggle to memorize scriptures, answer questions, read books, and complete activities.

Advance Instructions for Teaching the Imperial Queen Step

Prior to beginning your studies in the Imperial Queen step, read "Teaching *Fit for the King*" (page 141). This information will help in understanding the teaching method. Familiarize yourself with the lesson outline (page 142), and then prepare your lessons with these terms in the outline in mind.

Before you plan the year of Imperial Queen lessons, read "The Forward Steps — The Big Picture" (pages 19-23). Also read the overview of the Regal Queen step (page 144). This tells you what the girls have previously studied and how you will guide them in the coming year.

Help the girls set goals for completing the lessons

by using Planning Guide 4 (following page 60). Be flexible in scheduling lessons, since other church priorities may alter your plans.

In preparing your lessons use the study helps listed on page 90). Study the scriptures in several translations. Read them as if for the first time. Take a fresh look. Ask God to give you insights that you haven't seen before. You may want to study the scriptures in a commentary and check specific words in a Bible dictionary. Study all of the lessons carefully to see how you progress from one lesson to another.

As you prepare each lesson, keep in mind the characteristics of the girls. Know how each characteristic relates to the lesson plan and make necessary adjustments.

Introduction to the Imperial Queen Step

Impact!

The first session in the Imperial Queen step should be used to get acquainted with each other — counselor and girls — and to preview the step.

Power Up!

Have the girls turn to the index to the Imperial Queen lesson book. Briefly explain how studying the Christian's commitment to Christ will make living for God easier. Tell them it is difficult to live every day without making a wrong decision occasionally, but this year's study will give them a promise that will help them in decision making.

Explain how they will get to know themselves through the lesson activities. Tell them God wants to use this year to show how much He loves them. Explain that His rules were made to keep them from getting hurt.

Review the opportunities given in the learning activities. Explain that through these giving experiences they will gain confidence in pleasing God. Tell them that in the Imperial Queen step they will discover many opportunities to please God. Explain how pleasing God will make them feel good about themselves — when He is pleased, they will be pleased with their actions.

Share with them the missions activities in which they will be involved. Tell them they will learn how they can participate in missions outside your own church and community.

Take It With You

Give each girl an index card with the words *no compromise* written at the top. Have the group turn to Philippians 4:8 and read the verse in unison. Ask the girls to write this verse on the card. Challenge each girl to commit herself before God to practice

Philippians 4:8 in the coming year. If she accepts the challenge, ask her to sign her name and date on the card. Ask her to place the card in a place where she can see it every day.

Reach a Little Higher

You may want to use "No Compromise" as a theme for the full year of studies. If so, ask the girls to look for the definition of this phrase in the first lesson.

Ask the girls to read the first lesson, "No Compromise — 1 John 2:15-17," and complete it. They should be ready to discuss the lesson next week.

Lesson Plans for the Remainder of the Imperial Queen Step

Follow the lessons in the Imperial Queen lesson book of *Fit for the King*. They are self-explanatory. You will need to make assignments for "Reach a Little Higher" each week. Work through the lessons at a pace that enhances comprehension. Read through the lessons ahead of the girls to determine your advance preparation and materials needed.

The Imperial Queen step includes these lessons:

1. "No Compromise" — 1 John 2:15-17," page 3
2. "No Compromise — Romans 12:1-2," page 9
3. "An Acceptable Life," pages 16, 25
4. "A Way of Escape," page 31
5. "Spiritual Growth," pages 37, 40
6. "Ruth — Love in a Crisis," page 43
7. "Serving Christ in My Home, Church, and Community," pages 51-81 (Each girl may choose four of those given.)
8. "Baptist Publishing House," page 82
9. "BMA Theological Seminary," page 86
10. "Ministers Resource Services," page 89
11. "Baptist News Service," page 91
12. "My Nation's Christian Heritage," from the Queen step provided she has not completed it on a previous step

See the "Forward Steps Record" in the GMA manual for a full listing of Imperial Queen requirements.

D. Superior Queen Step

If you were to ask a young teen what age she would like to be, the answer would probably be sixteen. Sixteen is that magical age when a girl can get a driver's license and perhaps even date. "When you are old enough" has finally come.

The eleventh grader, having spent a year of soul-searching, is gaining control over herself. Through reflection she has gained confidence in herself; she

has discovered she can handle more responsibility and is comfortable doing so. Because of this realization, she doesn't have to prove her independence as much.

Driving a car means she is mobile. Now she has the freedom to get a job and be involved in many activities. Sometimes this means GMA is not a top priority. However, this doesn't mean she won't respond to requirements assigned outside the classroom. Hopefully, *Fit for the King* will help in this situation. It can be used as a personal study guide in her quiet time.

At this age a girl likes to spend time with friends. Usually she has one special friend with whom she shares secrets. The opposite sex is one of her favorite topics.

Guiding eleventh graders is going to be a fun experience. Let them help in decision making when possible. Give them more responsibility, but realize their limits. Help develop their talents by giving them tasks that will be educational as well as fun. Be flexible when planning activities; recognize the girls' need for activities outside GMA. Above all, give them room to grow.

The main objective of the Superior Queen step is to be all that you can be through Christ.

An eleventh grader is ready to take a look at where she is going in life and what kind of person she wants to be. Through the past year of self-study, she is more confident of who she is. The lessons on dedication will help her become a more confident Christian.

Your perception of her good points as well as the un-Christ-like traits she has not conquered will give you an edge in helping her. Your kindness in accepting her as she is will have an effect upon how you reach her with the truth of God. Keep in mind, though, that it is God in whom she should place her trust, not you. Always be careful to give God the credit for her victories, and let her make her requests to Him. Guide her toward a deeper relationship with God, for He will be there when you are not. The apostle Paul said it this way: "*Not for that we have dominion over your faith, but are helpers of your joy; for by faith ye stand*" (2 Corinthians 1:24). Like Paul, you are a helper of her joy. What more can you ask?

As a counselor you can gain the respect of your girls by passing the Superior Queen step along with them (every year you teach). You will also respect them as you experience how they feel as they struggle to memorize scriptures, answer questions, read books, and complete activities.

Advance Instructions for Teaching the Superior Queen Step

Prior to beginning your studies in the Superior Queen step read "Teaching *Fit for the King*" (page 141). This information will help in understanding the teaching method. Familiarize yourself with the lesson outline (page 142), and then prepare your lessons with the terms in the outline in mind.

Before you plan the year of Superior Queen lessons, read "Forward Steps — The Big Picture" (pages 19-23). Also read the overview of the Imperial Queen step (page 146). This tells you what the girls have previously studied and how you will guide them in the coming year.

Help the girls set goals for completing the Superior Queen lessons by using Planning Guide 4 (following page 60). Be flexible in scheduling lessons, since other church priorities may alter your plans.

In preparing your lessons use the study helps listed on page 90. Study the scriptures in several translations. Ask God to give you insights that you haven't seen before. You may want to study the scriptures in a commentary and check specific words in a Bible dictionary. Study all of the lessons carefully to see how you progress from one lesson to another.

As you prepare each lesson, keep in mind the characteristics of the girls. Know how each characteristic fits into the lesson plan and make necessary adjustments.

Introduction to the Superior Queen Step

Impact!

The first session in the Superior Queen step should be used to get acquainted with each other — counselor and girls — and to preview the step.

Power Up!

Have the girls turn to the index of the Imperial Queen step section of *Fit for the King*. Briefly explain what you have planned for this year. Tell them you think they will enjoy learning about themselves while studying what God wants them to become. Share your enthusiasm about the possibilities awaiting them in each lesson.

Give them a glimpse of Mary, a teenager fit for the King. Show how Mary will help them take a look at themselves.

Relate how they will become involved in missions activities by the projects they choose. Tell them how these learning experiences will help them to become better missionaries. Explain that they will supervise a missions activity for a particular neighborhood through a This-Is-It-Club.

Tell them how fortunate they are to have an opportunity to become better acquainted with God, themselves, and those who will benefit from the Superior Queen activities.

Take It With You

Give each girl an index card with the words *I will be all that I can be in the coming year* written near the top. Have her turn to Ephesians 6:10. Ask the group to read this verse in unison. Ask someone to explain this scripture in relation to the sentence on her index card. Explain that it is only by depending upon God for His power that anyone can be all that she can be. Share how God equips her to excel in GMA and through the church youth group. Explain that God not only wants her to be a good Christian, but also expects her to be the best she can be in school work too. Let her know God wants His ambassadors to be their best no matter what they do.

Challenge her to make a commitment to be all that she can be in the coming year. If she accepts the challenge, ask her to write Ephesians 6:10 below the written statement on the index card. She will need to sign and date the card. Ask her to place the card where she can see it every day as a reminder of her commitment.

Reach a Little Higher

Read the first lesson, "Be All That You Can Be," and complete it. Be ready to discuss the lesson next week.

Lesson Plans for the Remainder of the Superior Queen Step

Follow the lessons in the Superior Queen lesson book of *Fit for the King* for the remainder of the Superior Queen step. They are self-explanatory. You will need to make assignments for "Reach a Little Higher" each week. Work through the lessons at a pace that maximizes comprehension. Read through the lessons ahead of the girls to determine your advance preparation and the materials needed.

The Superior Queen lessons include the following:

1. "Be All That You Can Be," pages 3, 11
2. "Pledge of Allegiance," pages 18, 21, 26
3. "That They May Know," page 29
4. "Train to Tell," page 37
5. "A Teenager Fit for the King," page 40
6. "Missions, My Church, and Me," pages 43, 47, 49, 51
7. "Department of Church Ministries," page 52
8. "This-Is-It-Club," page 56

See the "Forward Steps Record" in the GMA Manual for a full listing of requirements for the Superior Queen step.

E. Sovereign Queen Step

As a counselor of those working on the Sovereign Queen step, you will have more mature girls who need less supervision. Obviously, they have grown up in GMA; so it is reasonable to assume that they have a good foundation on which to build their lives. The many activities in which they have participated have affected their ability to make responsible decisions. Your role as a counselor is to guide them, allowing them the freedom to make decisions and to set their own pace of completion of projects.

While trying to finish high school, a twelfth grader is perhaps thinking of college, a career, or marriage. Trying to cope with all these is sometimes more than she can handle. Although she is beginning to look like an adult, she doesn't have the maturity to handle every situation. Unlike an adult, she doesn't have years of experience upon which to draw.

Dating and boys are a major part of her life at this age. With them comes a whole set of problems. She can be happy one minute and sullen the next. She has to deal with sexual feelings. Many girls this age have already lost their virginity. This is a possibility you may have to consider in your lessons.

With all the activities competing for her time, she may not always have time for GMA. This is where your flexibility can adapt to her schedule. You may allow her to work on the lessons at home if she can't attend GMA meetings. The main concern is to keep her interested in finishing the Forward Steps, for the Sovereign Queen step is important in her spiritual growth. Be willing to spend time with her.

Remembering how you felt at this age will help in working with her. Although it may have been years ago, girls are still somewhat alike in their thinking. Making wise decisions that will affect their lives is high priority. Thoughts of life after high school are still a little frightening. Be available to listen. Be ready to support her decisions. Offer praise when it is due. Allow her to grow. Above all, respect her as a maturing young lady.

The main objective of the Sovereign Queen step is to solidify the girl's faith and create an anticipation of heaven.

Having spent many years participating in the Forward Step program, the girl now applies the finishing touch. The studies in the Sovereign Queen step are deeper in content than the previous steps.

Last year the main objective was to "be all that you can be through Christ." The lessons were centered around developing an attitude of responsibility

for every area of a Christian's life — applying herself to making good grades, excelling in the extracurricular activities chosen, being a more considerate child to her parents. In all these activities she is God's representative.

This year you will guide her into a deeper faith by studying how God takes care of her. The study of Psalm 91 will be comforting as she approaches a milestone in her life. She is probably afraid to think about life after high school. Your perception of what is happening in her life can help her tremendously.

You will guide her through a more mature approach to death than perhaps she has attained before. Her perception of death was probably formed as a child. Your honest approach to death will help her express how she feels. By taking a look at death as God perceives it, she will be better equipped to handle it when it takes someone she loves.

Saving the best for last — that certainly applies to the lessons on heaven. Take time to talk about what is going to happen when Jesus returns. Give a vivid description of what God has promised the believer. Make these lessons victory celebrations.

You will help the girl to rethink her beliefs as you guide her through J. E. Cobb's *Baptist Church Manual*. At this age she is already rethinking what she believes. When she was a child, she readily accepted what she was taught; now she has the ability to think and formulate opinions. She is trying to nail down what she does in fact believe. Your knowledge of Baptist beliefs can help her.

Your presentation of the Women's Missionary Auxiliary and the *Counselor's Guidebook* will have an effect upon how she perceives her place of service after she leaves GMA. Should God guide her to be a leader in either organization, she may have already spent nine years in training.

You will serve as guide for the missions learning experiences in "Pleasing God With My Life." Encourage her to do all the exercises. She will be pleased that she did, because in-service training is the best experience she can get.

As counselor you can gain the respect of your girls by passing the Sovereign Queen step along with them (every year you teach). You will also respect them as you experience how they feel as they struggle to memorize scriptures, answer questions, read books, and complete activities.

Advance Instructions for Teaching the Sovereign Queen Step

Prior to beginning your studies in the Sovereign Queen step, read "Teaching *Fit for the King*," (page 141). This information will help in understanding the teaching method. Familiarize yourself with the les-

son outline (page 142), then prepare your lessons with the terms in the outline in mind.

Before you plan the year, read "Forward Steps — The Big Picture" (pages 19-23). Also read the overview of the Superior Queen step (page 147). Be flexible in scheduling lessons, since other church priorities may alter your plans.

In preparing your lessons use the study helps listed on page 90. Study the scriptures in several translations. Ask God to give you insights that you haven't seen before. You may want to study the scriptures in a commentary and check specific words in a Bible dictionary. Study all of the lessons carefully to see how you progress from one lesson to another.

As you prepare each lesson, keep in mind the characteristics of the girls. Know how each characteristic fits into the lesson plan and make necessary adjustments.

Introduction to the Sovereign Queen Step

Impact!

The first session in the Sovereign Queen step should be used to get acquainted with each other — counselor and girls — and to preview the step.

Power Up!

Have the girls turn to the index of the Sovereign Queen lesson book. Briefly explain what God has planned for them this year. Tell them they will explore beliefs and make meaningful discoveries in who they are as individuals.

Discuss the time needed to complete the lessons and scripture recitations. Get their input before giving your suggestions. Consider their ideas and then plan for the first phase of the year. You might want to divide the year into segments with specific goals for completing the step.

Take It With You

Give each girl an index card that has a paraphrase of Psalm 91:14-16 typed as follows:

God said:

"Because _____ has chosen to love me above everything,

I will rescue her from sin;

I will raise her level of spiritual maturity,

Because she knows Me and what I can do.

She shall pray to Me, and I will answer her:

I will be with her in times of trouble;

I will rescue her, and compliment her.

She shall have a useful and meaningful life

Because she has chosen Me above all others."

Ask each girl to read the verses aloud inserting her name in the blank. Challenge her to write her name in the blank and put the card in a place where she can see it every day as a reminder of God's presence.

Reach a Little Higher

Read and complete the lesson "Fear Not," and be ready to discuss it next week.

Lesson Plans for the Remainder of the Sovereign Queen Step

Follow the lessons in *Fit for the King* for the remainder of the Sovereign Queen step. They are self-explanatory. You will need to make assignments for "Reach a Little Higher" each week. Work through the lessons at a pace so that comprehension is attained. Help the girls determine what they can complete before the next meeting. You may want to assign scripture memory to be done after studying the lessons. Again, be flexible in scheduling; but gently push to

keep the girls interested. Above all, stay organized. Girls this age don't want to waste time and are easily discouraged with the disorganization of others.

Read through the lesson ahead of the girls to determine your advance preparation and materials needed.

The Sovereign Queen lessons include:

1. "Fear Not," page 3
2. "Forever His," page 12
3. "Never Perish," page 23
4. "The King's Return," page 30
5. "Our Perfect Home," pages 35, 41
6. "Cobb's Baptist Church Manual," page 45
7. "Spiritual Growth," pages 53, 56
8. "Serving Christ in WMA," page 59
9. "How to Write Notes," page 69
10. "Pleasing God With My Life," pages 79, 84, 86, 90, 92
11. "Counselor's Guidebook," page 94

See the "Forward Steps Record" in the GMA manual for a full listing of the requirements for the Sovereign Queen step.

V. The Counselor's Key to *Fit for the King*

Appropriate answers to complete the lesson books of the various steps in *Fit for the King* are provided on the following pages. In many cases the questions call for thought or paraphrasing; in such instances the responses below serve only as examples.

The order in which the lessons are listed in the "Forward Steps Record" for each step in the *Girls' Missionary Auxiliary Manual* determines the order below. Use lesson titles to locate the portion of the key you need.

Queen Step

"The Promise"

John 1:1: Word, Word, Word

John 10:30: I, one

John 17:5: I, world

John 1:3: all, Him, Him, made

Romans 5:12: one, sin, death, all, all

1 Peter 3:18: Christ, sins, unjust, bring, God, death

Romans 5:8: love, us, sinners

Luke 1:35: Holy Ghost, Son, God

Jesus — the Promise Fulfilled

1. Satan
2. Abram (Abraham)
3. the nation of Judah
4. the nations of Judah and Israel

Know the Names of the King

2. Emmanuel
 3. Christ
 4. Wonderful, Counselor, Mighty God, Everlasting Father, Prince
 5. Son, Highest
 6. Gift, God
 7. Messiah (Messiah)
 8. Word
 9. King, King, Glory, King, King, Kings, Lord, Lords, King, Jews, King, Saints, King, Sion, King, Earth
 10. Prince, kings
 11. Savior, world
 12. Redeemer
 13. Resurrection, Life
- What the names tell you about Him: (Answers will vary.)

Replay/Your Turn

1. Revelation
2. God was revealing Himself to the world through Jesus. Jesus was God's communication with people, God's very word.
3. He is the same as God. He is God
4. Jesus said in John 17:5 that He was with God before the world was made. John 1:13 says He made all things.
5. God's love made Him come to reestablish the

broken relationship between God and sinners. He revealed God's love for us. He purchased our forgiveness and set us free from the death sentence.

6. 1 Peter 3:18: *"Christ also hath once suffered for sins, the just for the unjust, that he might bring us to God, being put to death in the flesh, but quickened by the Spirit."*
7. Genesis 3:15; Galatians 4:4: He was born of the seed of a woman. He crushed Satan's works by His resurrection. Micah 5:2; Luke 2:1, 4, 5, 7: He was born in Bethlehem.
8. The only seed born of a woman was Jesus. He was conceived without the aid of an earthly father.
9. Savior
10. God with us.
11. the anointed one

"Behold! An Obedient Teenager!"

1. physically and spiritually
2. wisdom
3. The grace of God

An ordinary child who becomes a Christian can experience what Jesus did in Luke 2:40 because no matter what age a person is, she has everything she needs in Jesus. It all depends upon her attitude toward God.

Replay/Your Turn

1. (a) They had Jesus circumcised according to God's law on the eighth day. (b) They left their own country to follow God's leading and went to a strange land until God told them it was safe to return. (c) They observed the Passover as God commanded.
2. Yes, they were models of what God has asked of His children.
3. touched, telling, tempted
4. Yes; (Answers about ways to help will vary.)

"Making Right Choices"

John 1:6-7: John, witness, Light, him, believe
John 1:33-34: whom, see, Spirit, remaining, he, saw, Son, God

Hebrews 2:18: himself, suffered

Hebrews 4:15: touched, feeling, all

Names of disciples: Mark 1:1-16 — Peter, Andrew; Mark 1:19 — James, John; John 1:43 — Philip; Mark 3:18 — Bartholomew; John 11:16 — Thomas; Luke 5:27-28 — Levi (Matthew); Mark 3:18 — James (son of Alphaeus), Thaddaeus; Luke 6:15 — Simon (Zelotes); John 6:70-71 — Judas Iscariot

Luke 6:12: God. What He was telling us: (Answers

will vary. Example: Making right decisions takes time. God speaks to one who has her attention on Him. He needs a clear, uncluttered mind to impress His thoughts upon us. He wants us to know we have made the right decision. Snap decisions often leave doubt in our minds.)

Replay/Your Turn

1. the good news of Jesus — Who He was, what He did, where He is now, and what He is doing
2. (a) Matthew, (b) Mark, (c) Luke, (d) John
3. (a) Matthew, about A.D. 58, the Jews; (b) Mark, about A.D. 68, the people of Rome; (c) Luke, approximately A.D. 55-58, the people of Greece and Theophilus and all others who may read it; (d) John, approximately A.D. 85-90 after the fall of Jerusalem, some say the church at Ephesus
4. Jesus changes lives through the power of salvation; what He has done and can do in our lives.
5. our relationship with Jesus
6. John the Baptist
7. John 1:33-34 — The Holy Spirit in the image of a dove came upon Jesus.
8. No, they were looking for a political king who would overthrow the Roman rule over them and establish forever the Jewish kingdom; they misinterpreted the Scriptures.
9. The Holy Spirit. To concentrate totally upon listening to God for instructions before beginning His public ministry; to prepare Himself.
10. By the aid of the Holy Spirit and by quoting scriptures.
11. (a) the power of the Holy Spirit, (b) the Scriptures, (c) the desire to please God
12. (Answers will vary. Example: His love for the people; they saw His miracles and knew He had to be sent from God.)
13. (Answers will vary.)
14. (Answers will vary.)
15. a follower of Jesus; a learner; one who is teachable
16. (personal answer)
17. He went away by Himself with God. He spent hours talking and listening for God's counsel. He fasted (didn't eat). His mind was centered upon one thing: God's choice for the job.
18. that they be teachable and willing to follow Jesus
19. (Answers will vary. Example: If I choose to let Jesus teach me, I can qualify to do a job. It is He Who qualifies me.)

"See God in Christ"

Matching: 1 — d, 2 — e, 3 — f, 4 — h, 5 — a, 6 — i, 7 — j, 8 — b, 9 — k, 10 — c, 11 — g

Definition of miracle: a supernatural happening; change in a physical body or in nature that only God could bring about

John 2:11: miracles, glory

John 3:23: believed, saw, miracles

John 3:2: know, God, man, miracles, God

Jesus performed miracles to prove He was the Son of God. The miracles pointed to the power of God.

Matthew 25:35-40: (Paraphrases will vary. Example: If I consider helping the person who is in need physically, mentally, or spiritually the same as helping God, I am doing these things for Him. Love is the key; the response is not out of a sense of duty.)

Would it make a difference? (Answers will vary. Example: Yes, it would change my attitude in many instances. It would motivate me to do more.)

1. He met the physical needs of the people He came in contact with. He saw their spiritual needs and hurt for them. He cared about people and how they hurt. He did something about their needs. He got involved.
2. Jesus hurt for people enough to heal their bodies.
3. Jesus can calm the fear of the unknown.
4. By loving the little children; they were important to Him; He cared how they felt.
5. They cried out to Him for help.
6. His feelings of compassion; He cares how you feel.
7. in love
8. No, the difference is not in the amount given but whether it is what you have left over or what you have to sacrifice to give out of love.
9. (Answers will vary. Example: He saw a person of worth who needed salvation. He looked beyond human barriers and proceeded to share His love for her as a person, not for who she was or what she had done. Her soul was more important than her color or sinfulness.)
10. He forgives.
11. By keeping us safe; He saves us and keeps us saved; He gives security which brings peace.
12. (Answers will vary. Example: Seeing His friends grieving caused Him to cry openly. He didn't suppress His feelings but showed that He hurt also. He experiences our feelings.)
13. (Answers will vary. Example: Our love for each other will identify us as true Christians. Love sees beyond mistakes, hurt feelings, and weaknesses. He loved unconditionally.)
Luke 13:34-35; 19:41-44: He wept for the people of Jerusalem who were rejecting Him. He could see what was in the future for them and He wept. He cried because He loved them.
Why He weeps: (Answers will vary. Example: Jesus cares what happens to people all over the world. I have no doubt that He is crying over my

city.)

1. I can't have a better-than-others attitude if I want God to hear my prayers. God hears the prayers of one who is truly seeking God's guidance apart from comparison with another's behavior.
2. It doesn't matter what kind of person you have been when you come to Jesus. He welcomes you with joy. All heaven celebrates the salvation of one sinner who comes to Christ. If the lost mean so much to Him, I should try to bring them to Him.
3. If I seek to please God before anything else, God will take care of my needs. I don't have to worry about food, clothing, or shelter. That is God's responsibility. Mine is to honor Him.
4. If I fail to share what Jesus has done for me as well as others, He will not speak on my behalf before God. It matters to Him how I speak on His behalf.
5. When one enters into marriage, she should be sure this is God's will for her life. Marriage is to last a lifetime.
6. A person who has given her life to Christ can never die. She may die physically, but her soul will never be separated from Him.
7. My love for Christ will be proved by how I live. John 14:7-10: The things Jesus did while on the earth show how God reacted in these situations. I can know God by studying Jesus' life.

"His Commitment to Me — Part One"

1. So that He could satisfy God's requirement for our sins. He chose death in place of heaven. His death purchased our forgiveness.
2. Freedom means no longer being related to Satan and his followers. I am free to be all that Jesus purchased for me. I have security and peace. I am free from sin's control.
3. Rome
4. Philippians 2:5-8: Jesus laid aside His divine powers to come to earth and become totally dependent upon the Father. He also gave up His rights.
5. Judas
6. Pharisees, Sadducees, Herodians, scribes, elders, chief priests, lawyers
7. They feared He would cause them to lose what little authority they had by His growing popularity. They felt threatened.
8. As a man Jesus needed the support of His friends. He considered them worthy of His openness. He wanted you and me to know how He felt. He didn't hide His feelings for us.
9. No. He was showing that He hurt as we hurt. It

is not weakness to seek the support of Christian friends in a crisis. Love shares.

10. They deserted Him by running away.
11. thirty pieces of silver
12. three religious trials (1) before Annas, (2) before Caiaphas, the high priest, and (3) before the Sanhedrin. Three political trials: (1) by Pilate, the governor, (2) before Herod, king of Galilee, and (3) back to Pilate (making a total of six trials)
13. They could not pronounce a death sentence by law. Only the Roman government could do this.
14. not guilty
15. They shouted, "Crucify Him! Crucify Him!"
16. He didn't want the Jews complaining to Caesar. That might cost him his job.
17. He was the Son of God. For His acknowledging this, He was crucified. The Jews didn't believe Him.

"His Commitment to Me — Part Two"

Matthew 28:20: with, always

Matthew 7:7-8: Ask, given, seek, find, opened, every one, receiveth, findeth, opened

John 16:33: world, tribulation, cheer, overcome

John 15:10: keep, abide, love, Father's, love

John 14:16: father, Comforter, for ever

John 10:28-29: give, eternal life, perish, pluck, hand, Father, them, hand

Hebrews 13:5: I, leave, forsake

John 14:2-3: mansions, go, you, you, come again, receive, where, ye

"Love in the Bible"

Greatest expression of love: God sending His only begotten Son to earth as a man to be my substitute, dying in my place so that I could be forgiven

1. (Answers will vary.)
2. *Agape* — seeking the highest good of the other person; doing what is best for him; caring about someone and doing something about it
3. God
4. no, because love comes from God
5. By knowing God. They way to God is through belief in Jesus.
6. nothing, love, more, nothing, love, less
7. God's love is unconditional.
8. nothing
9. (Answers will vary.)

"Love in My Life"

2. Though I witness to my friends and have an understanding of Scripture and have enormous faith, it is of no value.
3. Though I give my valuables for charity or stand

for the cause of Christ even unto death, it doesn't add to my worth as a person.

2. kind, treats others with respect
3. envieth not, does not get jealous if my friend has a boyfriend when I have none
4. vaunteth not itself, does not boast about my accomplishments
5. not puffed up, not conceited in my view of myself
6. doth not behave unseemly, doesn't listen to dirty jokes or use unladylike language
7. seeketh not her own, considers the feelings and desires of others
8. not easily provoked, overlooks my brother's mistakes
9. thinketh no evil, does not listen to gossip; looks for good instead of bad
10. rejoiceth not in iniquity, is sad when my friends cheat on a test
11. rejoiceth in the truth, is happy when my friends realize their wrongs and confess them
12. beareth all things, does not keep score of unpleasant things others do to me
13. believeth all things, takes the kindest view possible about people and circumstances
14. hopeth all things, realizes God will work all situations for my good — if I allow Him
15. endureth all things, continues when the circumstances are rough; is long lasting

"A Life to Be Modeled"

God's tolerance: No, sexual sin doesn't become a Christian or fit into her life.

Pronoun in Ephesians 5:3: *you*

Meaning of *you*: me

The saints: Christians

1. (Answers will vary.)
2. pure, chaste, morally strong
3. (Answers will vary. Example: fearing the Lord and wanting to please myself or my peers)
4. Compliments from her husband and friends. Her children will reveal their mother's influence in the decisions they make in their lives. She will receive blessings from God.
5. A — verse 18, B — verse 28, C — verse 24, D — verse 13, E — verse 12, F — verse 15, G — verse 10, H — verse 26

"What's a Girl to Do?"

(Answers will vary.)

"Department of Camp Ministries"

1. Daniel Springs Baptist Encampment got its start in 1941 at a youth meeting in Laurel, Mississippi.

By 1947 the meeting had grown too large for a church. It began to meet at different rented campgrounds and grew to almost two thousand campers. This caused the campers to pursue the idea of having their own campgrounds.

2. Dr. Z. L. Daniel's estate gave the national youth encampment twenty acres of land in Gary, Texas. Later an additional thirty-three-acre tract was given by the Daniel estate.
3. 1957
4. Earl Moore
5. (Check the current *Directory and Handbook* of the Baptist Missionary Association of America.)
6. different church groups from Texas and Arkansas
7. 1965
8. Over 3,000 (as of 2001) (To get an up-to-date count, check with the current camp director.)
9. preacher/pastor, missionary, music ministry, youth ministry
10. It is supported by individual and church offerings. Many churches send monthly offerings ranging from five dollars to three hundred dollars. These offerings along with individual camp fees keep the camp running.
11. The camp fee provides only about half the necessary funds to operate the campground.
12. (Obtain information from your church treasurer.)
13. (Answers will vary.)

"Armed Forces and Institutional Chaplaincy Department"

1. (See the current BMAA *Directory and Handbook*.)
2. (a) counsel people, (b) preach, (c) teach Sunday School class, (d) work with various organizations in the chapel
3. (a) keep their house in order, (b) work with the women's groups, (c) help with the choirs
4. It is a help spiritually and emotionally to the men and women in armed forces who are protecting our interests (and in institutions).
5. (Answers are given in the current issue of the BMAA *Directory and Handbook*.)
6. (Answers will vary. Example: He is recognized as a spiritual leader. He has many opportunities to witness to people who are lonely or afraid. He is a spiritual leader when they are hurting physically.)

"America's Christian Heritage"

(Answers will vary according to what the girl chooses to do.)

Regal Queen Step

"From Persecutor to Missionary"

1 — H, 2 — C, 3 — N, 4 — G, 5 — Q, 6 — J, 7 — I, 8 — P, 9 — B, 10 — A, 11 — M, 12 — O, 13 — D, 14 — F, 15 — E, 16 — K, 17 — L

"Trained to Tell"

Matching: 1 — I, 2 — E, 3 — F, 4 — J, 5 — G, 6 — C, 7 — D, 8 — A, 9 — B, 10 — H

1. He knew the Scriptures and could interpret promises made regarding the coming of a Messiah. He knew what he was talking about from a Jewish standpoint and a Christian standpoint. He was a witness to both.
2. tent making
3. Roman citizens were held in high esteem since the Romans ruled the world. They had special privileges that others did not have. They were the elite.
4. Paul could speak on anyone's level — from the lowest person to the most educated — to kings and Jews alike. God used him to reach both Jews and Gentiles.

Evaluation Time: (The answers for questions 1, 2, and 3 will be the girl's own response.) 4. It will provide a means to get a better understanding of Jesus and God and where I fit into Their plan for my life. It will teach me so I can teach others.

"Missionary, Teacher, Writer"

1. homosexuality, worship of cultural heroes, acceptance of immorality as a way of life (Accept the girls' other personal answers.)
2. 1 Corinthians, 2 Corinthians, Romans
3. c
4. They saw potential in an immature Christian and used their knowledge to encourage and train him.
5. a — true, b — true, c — false, d — true

"The Witnessing Prisoner"

2. He knew God believed in him; therefore, he believed in himself.
3. (girl's name), Christ, strengtheneth
4. If I don't believe in myself, I am not a true witness to what God can do in a life.
5. I need confidence to share Jesus with my friends. I have to believe I can share Christ with God's help.
6. (Answers may vary. Example: Being in God's will doesn't necessarily remove hardships from your life.)
7. Ephesians, Colossians, Philippians, Philemon

"His Church"

Colossians 1:13-14: us, Son, redemption, forgiveness

Colossians 1:18: Christ

Colossians 1:19-22: peace, blood, cross, him, reconciled, body, death, holy, unblamable, unreprieveable

Ephesians 5:25: Christ, gave

What Christ did: He loved her so much that He died for her.

Word Paul used three times: *one*

The body: Jews, Gentiles, bond, free

Verse 14: one, many

Verse 18: God, as it pleased Him

Why the church is important: It pleases Him when we accept what He has promised for us.

Importance of member: I pray, I encourage others, I give money, I sing in the choir, etc.

Verses 24-25: God, together, schism, body, care

1. everyone

2. together, one, one

3. needs, needy

Hebrews 10:24-25: consider, love, good works, forsaking, together, exhorting, day, approaching

Galatians 6:10: especially, them

John 13:34-35: love

Christ's show of love: by giving His life for us

Experiencing love: No, we can't exercise love by ourselves. It first comes from God through Christ to His children. It flows through His church from person to person. There is depth to this kind of love. It isn't shallow, because the source is Christ.

Ephesians 3:19: that we might be filled with all the fullness of God

In the church; apostles, prophets, teachers, miracles, healing, help, governments

Replay/Your Turn

1. Give His life for us. He was our sin offering.
2. A special strength God has given to each of us. These gifts are to bring about the desired purpose of the church.
3. teaching, evangelizing, edifying (building up, encouraging) one another in knowing Jesus and how He wants us to live
4. build values into my life based upon what God says
5. withstand Satan's temptations; encourage my friends; be available when God desires to use me
6. mature me with a healthy, sound mind, knowing what I believe and why (Ephesians 4:12-15)
7. love for one another
8. (1) It included everyone. (2) It held them together. (3) It met their needs.
9. Things are happening in the world today that do

not please God. I need the love and insights of God's people.

10. seek ways to help those who are hurting, be supportive when one needs a friend, be understanding, be patient, be forgiving, and, most of all, give of myself unselfishly to bring the unsaved to Christ
11. greatest proof of my love for Him
12. not to desire the gifts of others but to set my goal on something higher — love

"Growing in the Likeness of Christ"

The displayed letter corresponds to 2 Peter 1:1-12 as follows: salutation — verse 1, first paragraph — verse 2, second paragraph — verses 3-4; list — verses 5-7; fourth paragraph — verses 8-9; fifth paragraph — verse 10; sixth paragraph — verse 11; last paragraph — verse 12; closing — verse 1

Promise from verse 8: *"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."*

Promise from letter: If you have these values and they continue to grow in your life, they will cause you to have a well-rounded, productive Christian life — a life in which Jesus will be reproduced in you.

Promise from verse 10: *"Give diligence to make your calling and election sure; for if ye do these things, ye shall never fall."*

Promise from letter: Instead of living an empty, useless life, do everything possible so everyone will know that you have responded positively to God's call to receive Jesus as your Savior. In developing these values, you will be protected from falling into sin.

Promise from verse 11: *"An entrance shall be ministered unto you abundantly into the everlasting kingdom of our Lord and Savior Jesus Christ."*

Promise from letter: God will be so pleased by your willingness to grow in the likeness of Christ that one day the gates of heaven will be opened wide and you will be given a royal welcome.

Why God would pledge so much: (Answers will vary. Example: He places value upon my life and those I will witness to. He cares for me as an individual.)

2. Moral excellence
3. All that God has revealed to you through Jesus in the Bible
4. Control of your desires
5. Determination to never give up, no matter what happens
6. Godlikeness; yielding to God's nature and ways
7. A warm feeling toward your Christian brothers and sisters
8. Treating others with a self-giving, caring spirit

"Giving With a Smile"

Who gives: everyone, no

1. as she purposes in her heart
2. not grudgingly
3. not of necessity
4. cheerfully

Replay/Your Turn

1. A want is a desire — I want something just because I desire it. A need is something I must have to live healthfully.
2. any money I receive — whether it is a payment for work, an allowance, or a gift
3. food, shelter, love, etc.
4. all
5. 94 cents
6. one tenth of my income
7. so that everyone could share equally in the support of the church
8. God will bless me more than I give.

"Ways I Can Help Train a Maiden"

(Responses will vary.)

"Medical Missions"

1. Caring for people who are sick reveals your true feelings. Your actions speak even when words are meaningless.
2. You can gain the confidence of the person you are helping. These people in turn will bring others to hear the good news of Jesus. People respond to love and people who care.
3. The medical missionaries show God's love and concern for the native people. God blesses their efforts by showing He cares.
4. Yes, God's love draws a person to Him (John 3:16). We respond to people who show an interest in us, and so does an unsaved person.
5. (Answers will vary.) You are showing that you care about the hurting of another person. You share with him yourself in order to reveal God's concern for him. This is effective because you have his attention, and you can help relieve his pain somewhat.

"Lifeword Broadcast Ministries"

1. Harold Morris
2. He became a field representative for the BMAA and began to dream about sharing the gospel by radio. Through radio evangelism he found another way to serve the Lord.
3. When God closes a door to one thing, He still can open new ways for us to serve Him. We should

never give up.

4. They had been going door to door sharing Christ.
5. No, we are His witnesses wherever we live.
6. (a) through preaching, (b) through music, (c) through mailing Bibles and testaments, (d) through sermon booklets and other printed materials.
7. (Answers will vary. Examples are given.) Music — pianists, guitarists, organists, music directors, music arrangers, song writers and composers, singers. Sermons — ministers, evangelists. Writing and performing scripts — writers, editors, actors, assistants, typists. Recording — technicians, editors, engineers. Administration — directors, producers. Contact with listeners — counselors, machine operators, technicians, secretaries, clerks.
8. Yes, they are using their abilities to reach people for the Lord.
9. (Answers will vary.)
10. (Answers will vary.)
11. It is supported by local churches who place it in their monthly budgets. Members of the Faith Inner Circle contribute with special offerings each month. The Paul E. Bearfield Memorial Walk-of-Faith raises a large portion of the funds. Brotherhoods, Women's Missionary Auxiliaries, GMAs and Galileans frequently contribute funds.
12. (Check with your church treasurer or secretary for answers.)
13. (See the current BMAA *Directory and Handbook*.)

Imperial Queen Step

"No Compromise — 1 John 2:15-17"

Hebrews 4:15: feeling, all, tempted, sin

1. agree or make agree; give in
2. change the form or condition of
3. settlement made with concessions
4. make new again
5. strong desire

Worldly things: (Answers will vary. Examples: class parties where liquor is served, movies that mock God's rules, concerts where people act as though God doesn't exist.)

1 John 2:16: all, lust, lust, pride, not, world

1. having sex outside of marriage
2. becoming overly confident in her own abilities and forgetting God
3. reading trashy literature; watching questionable television programs and movies
4. becoming so greedy that she loses her sense of honesty

Matthew 5:28: (Answers will vary. Example: To

have lustful desire is the same as committing the act. "Rehearsal is the same as performance.")

How to control thoughts: *"Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things"* (Philippians 4:8).

1 John 2:17: world, lust, doeth, for ever

Lust of the flesh: Jesus had not eaten for forty days. Thus Satan tempted Him with the thought of food.

Lust of the eyes: Satan showed Jesus all the kingdoms of the world and the glory of them, offering Him power over all.

Pride of life: Satan appealed to pride when he promised Jesus possession and power in return for Jesus' allegiance.

Jesus compromise: No, He quoted Scripture. He depended upon God for His strength. He used God's words.

Memorizing: God recalls scriptures to our mind when He wants to talk with us. They are a strength and serve as a reminder of Who God is and what He wants us to be.

1 John 2:17: will, God

Replay/Your Turn

1. Hebrews 4:15 says that Jesus was tempted in every way that we are.
2. Satan. We can't compromise God's rules, there are no other choices. To compromise means Satan has won.
3. the social order based upon materialism without regard to God
4. our basic human nature corrupted (polluted) by sin
5. trust in material things instead of God
6. They will be destroyed.
7. life everlasting
8. Yes, If one is truly saved, she can never lose eternal life.

"No Compromise — Romans 12:1-2"

1. agree or make agree; give in; fashion or shape one thing like another
2. change the form or condition of
3. settlement made with concessions
4. make new again
5. strong desire

Romans 12:1: How? By presenting my body a living sacrifice, holy and acceptable to God. Why? It is my reasonable service.

Romans 12:2: What? Be not conformed to this world. How? Be transformed by renewing my mind.

Why? So I can prove what is the good, acceptable, and perfect will of God.

Matthew 3:17: Son, well pleased

Matching: 1 — j, 2 — e, 3 — m, 4 — a, 5 — l, 6 — k, 7 — i, 8 — c, 9 — h, 10 — f, 11 — b, 12 — d, 13 — g

Mark 1:35: morning, solitary, prayed

GMA Allegiance: I, Christ, I, responsibility, Jesus, Jesus Christ, church, Lord's, prayer, Bible study, faith, love, service

Replay/Your Turn

1. by staying true to what I believe about God and His wishes; by living what I believe
2. To conform takes hardly any effort and no commitment; to be transformed means being changed inside and being committed to renewal — having a new me. I must be alive to what I believe.
3. Since He gave me eternal life, it is my reasonable service. What He has done and continues to do for me requires it.
4. He was well pleased with Jesus.
5. (Answers will vary.)
6. (Answers will vary.)
7. through scriptures I have memorized
8. By studying and retaining the attitudes and conduct of Christ. Concentrating upon them every day, I should let Christ control my attitudes and conduct. I should learn to respond the way He would.

"An Acceptable Life — Colossians 3:1-9"

Colossians 3:1-2: Christ, above, above, earth

John 10:27-29: I, follow, eternal life, perish, hand, Father, all, Father's

What the verses mean: Jesus made a commitment to me. He saved me from my sins, from hell, and from Satan's power. I am forever His.

Christ's promise: *"When Christ, who is our life, shall appear, then shall ye also appear with him in glory"* (Colossians 3:4).

1 John 3:2: appear, be, know, like, see

Colossians 3:5: Mortify, fornication, uncleanness, inordinate affection, evil concupiscence, covetousness, idolatry

Illustration: (Answers will vary. Example: Television mocks preachers, making them appear scatter-brained or very unloving. God's name is used as a joke when someone does something wrong.)

Why start with sex-related sins: Those sins affect someone else as well as yourself. Those sins involve the total person.

Galatians 5:19: They are visible for all to see.

Colossians 3:6: wrath, disobedience

Does God overlook them? No, He promised His wrath upon those who commit such sins.

Romans 1:24-28: gave, lusts, hearts, dishonor, give, vile, against nature, natural, another, men, men, God, knowledge

Homosexuality: Deviants have no authority from God or excuse to practice homosexuality. God says He will give them up to seek their own pleasures.

Romans 1:29-31: Verse 32 says that they know they are displeasing God but get pleasure from doing these things. They disregard what He thinks.

Colossians 3:7: lived

Colossians 3:8-9: put, all, your, Lie, off, old, deeds

What happens to the name of Jesus: He is the first one to be criticized — not the person getting angry. His witness becomes meaningless at that time — maybe destroyed, if not corrected.

How to discard a hot temper: Let God work through you to replace the explosive thoughts. Reevaluate what is important and what is not. Claim 1 John 1:9.

Why we should put off these sins: Our thoughts and actions should be the result of keeping our minds upon Christ. We have died to our old nature and have taken on the nature of God in Christ. We put off the old self that wants to participate with the "crowd."

Replay/Your Turn

1. my thoughts centered on heavenly things (what God wants) instead of being concerned with what I want
2. Since I am a Christian who has put to death my old self, my life is hidden from the world. They don't understand my new nature. Nothing can take my life from Jesus.
3. put to death
4. any kind of sexual sin
5. moral impurity of any sort
6. lust, wicked craving, and evil desire
7. compulsion to commit immorality
8. a great desire to have more materially
9. Idolatry, worship of something besides God, replaces covetousness when you have gotten those material possessions. Want becomes an idol.
10. God is going to furiously punish those who commit sexual immorality. Disobedience will be punished.
11. Yes, Romans 1:24, 26-28 says so!
12. (Answers will vary. Example: by spreading gossip that will affect another's feelings or attitude toward another person)
13. No, it affects us by placing those words in our mind for Satan to use against us. He will recall them to our memories at inopportune times.

14. Because my mind and wants should be on what God wants rather than what looks good at the moment.

"An Acceptable Life — Colossians 3:10-17"

Colossians 3:10: new, renewed, image

2 Corinthians 3:18: Lord, changed, image, Spirit

Colossians 3:11: Greek, uncircumcision, free, Christ, all

Is she growing? No, when we are prejudiced against someone, we not only have a barrier between ourselves and that person, but we have set up a barrier also between God and ourselves. We have disregarded God's feelings for that person and have caused bitterness in our hearts. There is no growth in bitterness.

Colossians 2:9: Christ is all we need because He is ruler over all things. Because I have Him, I don't need anyone or anything else. He is sufficient!

Colossians 3:12-13: holy, beloved, mercies, kindness, mind, longsuffering, forgiving, you, do

Attitudes toward church family: We learn to get along with our church family because of our common bond — love for God and Christ. We are the body of Christ, and we need to work together for the cause of Christ and the good of our fellow church members. We are committed to each other and our well being. If we can't be an example of the above qualities inside the church, who will believe we are true Christians? The people outside the church should recognize Christians by their love for each other.

Colossians 3:14: charity, bond, perfectness

Colossians 3:15: hearts, ye, one, thankful

What verse 15 means: I don't have to be afraid of anything because I have the peace of God in my heart. It will stay there. I am confident because I have Jesus' word for it.

What will happen when someone offends? I won't get upset, but I will step back and look at the situation. I can give it to God and let Him help me overcome it.

Colossians 3:16: word, dwell, wisdom, one another, hearts, Lord

Colossians 3:17: word, deed, all, thanks

Replay/Your Turn

1. Develop a freshness in learning about God and Jesus — ever learning through prayer and Bible study.
2. Nationality, social standing, intellect, slavery, or freedom has nothing to do with a person's right standing before God. Jesus makes the difference. All that matters is whether a person has Christ in her heart. We are all brothers and sisters in

Christ, joint heirs with Christ.

3. tenderhearted
4. be patient when others have done something wrong to me
5. That is the way God treats me. He asks me to do the same.
6. It is against carnal nature to be kind and longsuffering.
7. My temper doesn't get the best of me. I let God control my anger. I am not afraid of what might happen to me because I am secure in knowing I have God.
8. Keep the truths of Christ living (alive) abundantly within me.
9. by letting the words of the song become my words as I offer them up to God
10. showing an awareness of the need for God's presence in my life; loving God for what He means in my life
11. (Answers will vary. Example: Negative attitudes affect me mentally. If I dwell on them long enough, they can tear down my thinking capacity and affect my health. I cease to function normally because of nervousness, loss of appetite, and loss of sleep. Positive attitudes are definitely healthy. They build confidence; they make for a happier me.)

"A Way of Escape"

1 Corinthians 10:13: no, common, faithful, able, escape, bear

How lives were changed by a bad decision: They had a choice and made the wrong one. Their lives were changed by growing old, death, pain, and hard work. They lost the best thing they had — fellowship with God in all purity. They lost their innocence.

An example of how you were affected by a bad decision of a friend: (Answers will vary. Example: A friend decided to drink and then drive. He received a DWI citation, causing me mental pain, disappointment, and fear of the unknown while awaiting the outcome.)

An example of a bad decision you made: (Answers will vary. Example: When the brakes went out on my car, I could run the red light or hit a brick wall. I decided to run the red light, hoping no one was coming from the other direction. I hit a car. My decision definitely affected others.)

Decision making: Decision making affects others. We should not make decisions without much thought and counsel from God. Be careful when making seemingly unimportant decisions. Stay responsible.

Hebrews 2:18: himself, suffered

Hebrews 4:15: touched, feelings, all

What you would have done if you were captive: (Answers will vary. Example: If I was as close to God as I am today, I would have taken a stand for Him. But I probably would have felt sorry for myself.)

What happened in Daniel 1:15: Their appearance was fairer. They looked better and they were healthier than the other boys who ate the king's food.

How God blessed their decision: First, they were able to continue eating the food that God blessed. Second, God gave them knowledge and comprehension in learning. Daniel was given understanding of visions and dreams. They were more outstanding in all wisdom and understanding than the king found among anyone in his kingdom.

How we know God will bless us: The examples He gives us in His Word prove that He honors those who depend upon Him when there seemingly isn't a way. He gives examples all through the Bible: Paul, Moses, Solomon, Daniel, Mary. He blesses those who choose His way.

Replay/Your Turn

1. Our actions will tell others what we are. A person will be known by her words as well as what she does. Her actions will identify her (Matthew 7:20). A person's heart will determine how she reacts to life. If she has a rebellious spirit, her actions will show it. If she has a heart that loves God, her actions will tell that also.
2. No, Jesus was tempted yet, He didn't sin.
3. Eve was deceived by Satan, but she was responsible for her own decision. God punished her by pronouncing the judgment of death, bearing children in pain, and being subject to her husband.
4. I would have no reason to have hope for the future. Life would have no meaning.
5. Matthew 26:53: "*Thinkest thou that I cannot now pray to my Father, and he shall presently give me more than twelve legions of angels?*"
6. (Answers will vary. Example: Remaining silent when I've been offended would honor God instead of bringing dishonor by angry words. I can walk away from questionable conversation. I can switch channels when a television program uses bad language.)
7. Go by your first instinct; something is probably wrong, and God is telling you.
8. 1 Corinthians 10:13: God promises an escape for me from my temptations. He tells me I am not alone; nor is my temptation new. Others have faced it before, and God provides a way to overcome it. Look for the exit signs.

"Spiritual Growth" Books

You will need to help in the selection of the books. Check the suggested reading list in Guide six. If you cannot find the suggested books or they are out of print, you may select books that are similar in content. Ask your pastor for recommendations if you are in doubt. You may also check the GMA Web site (www.gma-bma.org) for suggested books.

"Ruth — Love in a Crisis"

2. 1:16-18; 2:17; 3:11, 14
3. 1:8; 2:11, 18; 4:15
4. 1:10, 14, 16-17; 3:5; 4:15
5. 1:16-17; 2:10, 13; 3:9
6. 1:16-17; 2:2; 3:5-6
7. 2:11-12; 3:10-11
8. 1:16-17; 2:2, 12; 3:9-10; 4:13, 15
9. 2:2, 7, 12, 17
10. 1:8, 16-18; 4:15

Ruth 1:16-17: *"And Ruth said, Intreat me not to leave thee, or to return from following after thee: for whither thou goest, I will go; and where thou lodgest, I will lodge; thy people shall be my people, and thy God my God: where thou diest, will I die, and there will I be buried: the LORD do so to me, and more also, if ought but death part thee and me."*

1. she gave up her homeland, family, and friends to go with Naomi
2. going to a country where she was considered a low-class citizen and where the customs seemed strange to her
3. Ruth's commitment to her
4. God
5. she couldn't be talked out of it
6. be a companion to her mother-in-law
Ruth 2:10: fell, bowed, I, me, stranger
Ruth 2:11: mother-in-law, left, knewest not
- 1-3. (Answers will vary. Examples: I am happy where I am. I don't like change. I can't take leaving my friends; I care too much for them. I'm a shy person and can't meet new people easily.)
Ruth 2:12: Lord, wings, trust
Ruth 2:15-16: reproach, let fall, handfuls, purpose, rebuke

Why Boaz let Ruth glean: Boaz considered Ruth's pride. By gathering the grain herself, she felt a sense of accomplishment in providing food. Boaz didn't want to rob Ruth of her self-worth.

Ruth 3:10: kindness, followedst not

What Boaz was saying: Ruth was respectful of her dead husband as well as herself because she did not chase after young men.

Ruth 3:11: all, virtuous

Replay/Your Turn

Ruth: demeanor or deportment indicating deference; courteous regard

Boaz: conformity to duty or obligation; compliance or observance

Naomi: the condition of being honored; a just regard for and appreciation of worth; esteem

Ruth: possessed many outstanding character traits: unselfishness in giving up everything to go with Naomi, loyalty to her mother-in-law, obedience to her without always understanding Naomi's methods, industry in providing food for herself and Naomi

Naomi: considerate of the feelings and welfare of her daughter-in-law, wise in her advice to Ruth, well respected by all those who knew her

Boaz: generous to the poor, faithful to perform the duties of a kinsman, honorable in his intentions toward Ruth, respected by the leaders of the city

"Serving Christ in My Home, Church, and Community"

Each girl should choose four of the projects given. Help her make choices that will allow her to use talents she may not realize she has.

"Star Ideals Diary"

Should the student choose this activity, you will need to encourage her each week to continue with this project. She will need help in getting it started and in finishing the chart.

The responses will vary with each girl.

"Honor and Obey"

The promise: When we obey our parents, we will have a long, good life.

Colossians 3:20: all, well pleasing
(Answers will vary on the diary chart.)

"Family Altar"

Should the student choose this project, you will need to encourage her each week to continue. Pray with her for her family. Advise her to respect her parents' wishes. Encourage her to be honest in her responses to the evaluation.

"Family Relationship Skit"

Should a girl choose this project, encourage her to be creative. You may need to offer suggestions to get her started. Girls who are creative will enjoy this project. Arrange for her to present the skit to the GMA group, then perhaps to the WMA or to the entire church.

"Serving My Church"

Girls should not choose this activity if they already participate in them. Encourage those who choose this project to choose things they do not normally do. You may need to talk with your pastor or song leader to arrange for participation.

"Presenting a Program"

This activity may include presenting a program to the local or district GMA or WMA, to the church congregation, or some special activity that takes place for a holiday. Help the girl make the necessary contacts to make all the arrangements. This is a good project for all girls to undertake because of the training in speaking before a group.

"Christians/Alcohol/Drugs"

Romans 6:16: servants, his, sin, obedience

What parents say: How much does it cost?

Cost and decision making: Cost has an effect in making decisions because it will determine many times what my parents will let me do.

What a drug is: a substance that when put into your body can change the way your body functions

Difference between licit and illicit: Licit drug use is taking medicine prescribed by a doctor for the person who is taking it. Illicit drug use is using a drug for a purpose other than intended; using a drug that is not legal to have or use.

Statistics: (Answers will vary from year to year. Find current information.)

Causes of alcohol and drug abuse: (1) peer pressure — to be cool, be "in," (2) curiosity, (3) to get rid of pain, (4) to experiment, (5) because the person is bored, (6) to get high, (7) to escape, (8) to hurt someone

Isaiah 56:12: ye, they, wine, ourselves, to morrow, abundant. Paraphrase: It's party time! Come on! Have a drink. Enjoy yourself. Life is a never-ending party!

Media's influence: They picture drinking as romantic, fun, popular, a reward after a hard day. Beautiful/macho, carefree young people drink.

Peer pressure: (Answers will vary.)

Why they are not living in the real world: In Isaiah 56:12 the people are using liquor to bring on an artificial feeling that distorts the real world — a fantasy world without problems to face.

Results of this approach: They are trusting in a substance (alcohol) to do what God wants to do in their lives. This approach leads to loss of control over themselves and their lives.

Proverbs 23:29-32 paraphrase: (Answers will vary. Example: You become a prisoner within your own body. Your problems are multiplied; your mind plays

tricks on you. You become dependent upon alcohol/drugs. Your escape wasn't an escape at all. It was a trap laid by Satan.)

Prevention: Never begin; make a commitment to God and yourself that you will never start. Stay away from parties where liquor and drugs are used. Be your own person. Know your own value and to whom you belong.

Cure: Realize that God is your source of strength and depend upon Him, not yourself. Seek counseling through a treatment center or self-help group on the use of drugs and their harm. Know the cost. Have the support of family and friends. Build your self-esteem. Seek the cause of using drugs. Learn to establish your values and set priorities. Learn self-control and the difference between a want and a need.

Alcohol

Medical uses: generally none

Effects of controlled dosages: relaxation, euphoria, decreased alertness, drowsiness, impaired coordination, sleep

Effects of excessive use: brain and/or liver and/or kidney damage, confusion, irritability, withdrawal sickness, death

Inhalants

Medical uses: none

Effects of controlled dosages: relaxation, euphoria, impaired coordination

Effects of excessive use: hallucination; liver, kidney, bone marrow, and brain damage; death

Mild Tranquilizers

Medical uses: for anxiety, tension, and insomnia

Effects of controlled dosages: relaxation, euphoria, decreased alertness, drowsiness, impaired coordination, sleep

Effects of excessive use: brain and/or liver damage, confusion, irritability, withdrawal sickness, death

Marijuana

Medical uses: under investigation

Effects of controlled dosages: relaxation, breakdown of inhibitions, alteration of perception, euphoria, increased appetite

Effects of excessive use: possible psychosis, impaired breathing when smoked

Hallucinogens of Natural Origin

Medical uses: none

Effects of controlled dosages: illusions and hallucinations, poor perception of time and distance

Effects of excessive use: increased delusions and panic, psychosis, death

Hallucinogens of Synthetic Origin

Medical uses: LSD — under investigation; PCP — none for humans

Effects of controlled dosages: illusions and hallucinations, poor perception of time and distance

Effects of excessive use: increased delusions and panic, psychosis, death

Amphetamines

Medical uses: for obesity, narcolepsy, children's behavioral disorders

Effects of controlled dosages: increased alertness, excitation, euphoria, decreased appetite

Effects of excessive use: restlessness, irritability, insomnia

Cocaine

Medical uses: local anesthetic

Effects of controlled dosages: increased alertness, excitation, euphoria, decreased appetite

Effects of excessive use: restlessness, irritability, insomnia, damage to nasal septum when sniffed

The Bible Says

Romans 6:16: (Answers will vary. Example: You become the slave of whomever you choose to obey. Will sin be your master, or will you obey God's commands?)

Proverbs 20:1: (Answers will vary. Example: A wise person is not deceived by the pressure to drink. It is a tease. It causes rowdy behavior.)

Isaiah 5:11: (Answers will vary. Example: A warning is given to you that get up early in order to drink and stay up late having drunk yourself through the day into intoxication.)

Isaiah 5:22: (Answers will vary. Example: A warning is given to those who are super drinkers of wine and heroes at mixing drinks.)

Romans 13:13-14: (Answers will vary. Example: Let us behave ourselves honorably at all times — not participating in immorality or drunkenness, nor arguing or being jealous. Instead of thinking how we can fulfill our desires, we are to let Jesus control our thoughts and bodies.)

Ephesians 5:18: (Answers will vary. Example: We are to be consumed by the Holy Spirit instead of letting liquor consume us.)

What Does It Cost?

(Answers will vary. Example: Alcohol and drugs

cost more than money. They cost a person her self-esteem, friendships, family, health, and sometimes her life. Everything she does is affected by the taking of alcohol and drugs. Certainly, the cost is too great for the brief pleasure it brings.

"Why I Do Not Smoke"

What a drug is: A drug is any chemical substance that produces physical, mental, emotional, or behavioral change in the user.

What a social drug is: A social drug is one that is acceptable to use by our society. Social drugs include cigarettes, wine, beer, and mixed drinks. They are called social drinks because they are commonly used in group situations.

Statistics: (Answers will vary from year to year. Find current information.)

Reasons people smoke: (1) friends, (2) relatives, (3) nothing else to do, (4) being cool or fitting in, (5) status

Why people have a hard time quitting smoking: physical withdrawal from cigarettes is characterized by irritability, restlessness, anxiety, insomnia, and trembling. These effects make it difficult to stop.

How smoking affects the body: Nicotine acts as a stimulant on the heart and nervous system. When tobacco smoke is inhaled, the immediate effects on the body are a faster heartbeat and elevated blood pressure. Tar in the smoke contains cancer-causing compounds. These compounds have been identified as major causes of cancer and other respiratory problems. Long-term effects of smoking are emphysema, chronic bronchitis, heart disease, lung cancer, and cancer in other parts of the body.

Number of deaths: (Use updated information.)

Effects smoking has upon the nonsmoker: Studies have shown that the "smoke-filled room" can produce ill effects on nonsmokers ranging from eye irritation, headaches, and nose and throat discomforts to more serious allergic reactions in many people. Those who suffer from chronic cardiovascular and pulmonary diseases are extremely vulnerable to cigarette smoke.

The Bible's Message

(Scriptures and paraphrases will vary. Examples are provided below.)

1. 1 Corinthians 6:19-20: Don't you know that your body is a place where God lives and is not your own? Your life has been purchased for a price. So bring honor to God by what you do and what you think because you belong to Him. This scripture applies to smoking because should we decide to smoke, we would harm the body that God paid a great price for. We bring dishonor to Him by how

we look and smell. Jesus was never pictured with a cigarette in His mouth.

2. Romans 6:16: Don't you realize that anyone to whom you give yourself will become your master? Your life depends upon whom you choose to obey. This scripture applies to smoking because should you make the decision to smoke, your body would become a slave to nicotine. You lose control of good judgment.
3. Proverbs 14:12: Everyone may approve of a certain life-style, only to find it leads to destruction. This applies to smoking because in the past smoking was accepted by society, but now it has been proved to be a cause of death.

"Bake and Take"

Should a girl choose this project, she should follow the instructions given. Encourage her to choose people whom she can be a blessing to by taking them food she has prepared. Remind her to check on the diet of those she chooses. For example, she would not want to prepare a sweet dessert for someone who has diabetes.

"Baptist Publishing House"

What a syllabus is: a summary or outline containing the main points especially in a course of study

1. It is the publishing arm of the Baptist Missionary Association of America. It has three divisions: literature publication, bookstore sales, Missions Literature Ministry.
2. Both are in Texarkana, Arkansas-Texas
3. (See the current BMAA *Directory and Handbook*.)
4. (See the current BMAA *Directory and Handbook*.)
5. (a) Sunday School for all ages, along with student activity booklets and teaching aids, (b) Christian Growth literature for all ages, including undated books that explore topics of today's interest, (c) *My Special Place* and *Fit for the King*, (d) other auxiliary related study books and literature for Sunbeams, GMA, Galileans, WMA, and Brotherhood
6. It is the missionary outreach division of the Baptist Publishing House. It finances literature in foreign languages and English for our mission fields overseas and in the United States.
7. It subsidizes literature in Spanish, Portuguese, Ilonggo (in the Philippines), Russian, and Ukrainian. Other languages are added as needed and finances are provided.
8. The different auxiliaries supply funds to enable the Baptist Publishing House to publish more items and better-quality items than would

otherwise be possible.

9. (Check with your church treasurer or secretary for answers.)

"BMA Theological Seminary"

1. God
2. the study of God and His truth
3. a school where students study theology and other Bible-related subjects; a training place for leaders of our churches
4. It was established to train leaders for our BMAA churches. It is dedicated to what we believe as missionary Baptists.
5. 1957
6. Jacksonville, Texas
7. (See the current BMAA *Directory and Handbook*.)
8. It trains those who attend to become better missionaries, pastors, lay people, and church workers. They, in turn, go out and use what they have learned to win the lost to Christ.
9. (Check with your church treasurer or secretary for answers.)

"Ministers' Resource Services"

1 Corinthians 9:7-14: We have a responsibility to take care of God's ministers, missionaries, and their wives. Their welfare is our concern. When we provide an adequate living and retirement program, they are free to minister to our spiritual needs.

1 Timothy 5:17: Their work for us as a church is worthy of our meeting their financial needs.

Replay/Your Turn

1. (See the current BMAA *Directory and Handbook*.)
2. ministers, their wives and orphans, missionaries, and others who are employees of our churches
3. Since church employees have no retirement program to assure a means of income, it is necessary for the BMMA to offer these benefits to them. This retirement program offers security in knowing there will be money when retirement time comes.
4. Funds to Alleviate Ministers' Emergencies
5. to help ministers, their families, and church employees in times of need

"Baptist News Service"

- 1-2. (See the current BMAA *Directory and Handbook*.)
3. (a) to make an annual survey of associational activities; (b) to prepare and publish the BMAA *Directory and Handbook* giving the names and

- addresses of churches, pastors, music ministers, youth directors, associational officers, etc., along with statistical data; (c) to give publicity to the various functions of the associations
4. It is our record as an association to build upon; it is our heritage.

Superior Queen Step

"Be All That You Can Be — Ephesians 6:10-12"

- Ephesians 6:10: Lord, power
 What happens when we rely on our wisdom: In the long run, we fail because we fought alone.
 Colossians 1:16: created, invisible, powers, for
 Job 1:6-7: before, Lord, Satan, among, earth, walking
 Job 2:9-11: considered, hedge, house, hath, blessed, increased
 Job 1:11: touch
 Job 1:12: all, hath, himself
 1 John 4:4: God, greater, in, world
 John 10:28-29: I, perish, pluck, out, Father, me, greater, no, out, hand
 2 Corinthians 11:14-15: angel, ministers, righteousness
 2 Corinthians 2:10-11: advantage
 1 Peter 5:8: devil, seeking, devour
 Ways Satan influenced: (Answers will vary. Example: contributing to gossip)
 John 8:44: lusts, murderer, truth, truth, lie, liar
 Matthew 4:1-11: He appealed to His flesh by trying to get Jesus to turn the stones into bread. He appealed to the lust of the eyes by showing Jesus all He could have materially. He appealed to His pride by suggesting how powerful Jesus would be if He worshiped Satan.
 1 Corinthians 10:13: temptation, God, tempted, way, bear
 2 Corinthians 4:4: minds
 John 12:31: prince
 John 14:30: prince
 Ephesians 2:2: prince, spirit, disobedience

Replay/Your Turn

1. I am complete in Jesus. He is all I need. I don't need the world to complete my life.
2. the Lord
3. I end up losing. It really isn't my battle. It is God's. I have no right to fight without Him.
4. demons — evil spirits
5. People who haven't accepted Christ as Savior, unbelievers. They don't have the power of the Holy Spirit in them. They are open to Satan's attacks.

6. No. "Ye are of God, little children, and have overcome them: because greater is he that is in you, than he that is in the world" (1 John 4:4).
7. He is a false teacher. The Bible is our guidebook. There are no other books that give us God's very words. It is our only authority.
8. By studying what God says — His Word — I will know the truth. I can't be deceived by someone proclaiming another message.
9. (Answers will vary.)
10. (Answers will vary. Examples: soap operas, questionable movies, questionable language, not caring enough to go to church)
11. I could have lovingly asked questions to lead them to think about what they were doing.
12. Our fight is not with a human being, but Satan, who is a spirit.
13. guilty feelings; low self-esteem; a distorted view of life

"Be All That You Can Be — Ephesians 6:13-18"

- Ephesians 6:13: take, whole, able, evil, stand
 Why we need the full armor of God: so that we will be able to overcome temptation, the attack of Satan
 Verse 14: Stand, truth, righteousness
 What is significant about standing: Standing shows readiness. Sitting is a relaxed position.
 How righteousness can protect us: To be morally pure leaves no room for Satan to attack us with guilty feelings or for others to destroy our reputation.
 Verse 15: gospel, peace
 Verse 16: faith, wicked
 What faith does to doubt: It destroys it before it gets a stronghold.
 How we can make our shields stronger: We can be aware of His presence and have fellowship with Him throughout the day. We can let the scriptures we have learned speak for Him: first learning them and then asking God to recall them to our memories. We can read His Word when it is possible — daily.
 Verse 17: salvation, Spirit, word
 Hebrews 4:12: "The word of God is quick, and powerful, and sharper than any twoedged sword, piercing even to the dividing asunder of soul and spirit, and of the joints and marrow, and is a discernor of the thoughts and intents of the heart."
 Matthew 4:1-11: When Satan was tempting Him, He quoted God's Word, the Scriptures, for His authority. God's Word was His weapon and His strength.
 Ephesians 6:18: Praying, Spirit, watching, saints
 A time when Satan almost defeated you: (Answers will vary. Example: I was able to break up with a boy who was a bad influence on me.)
 Why missionaries and pastors need our prayers:

No one is exempt from temptation or Satan's attacks. Our prayers are valuable weapons in keeping our pastors and missionaries strong.

Replay/Your Turn

Ephesians 4:29: I shouldn't let evil talk come from my mouth. I should build up my friends.

Exodus 20:15: "*Thou shalt not steal.*"

1 Corinthians 15:33: Evil things will corrupt how I act.

2 Corinthians 10:4-5: Philippians 4:8: Every thought of mine should be within the will of God. It has to be pure, true, honest, of good report.

1 Timothy 2:9-10: I need to dress like a Christian lady — with modesty — covered.

Deuteronomy 18:10-12: God says astrology is an abomination to Him. He takes our reading horoscopes seriously. It isn't a game to Him.

Matthew 6:14-15: If I don't forgive those who hurt me, neither will God forgive me for hurting Him.

Luke 12:15: Coveting is sinful. Life is more than material possessions. It is being God's person — what you are, not what you have.

Philippians 1:6; 2 Timothy 2:15: God has begun a good work in me (salvation). He will be my confidence. I won't have to be ashamed if I know Him. Because of my studies I have spent time with Him.

James 3:16: Envy causes conflict. I can't please God while I am jealous.

Colossians 3:20: It is well pleasing to God for me to obey my dad.

1. Jesus. (Additional answers will vary. Example: The wages of sin is death.)
2. (Answers will vary. Example: Most of the time I would, because I am selfish and sometimes not very well-disciplined. But I am working on it.)
Matching: 1 — c, 2 — f, 3 — d, 4 — e, 5 — a, 6 — b
3. Truth always stands up. I can have confidence in knowing I have told the truth. Satan cannot trick me into telling more lies to cover up others when I've not told any in the beginning.
4. *Righteousness* means "having high standards of conduct — God's standards; being morally pure." This leaves no room for guilt or people who might try to destroy my character with gossip.
5. He is my commanding officer. He knows where Satan is and what Satan is up to. I need God's strategy.
6. (Answers will vary.)

"Pledge of Allegiance — Galatians 5:16-18"

Galatians 5:16: I won't put into action my desires that are not pleasing to Him.

Verse 17: My spiritual nature is at war with my

carnal nature. They cannot coexist. It is a tug-of-war and sometimes I can't do what I want to do. I compromise or give in.

Ephesians 2:8-9: grace, faith gift, works, FAITH

Replay/Your Turn

1. Jesus, I pledge allegiance to You. No longer will I let Satan control my life, but I will rely on You.
2. living in God's will — wanting what He wants for me
3. have to depend upon myself to keep evil desires from my mind and my actions
4. one's carnal nature; the human self
5. my soul
6. live happily ever after
7. spiritual nature and a carnal nature
8. has won
9. (Answers will vary. Example: When I asked Him to help me find a job, He did. Then when my boss wanted me to work "just a few Sundays," I said I wouldn't work on Sunday. My boss said OK.
10. faith
11. do for me

"Pledge of Allegiance — Galatians 5:19-21"

Various kinds of idols: people, music, the latest fad, etc. (Answers will vary.)

Leviticus 20:6: God said He would turn away from one who trusted in a medium or spiritist instead of trusting in Him.

Deuteronomy 18:9-14: God said not to be influenced by unbelievers to imitate their practices; sacrificing children, telling fortunes, practicing witchcraft, trying to contact the dead, casting spells, etc. He despises those practices.

1 Samuel 28:3-25; 1 Chronicles 10:13: Saul died because he was unfaithful to the Lord. He even consulted a spiritist (one who tried to contact the dead). It seems Saul had more faith in the spiritist than in God.

Isaiah 47:11-14; Jeremiah 10:1-2: God said that those who write horoscopes have no power. They cannot even save themselves. They continue in their error and cannot help those who study their writings.

1 Corinthians 10:19-22: God said that we are to have no association with Satan. We cannot be friends with God and with Satan. We must choose one or the other.

Does God seriously consider occult practices? Yes. His judgment upon the people was very severe.

Why God repeated "I am your God": He wanted me to know He is my God and there is no other God.

Why God included jealousy, hatred, etc.: These sins destroy a person. They cause pain emotionally to the participant, leaving her open to other sins.

What Paul said: Those who continually disobey won't have an inheritance in heaven. They will end up in hell. Their continual disobedience proves they were never saved.

Replay/Your Turn

1. true
2. False. God says in Colossians 3:5-6 not to engage in affairs. His wrath will be upon you. Marriage is God's plan for lasting commitment to each other.
3. true
4. False. Social drinking can lead to heavy drinking when things cave in. It is a crutch, a tool for forgetting, an escape. Your drinking could encourage others to drink, and they may not be able to stop with a social drink.
5. False. God takes such things seriously. It is paganistic and teaches faith in something else. God is our guide in life.
6. False. Such an arrangement guarantees frequent temptations. You are not likely strong enough to keep resisting.
7. False. God expects us to master our natural emotions.
8. false
9. False. Those who do drink may lose control and involve you in their behavior. Your testimony and influence will be damaged. (The girls may suggest other good reasons.)
10. False. *He* may not know when to stop.

"Pledge of Allegiance — Galatians 5:22-26"

Definitions: (1) love, (2) joy, (3) peace, (4) longsuffering, (5) gentleness, (6) goodness, (7) faith, (8) meekness, (9) temperance

Effects of the fruit: No. Yes, good qualities help your blood pressure to stay normal. You can function well, and God can work through you. Your outlook on life keeps you from anxiety, nervousness, loss of sleep, and poor appetite. God honors a right disposition with good health — even mentally.

They that are Christ's: the saved

Replay/Your Turn

- 1 — i, 2 — l, 3 — n, 4 — m, 5 — g, 6 — c, 7 — k,
8 — e, 9 — a, 10 — d, 11 — h, 12 — f, 13 — b, 14 — j
1. good health, wholeness, harmony
 2. pledge of allegiance, Christ, strength
 3. new, want, listen, mind, action, tells

"That They May Know"

Why be sober, etc.: It is Christ-like. It is the way God wants a young lady to act. It is a model to follow

in order to assure my happiness and the happiness of my family.

Effect on family: They will respond in love. They will respond to God in a positive way because of the example the wife and mother sets. They will learn from her unselfishness.

Effect on community: People will see the difference between a typical woman of today and the woman God wants. She can be a role model for others to follow. God will be glorified by her unselfishness and ladylike behavior.

Why these scriptures: God wanted me to know how to live effectively for Him. He wanted to give my family and friends the best I could do for them and himself.

Reasons for such a life: So that he wouldn't be condemned for the way he lived. Also no one would have anything evil to say about him. He would have a good reputation for Christ. He would be respected.

Whom Paul was talking about: enemies of the gospel

Activities that require training: (1) cheerleading, (2) football, (3) basketball, (4) debating, (5) band, (6) drill teams, etc.

How many require excellence: all

How to be winners: (Answers will vary.)

"Train to Tell"

The responses to the questions in this activity should be gleaned from a book on salvation. You will need to help in the selection of a book from the reading list in guide six or from the Web site, www.gma-bma.org. You may substitute another book on salvation not listed.

"A Teenager Fit for the King"

1. She wanted what God wanted. She was His bond servant and was ready to please Him.
2. There was no sexual contact with her husband until after Jesus was born.
3. God had chosen her, a bond servant, to bring His Son into the world.
4. She was morally pure — a virgin.
5. (a) She was ready to accept what God wanted her to do. (b) She recognized Jesus' ability to do God's will. She had confidence in Him. (c) She was at a prayer meeting with the disciples after Jesus arose.
6. She was fit for the King. Her life was one of purity; she was highly favored of God because of her values.
7. She was almost singing. Her soul magnified the Lord. She was happy, rejoicing with God for Jesus.

8. She was at the cross supporting Jesus. She didn't walk away.
9. (a) She had Jesus circumcised according to the Jewish law. (b) She went to the temple to be purified; she sacrificed to God; she presented Jesus to God. (c) She and Joseph kept the Passover. (d) After Jesus arose, she prayed with the disciples.
10. She kept the happenings concerning Joseph and Jesus within her heart. She didn't flaunt her favored position but kept everything to herself. She wasn't talkative, telling every little thing.
 1. when Jesus was born in a stable without the home surroundings
 2. when Joseph took her and Jesus to Egypt to escape the king
 3. when Jesus was lost in Jerusalem when He was a boy
 4. as she stood watching Jesus die
 5. when she watched Jesus ascend into heaven

Lessons: (Answers will vary. Examples: want to please God more than other people; keep happenings that affect others to myself; stay close to Him with a willing heart and open ears; avoid walking away when things get rough; have faith in His ability no matter what I think my ability is; love Him above all others)

"Missions Projects"

Each girl should choose three of the projects included in the Superior queen step. You will need to encourage her each week to continue her work on her project activities. Check the *GMA Manual* for a complete listing of these projects.

"Department of Church Ministries"

This department continues its programs for youth, but it extends its outreach to singles, senior adults, and other groups within churches as well. Consult recent *BMAA Yearbooks* for more information.

1. (See the current *BMAA Directory and Handbook*.)
2. (1) ministering to students on a national level through conferences and ministry training, (2) helping to train church workers to do a better job of ministry through new ideas and techniques
3. SOAR (Sold Out And Radical) youth conferences; Pastor's Oasis; senior adult conferences; ABS (Association of Baptist Students) for college students
4. (Check with your church treasurer or secretary.)
5. (Answers will vary.)
6. ABS stands for Association of Baptist Students. Its purpose is to get college students to meet each week for times of fellowship and spiritual growth.

It helps introduce students to other Christians. There are Bible study, special speakers, and various programs to help them grow as Christians.

7. It helps build friendships and gives encouragement and support to students away from home. The students become more receptive to hearing about Christ. It encourages winning others to Christ.
8. A small group of Association Baptist students and faculty members of Southern State College (now Southern Arkansas University), Magnolia, Arkansas, organized the first ABS chapter in the early 1950's.
9. (See the current *BMAA Directory and Handbook*.)
10. (Answers will vary.)

Sovereign Queen Step

"Fear Not"

1. anticipation of misfortune or pain; state of being afraid
2. indecision; a matter of uncertainty; an unsettled state of opinion
3. uneasiness of mind from care or apprehension; feeling anxious
4. lack of trust; distrust
 1. reliance; firm trust
 2. positive acceptance of a guarantee; a feeling that all is well
 3. freedom from fear; absolute safety
 4. unshakable confidence in God's Word; personal trust in the finished work of Christ

Verse 1: secret place, High, Almighty

What one must do: dwell in the secret place of God; constantly seek God's direction

Promise: "*Shall abide under the shadow of the Almighty*"

Some things to do: daily request forgiveness of sins in order to cleanse her mind and relationship with God; pray and study the Bible daily; constantly search for God's will in every circumstance

Verse 2: Lord, refuge, fortress, God, him

What it says about commitment: I will always trust in the Lord. A commitment is a dedication, a promise to remain dedicated to something or someone.

1. shelter or protection from danger
2. a place of protection
3. reliance on God

Verse 3: he

Verse 4: cover, under, trust, truth

Verses 5-6: afraid, darkness, destruction

What a girl can do: commit her needs to the Lord; seek His will in the matter; because of commitment

to Him, follow His will

Verse 7: thousand, fall, thee

Verse 8: behold, see, reward

Verse 9: thou, Lord, habitation

What one has to do: dwell in the Lord (make Him her habitation)

Whom the psalmist is talking to: saved people

Why he makes a promise: He wants God's children to be near to Him and, while near, to have the best.

Verse 10: evil, plague, dwelling

Promise: no evil will come to those who dwell in Him.

Verse 11: he, angels, keep, all

Whom God will use: His angels

Psalms 23:4: through, fear, thou, me

Psalms 91:12-13: their hands, Thou, trample

Verse 14: Because, love, deliver, high, known

1 John 4:18: fear, love, perfect, torment, perfect, love

Psalms 91:15: He, will, will, will

Verse 16: long, satisfy, salvation

"Forever His"

The answers will vary according to the girls' personal discoveries in the Scripture text.

"Never Perish"

1-4: (Answers will vary.)

John 3:16: (girl's name), she, never perish

What you have to do: believe

God's commitment: He will give everlasting life at that moment

Who keeps us from perishing? Jesus.

2 Corinthians 5:8: absent, present

How to die and still live: live with the Lord in heaven

1 Corinthians 15:51-53: changed, incorruptible, changed, corruptible, incorruption, mortal, immortality

Replay/Your Turn

2. Body — the visible part of man that has the ability to see, smell, touch, taste, and hear. Soul — the invisible person; the emotions, conscience, memory, and reasoning power. Spirit — The part of a person that communicates with God.
3. Cause of death: sin; disobedience to God. Physical death: the change that occurs when a person's soul and spirit are separated from the body. Eternal death: what an unbeliever will experience at physical death, a separation from God and from peace, hope, and happiness.
4. a — false, b — true, c — true, d — false, e — true
5. If that loved one has believed in Christ for

salvation, he lives with Christ.

6. *Prevent* means "precede." Those who are alive when Jesus comes back will join those who are dead as they rise from the grave and go up to meet Jesus.
7. The earthly body will be changed to a heavenly body like that of Jesus.
8. They are corruptible, sinful, fleshly bodies. They are subject to the weaknesses brought on by sin.
9. forever
10. comfort, hope, assurance, encouragement, etc.

"The King's Return"

Why an unsaved girl can't shut out Jesus: God has promised that He will honor His Word, even through the lives of His children.

Matthew 24:42-44: Be always aware of His returning. Keep alert, but continue to serve Christ through working for Him. Remind others of His returning; witness.

Why Peter kept repeating how the world will be destroyed: He wanted Christians to avoid putting their hope in earthly things.

Isaiah 65:17: "I will make a new heaven and a new earth."

Who will dwell in the new heaven and earth: people who have accepted Jesus as their Redeemer

2 Peter 3:15: salvation

Replay/Your Turn

1. God has always kept His promises, though people do not. God is patient with people, not willing for anyone to perish.
2. He loves unconditionally and wants all to believe.
3. It will give a deep desire for that acquaintance to believe.
4. live a godly life; be aware that Jesus may return at any time; live as Jesus would return at any moment
5. (Answers will vary. Example: in John 14:3 Jesus said, "If I go and prepare a place for you, I will come again, and receive you unto myself; that where I am, there ye may be also.")
6. God
7. those who accept Jesus as Redeemer, as Savior
8. Jesus lives in the new heaven and earth; He is righteousness
9. (Answers will vary. Examples: [a] witness to friend, [b] be constantly aware of the example I set before them, [c] live each moment in right relationship with Jesus Christ)

"Our Perfect Home — The Glorious City"

Authority for writing: God

Why written: to show believers some of the things of the future

God's servants: those who believe

Does this book concern you? Yes, I have accepted Christ as my Savior; heaven will be my home.

How the Revelation was sent: by an angel

Whom it was given to: John

Revelation 21:1-7: there is a reward indescribable awaiting me, a place where people have pure fellowship with God and each other. No phony or contrary people — just Jesus!

Why John used the bride picture: A bride gives great care to be at her very best appearance and to be genuine. Our love for Christ will be evident. All things will be pure — the inhabitants, the atmosphere. Many things will be experienced for the first time.

John 1:14: dwell

Revelation 21:3: (girl's name), (girl's name), (girl's name), God

Why I am a person of value: God has identified Himself as my God. He has given me the title of "His child"

Does God care how we feel? Yes. He will eliminate all harmful, hurtful, and evil things that happen to us. His care for us is the theme of this verse.

1 John 5:5: believeth

Revelation 21:1-7: new heaven, new earth, holy city Jerusalem, continual presence of Jesus, no tears, no death, no pain, no sorrow, all things made new, water of life

Replay/Your Turn

Matching: a — 3, b — 4, c — 5, d — 1, e — 2

First heaven: the atmospheric world where birds fly and clouds float

Second heaven: the outer space where the sun, moon, and stars are

Third heaven: the dwelling place of God

1. children of God; believers
2. the new Jerusalem
3. dwelling place
4. hearts
5. personally, see, hear, presence
6. God's Word says I am.
7. death, sorrow, crying, pain
8. They are caused by sin on earth; there will be no sin in heaven.
9. What he heard was true and worthy to be believed.
10. Jesus. He is the key to life. The salvation of the world is found only in Him.
11. Yes. "Who is he that overcometh the world, but he that believeth that Jesus is the Son of God?" (1 John 5:5).

"Our Perfect Home — The Beautiful Garden"

Verse 1: out, throne

Verse 2: life, fruits, leaves

Symbolic language: (1) Water, (2) Fruit, (3) Leaves

Verses 3-4: curse, servants, serve

What "no more curse" means: God has taken away the penalty for sin, which was the curse.

Revelation 22:5: Lord God

Revelation 21:23: glory, lighten, light

Source of light: Jesus

How a good decision helps: It is made after seeking God's will. When I live within His will, I live abundantly.

2 Peter 3:8: one, thousand, thousand, one

Revelation 22:20: come, Lord Jesus

Replay/Your Turn

1. salvation
2. God, Jesus
3. by accepting Jesus — Who He is, why He died, what He can do in her life — as personal Savior
4. (a) life, (b) sustenance, (c) health
5. No. God Himself will provide all we will ever need.
6. Verse 3 speaks of God's servants actively serving Him. This, no doubt, speaks of work with all its drudgery removed.
7. They will be changed — glorified.
8. that we belong to Him and are under His care
9. God and Jesus
10. in order to know some of the things that both unbelievers and believers can expect in the future

"Cobb's Baptist Church Manual"

Qualities and Membership of a Church

A scriptural church is an assembly of people who have responded to the leading of the Holy Spirit to give their lives to Christ. It is run by faith and the working together of God's people to accomplish God's goals in this world.

The essential qualities of a true church are:

1. Spirituality. It is patterned after the New Testament model which Christ instituted. It is to take care of the spiritual welfare of the community.
2. Separation. It shouldn't get involved deeply in world affairs or worldly pursuits. It is separate from the government.
3. Preservation. It is to the world what salt is to food. It should be the preserving force against sin and eternal death. It makes the world a more pleasant place. It stimulates a thirst within those

who seek living water.

4. Perpetuation. Christ instituted His church during His personal ministry. It will remain until He comes back to get us.
5. Reproduction. A church is to reproduce herself by helping organize other churches and by sending missionaries to work and win others to Christ.
6. Peculiarity. The saved are to be a "peculiar people." There are certain characteristics that make a true church different from other religious groups. We believe the church was organized by Christ during His ministry. Her membership includes born-again believers only. Everyone is equal in the church. The New Testament is the only rule of faith and practice. The biblical order of New Testament commandments should be preserved — repentance, faith, baptism, and then the Lord's Supper. The true church may be persecuted, but she never persecutes others.
7. Faithfulness. We believe in being faithful to our commitment to Christ, His church, and His teaching.
8. Independence or Autonomy. The church is self-governing with Jesus as her head. Individual churches are in complete authority over their own well-being, dependent only upon Christ, the head of the church.

Perpetuity means unending existence; infinite endurance.

One becomes a member of the church by repenting of her sins, accepting Christ by faith, presenting herself to the church as a believer publicly, and being baptized into the church fellowship.

Ways the church receives members:

1. By baptism. A believer presents herself to the church. She is baptized into the fellowship with all the rights and privileges of the church.
2. By letter. When one moves her membership to a church of like faith, the accepting church sends for her letter, a certificate of membership in good standing.
3. By statement. When one comes from another church of like faith that no longer exists, she is received by her statement that she has been saved and scripturally baptized.
4. By restoration. An excluded member who has gone against the teachings of God may come back and make a confession of her wrongdoing.

Ways one can cease to be a church member:

1. By death. The member dies and is removed from the church roll.
2. By exclusion. One can be excluded for not living according to the teaching of the New Testament.
3. By letter. The church grants a letter of

recommendation by request to another church of like faith and order.

Officers of a Church

Qualifications of the Pastor:

1. He must be blameless. There should be no reason for accusing him of wrongdoings.
2. He must be the husband of one wife. His home life should set an example for others.
3. He must be vigilant or watchful. He should watch over the church tenderly. He should care for them.
4. He must have the tact and ability to teach others. His job description requires that he teach the Word.
5. He must be a man of sobriety. Not only in regard to alcohol, but in every phase of life, he must live in purity.

The duties of the deacons: Their chief function is to look after the material welfare of a church. They are to take care of the needy people to see that their needs are met. They may serve the Lord's Supper. They are also to be the treasurers of the church. It is their duty to see that the pastor is paid fairly. They are to see that the widows are taken care of financially.

Doctrines and the Covenant

Doctrinal statements may vary. Examples:

1. We believe that the Bible was written by men who were given the words by the Holy Spirit; it doesn't contain error and is the standard by which God will judge the world. 2 Timothy 3:16.
2. There is but one God, ruler over all the earth. He is worthy of our allegiance and honor. He is supreme in three persons — God the Father, God the Son, and God the Holy Spirit. Matthew 28:19; John 10:30; 15:26; Mark 12:30.
3. We believe that God created the heavens and the earth. We believe the Bible is the true source for the creation history and that God created man in His own image. Genesis 1:1, 27.
4. We believe in the personage of Satan. He chooses to do his own will in disobedience to God. His goal is to turn the world against God. Job 1:7; 2 Corinthians 11:14-15.
5. We believe in the virgin birth of Jesus. He is God's Son, not Joseph's. We believe God caused Mary to conceive; she had never had sexual relations with a man. Matthew 1:23; Luke 1:35.
6. We believe that Jesus arose from the dead after the third day. His death purchased our salvation. He went back to heaven after He finished His work. John 20:19-20; Acts 1:3.

7. We believe in the Holy Spirit as Deity living within the believer — convicting her of sin, bringing her to repentance, comforting her, and giving her security. He is her power to be what God wants her to be. Acts 1:8; John 16:7-11.
8. We believe that Jesus' blood redeemed us from sins. His sacrifice was sufficient to repay God. He was God's way of our salvation. His blood covered our sins. Hebrews 2:9.
9. We believe that we are saved by belief in what Jesus has done for us. Salvation is a free gift. We can't work for it. It is based upon our trust in God. Ephesians 2:8-9.
10. We believe that when we are saved, we can never be lost again. John 5:24; 10:28-29.

Examples of keeping the Church Covenant: by encouraging and praying for my church family; giving offerings to help financially; being in Sunday School, training classes, worship services, GMA, and prayer service each week; being an example in my attitude outside the church.

Church Ordinances

1. Baptism is a public declaration of your new life in Christ. It lets the world know of your decision to follow Christ through the church. *"Then cometh Jesus from Galilee to Jordan unto John, to be baptized of him And lo a voice from heaven, saying, This is my beloved Son, in whom I am well-pleased"* (Matthew 3:13, 17).
2. The Lord's Supper. Jesus instituted it. It consists of unleavened bread, which represents Christ's broken body and the fruit of the vine, which represents Jesus' shed blood. *"As often as ye eat this bread, and drink this cup, ye do shew the Lord's death till he come"* (1 Corinthians 11:26).

Church Government

An autonomous institution is one that has the right to govern herself according to her head and lawgiver, Christ. She is amenable to none except Christ. Her acts are final; there are no appeals from her decisions. Jesus is the head of the church.

The two branches of government in the church:

1. Judicial. She may judge whether members adhere to the laws of Christ and whether ministers preach the pure Word of God.
2. Executive. The church herself, not a board or pastor, receives one into membership. The church can withdraw fellowship from one who disobeys the teachings of God. The church has the right to restore one back into her fellowship. The church has the responsibility to carry out the Great Commission.

It is good practice to make a vote unanimous because it shows that the minority is willing to bow to the will of the majority.

Church Discipline

Matthew 18:15-19 shows how to respond to an offense. It says that I should go to the one who has offended me to try to settle the problem. If she won't listen to me, I should take two or three witnesses to try to reestablish the broken fellowship. If this doesn't work the matter should go before the church.

The purposes of church discipline are: (1) To glorify God. Members who engage in ungodly conduct cannot honor God (Ephesians 5:21). (2) To protect the chastity of the church (Ephesians 5:27). By keeping ourselves from sin and worldliness, we remain pure and chaste for Christ. (3) To improve the individual spiritually.

The Mission of a Church

1. Evangelize the world (Matthew 28:19-20). The church shared Christ in order to win others to Him, make disciples of them, teach them and baptize them — all because of God's love for the world.
2. Glorify God (Ephesians 3:21). As church members we are the instruments in which God is to be glorified on the earth. Our concern should be to please Him in our lives as a church family.
3. To preserve and enlighten the world (Matthew 5:13-16). Because of the church's influence, the world should be a better place in which to live. It is to light the way to God, offering hope to a lost world.
4. To be God's earthly abode (1 Timothy 3:15). God indwells the believer. Because He lives within each individual, the church is His earthly dwelling place.
5. To be the pillar and ground of the truth (1 Timothy 3:15; John 14:6). The church is built upon the Truth — Jesus Christ. The church is the one institution in which one can look for the whole truth of God. We should uphold, defend, and proclaim the truth.
6. To offer spiritual sacrifices (Romans 12:1). Church members offer their bodies and their substance into God's service.

The Association of Churches

The Baptist Missionary Association of America is an association of churches in our nation who cooperate in carrying out the will of the divine Head of the church. Its chief objective is to evangelize the world.

The churches "run" the association. The association doesn't dictate to the churches. An equal num-

ber of messengers from each church, no matter how small or how large the church, vote and carry out the business of the association. The efforts of the churches in carrying out the command of God find expression in North American (United States and Canada) and international missions, publications, benevolence, youth work, television and radio ministry, and other ministries.

A church becomes a member by presenting at the BMAA annual meeting a petitionary letter stating her agreement with the Statement of Principles of Cooperation. The messenger body votes on receiving her as a member.

"Spiritual Growth Books"

Check the reading list in guide six for suggestions. You may also check the Web site *www.gma-bma.org* for the current list. Girls may select books from these lists or you may suggest books for them to read. Responses to questions in the lesson book will vary with each girl.

"Serving Christ in WMA"

The Local WMA

The purpose of a local WMA is to meet at a specific time to study God's Word, and to coordinate the efforts of women in carrying out the plan of work they have adopted, offering help in both temporal and spiritual matters.

Officers and duties:

President: preside over all meetings; appoint all committees; call for special meetings; be a member of all committees; be familiar with the WMA manual; lead the auxiliary to support the local, district, state, and national auxiliary program; encourage Christian love among the officers and members

First vice-president: preside over meetings in the absence of the president; be the enlistment chairman

Second vice-president: serve as program chairman; preside over the meetings in the absence of the president and first vice-president

Third vice-president: chair the literature committee; encourage the use of materials published by the BMAA; preside over the meetings in the absence of the president, first vice-president, and second vice-president

Secretary-treasurer: record and keep the proceedings of all meetings; give notice of special meetings; prepare and read the minutes; receive and disburse funds; give a financial report in the business meeting; give financial and service reports in the church business meetings; send reports to the district, state, and national WMA

Reporter: report on all stated and special meet-

ings in the newspaper or newsletters; write articles of interest on auxiliary work

Bible and tract distributor: chair a committee to distribute Bibles and tracts; solicit money to carry on that work

Bible teacher: present a choice of study material to the WMA; prepare Bible lessons; lead in the Bible study; encourage daily Bible reading

Director of youth auxiliaries: plan the youth auxiliary work; enlist qualified counselors; give reports on the youth auxiliaries at the WMA business meetings; prepare and send quarterly reports to the district, state, and national youth director; enlist all girls in the church in the youth auxiliaries; serve as chairman of all auxiliary counselors in planning all combined auxiliary programs, coronations, and other meetings; encourage the local auxiliaries to support the district, state, and national auxiliaries

Girl's Missionary Auxiliary counselor: attend all GMA meetings; be responsible for the planning and teaching of the Bible studies; give a report on her group to the director of youth auxiliaries; oversee the work of her group

Young Ladies' Auxiliary counselor: be present at all YLA meetings; plan and teach all the Bible studies of her group; give a report of her group to the director of youth auxiliaries; oversee the work of her group

Sunbeam counselor: be present at all Sunbeam meetings; be responsible for all materials needed in teaching the Sunbeam Work Plan; give a report to the director of youth auxiliaries; oversee the group she teaches

Reviewing council: have a thorough knowledge of the GMA manual; review with each girl the particular step she has completed and for which she has the approval of her counselor; approve each girl for the step she has completed that she may receive her award; be fair in evaluating each girl, but reserve the right to request further study if a girl does not show sufficient knowledge

Promotion chairman: prepare materials for use in promoting objectives, projects, and goals of the auxiliary; lead in setting goals for local projects; cooperate with the district, state, and national committees in promotion of the work

District, State, and National WMAs

The district WMA's purpose is to strengthen the spirit of Christian cooperation among local auxiliaries; to further the auxiliary work by helping in the promotion of district, state, and national programs and projects.

You will need to secure the name and officers of your district WMA from your WMA president.

The purpose of the state WMA is to encourage a spirit of Christian cooperation and helpfulness in all lines of Christian work, taking the local church enterprises and extending a helping hand to all the work of the churches; to encourage and aid the organization of local auxiliaries in every church in the state association.

You will need to secure the name and officers of your state WMA from your WMA president.

The name of the national WMA is the Women's Missionary Auxiliary of the Baptist Missionary Association of America.

The purpose of the national WMA is to encourage a spirit of cooperation and helpfulness in all lines of Christian work, taking the local enterprises and extending assistance to all the work of the churches; to encourage and aid the organization of local auxiliaries within the BMAA and to help in the organization of county, district, and state auxiliaries.

You will need to secure the officers of the national WMA from your WMA president.

Parliamentary Procedure

1. president in charge, opening song and prayer, recognition of visitors and new members, business (reading of the minutes and treasurer's report, other reports [committee, officers], old business, new business), Bible study and/or program (chairman in charge), announcements, adjournment
2. "Are there any corrections?" If there are no corrections, or amendments, she should say, "The minutes stand approved as read." If there are corrections or amendments, the president should say, "The minutes stand approved as corrected (or amended)."
3. The chair: a title given to the one who presides over the business of the auxiliary. To accept: to adopt a report. Plurality vote: the largest number of votes cast for any nominee (who is elected because of having more votes than anyone else). Majority vote: the vote that elects a nominee because she has received more than half of the total votes. Amendments: motions made to affect main motions or other amendments by inserting, adding, or striking out. Substitute motions: motions made to be inserted into an entire resolution, paragraph, or section in the place of the corresponding parts of the pending motion. To lay on the table: to postpone a question, that it may be taken up at some future time when a motion is made "to take off the table."
4. Amendments are motions that add to a main motion. Substitute motions are in place of a motion.

WMA Projects

Secure answers from current WMA reports in *The Gleaner*, your state Baptist paper, or from your WMA president.

"How to Write Notes"

Sermon: (Answers will vary. Example: a speech giving encouragement and instructions in how to live pleasing to God)

Who thinks preaching is foolishness: "*Them that perish*"

What it means to be saved: "*the power of God*"

Receive the message as: the word of God

What preaching will do: It will work in our lives if we are open to Him. It causes us to act upon what is preached.

2 Timothy 4:2: faults, wrongdoings, patiently, teaches, truths

1 Corinthians 2:4-5: preaching, wisdom, Spirit, power, faith, men, power, God

(Sermon notes will vary. You may review the first notes with the girls to offer encouragement and help if needed.)

"Pleasing God With My Life"

These selections will vary with the activities and participation. You may want to do these yourself in order to help the girls with their reports.

"Counselor's Guidebook"

After each answer below, you will find information on where to find the answer to the question in *Counselor's Guidebook*.

We Have a Purpose

Purpose of GMA: to take a girl step by step into a relationship with Jesus; to develop genuine love for God and His way of life, concentrating on a positive witness; to involve girls in missions and to fit into God's missionary plan (See Introduction.)

Purpose of *My Special Place*: To reinforce the scriptures the girl learns; to give her a better understanding through actively participating in the lessons (See Guide Five: Teaching *My Special Place*.)

Benefit of *Fit for the King*: It teaches a girl to study the Bible, finding God's truths for herself. There are assignments that give her insights on how to live what she believes. (See Guide Five: Teaching *Fit for the King*.)

Hyper, Hip, and Help!

The younger girl: She is alive. She is a thinker.

She is expressive. She needs the counselor's prayers. She needs to feel valued and loved.

The middle-school girl: the middle-school girl is undergoing physical changes. She is experiencing emotional changes and social changes. She needs a spiritual model.

The YLA girl: the young lady is approaching adult maturity physically and has reached sexual maturity. She has new desires that will cause her to rethink her values. Emotionally she experiences levels of anxiety and has become more aware of herself as a person. Socially she is interested in boys and cares about what people think about her. Mentally she is able to grasp biblical truths and apply them to life. Spiritually she is beginning to rethink her faith, striving to bring her childish concepts of God into her present level of maturity.

How this information can be helpful: The counselor can be more sensitive to the girls' individual needs and plan her lessons accordingly.

(For all the answers in this section, see Guide One: Getting to Know the Girls.)

A Faith That Endures

Characteristics of a good counselor: (Answers should include five of the following: a born-again believer, an active church member, someone with a genuine love for girls, a person called of God, a dependable worker, one who avails herself of training opportunities, one who seeks to understand the specific needs of the individual girl, a model, one who knows who the real teacher of her class is. (See Guide One: The Counselor.)

Three things a counselor should never do: 3, 4, 6

The value of a counselor's passing step requirements: She will respect the girls more for what they have to go through in order to pass a step. She will gain respect from the girls by not asking them to do something she hasn't already done herself. (See Guide Five: Teaching *My Special Place* and *Fit for the King*.)

How a counselor can stay informed: She can read articles about girls in the newspapers and teen magazines. She can read books they read. She can listen to their conversations. She can watch young people outside the church. She needs to listen to their music occasionally and see the videos they watch. (See Guide One: The Counselor.)

Privileges of being a counselor: helping a girl grow and mature spiritually, teaching her to study the Bible for herself, sharing special times in a girl's experiences, attending GMA Retreat, seeing girls serve the Lord as officers in GMA meetings (See Guide One: Getting to Know the Girls.)

Magazine: *The Gleaner* (See Guide Three: Basic

GMA Counselor Supplies.)

Materials to help the counselor teach: *Counselor's Guidebook*, *My Special Place*, visual packets for the Maiden through Princess steps, *Fit for the King* (see Guide Three: Basic GMA Counselor Supplies.)

Guidelines for approving Forward Step work: (The girl may select eight from the seventeen guidelines in Guide Two: Approving Forward Step Work.)

The Reviewing Council

How it is an asset: It insures long-term scripture memory, and it reinforces what a girl has learned. It insures a higher quality of work.

Who may serve: persons who have an interest in the training of young ladies. They are appointed by the WMA president.

(Answers for this section may be found in Guide Two: Reviewing Council.)

GMA — Local, District, State, National

Officers of a local GMA: president, vice-president, secretary, treasurer, historian, prayer captain, song leader, and pianist (In the GMA manual see "What Happens at a GMA Meeting: The Officers")

Benefit of the installation service: It helps the newly elected officers to know the importance of their responsibilities and to know what those responsibilities are. (See Guide Four: Installation Service.)

What the initiation service is: a special recognition time for new members. It helps them to realize what a privilege they have in belonging to the GMA and encourages them to be loyal members. (See Guide Four: Initiation Service.)

Why have district GMA: It promotes the GMA program and missions activities in the local churches within the district. (See Guide Four: District Meetings.)

How many messengers: five, one of whom is a GMA counselor (See Guide Six: General Statement of Principles for District Auxiliaries.)

Purpose of your state GMA: to promote the GMA program and missions activities in district and local auxiliaries (See Guide Four: State Meetings.)

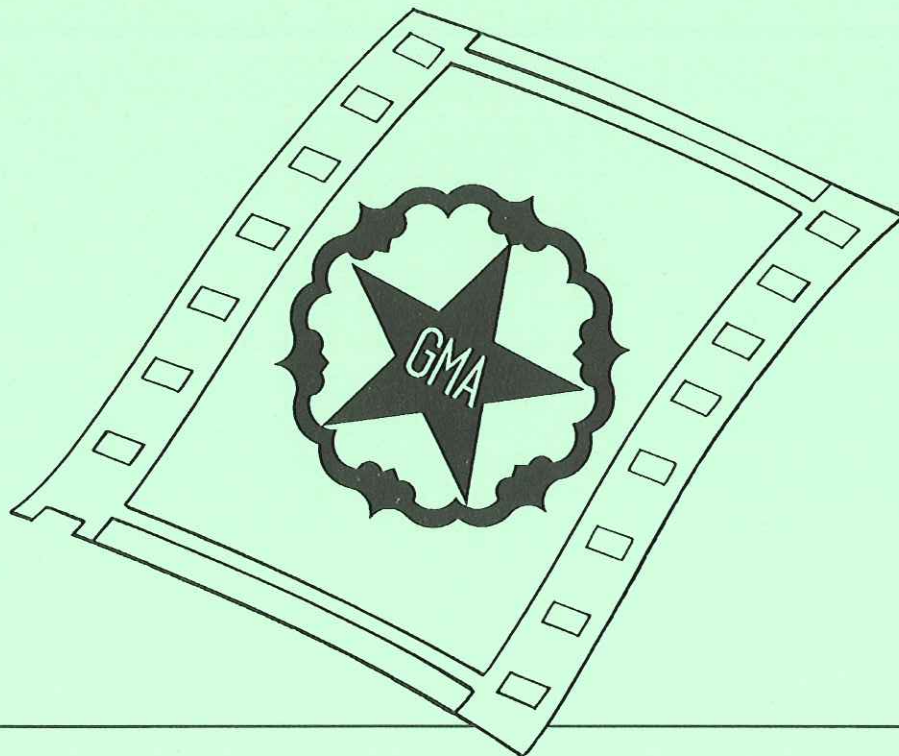
The national GMA: The Girls' Missionary Auxiliary of America meets at the national GMA Retreat at Daniel Springs Baptist Encampment, Gary, Texas. It is the second or third full week of June, Tuesday afternoon through Friday morning. (See Guide Four: The National GMA Retreat.)

It's Your Turn

Answers will vary throughout. For question 4 refer to Guide Six: Girls and Conversion.

GUIDE SIX

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Guide Six — References

I. Girls and Conversion

Whether you teach Sunday School, Sunbeams, or GMA, one major concern continually tugs at your heart. How do you help a young person reach the point of accepting Jesus into her life?

The apostle Paul wisely assessed the many people who actually help in the conversion of another. *"I have planted, Apollos watered; but God gave the increase. So then neither is he that planteth any thing, neither he that watereth; but God that giveth the increase"* (1 Corinthians 3: 6-7).

It didn't bother Paul to acknowledge that others helped. His lesson to you is of great significance. It is the Holy Spirit who works in the heart of a lost girl.

Whether you are "planting" or "watering," you are working under the direction of the Holy Spirit. He convicts girls of sin by using Scripture. Nothing will replace God's Word as the means by which a girl realizes she is lost. Methods may vary, but without the use of Scripture methods will fail.

Trust the Holy Spirit

Using Scripture as the Holy Spirit directs is the most important factor in guiding girls to Jesus. He coordinates your thoughts and gives you a burden for lost girls. At the same time, He is working in the lives of the girls, getting them ready to accept what God says.

The Holy Spirit prepares a heart to receive the Word of God. While you should take precautions not to run ahead of His leading, your part is to let Him do the preparing. Your faith in the Holy Spirit's ability to do His job is an important factor. Do you trust Him to do His work in the hearts of your girls? Do you feel inadequate when one doesn't make a decision as quickly as you would like? Do you set time limits for an individual to become a Christian? Probably you have felt this way to some extent. Yet doesn't that show too little faith in the Holy Spirit?

Certainly the Holy Spirit knows how to lead a girl to make the most important decision in her life. He doesn't take shortcuts when a life is being prepared to receive Jesus. In trusting Him you release the pressure that sometimes *binds* your effectiveness as a counselor.

Serve as a Guide

How do you guide a girl to Jesus? Who initiates the conversation on salvation? What do you ask? How

do you answer her questions? What does she need to know in making an honest decision? How much can she understand? What if she doesn't have a Christian background? What is the age of accountability? When do you ask for a commitment?

You may have asked these questions, and perhaps you are still seeking answers. Although these questions are commonly asked, they are not easily answered. Some feel that you should use every means possible to win a girl — even pressure. Others hesitate to push for fear of a premature commitment, especially with a younger girl.

So how should you handle this delicate situation? Prayerfully! The Holy Spirit is your guide. He knows how to approach a young girl, and He will guide you in what He wants you to say. Your job is to keep asking Him for wisdom and then wait for His guidance.

So where do you fit in guiding a girl to Jesus? *Guide* is a good word; it suggests leading the way. It doesn't push or pull. It takes its time without getting pushy. Guiding allows the Holy Spirit to move in you and the girl who needs Jesus.

Give the Girl a Chance to Ask for Help

A guide permits a girl to ask about salvation when she is ready. Let her approach you, and even then never push for a commitment. This is the most important decision she will ever make. It must be hers. By letting her ask questions first, you give her the opportunity to voice what she wants to do. Then you can ask open-ended questions that she can answer without yes or no. For example: "Why do you want to be a Christian? What made you start thinking about this?"

Be careful not to lead her to give the "right" answers. You can easily get her to agree with you. Be aware of your body language, such as nodding your head affirmatively as she begins to talk.

Give her ample time to explain what she believes to be true. Be patient. Keep in mind that she will not give adult answers. She is a child who sees from a child's point of view. She may not mean what you think she is saying. By letting her voice what she wants to do, you will know why she wants to be saved. Sometimes girls want to join the church so they can be included in the Lord's Supper, or they want to be baptized because their friends have been baptized. In these cases she is not under conviction; she feels pressure to be included.

Present Wrongdoing as Sin Against God

Before anyone can be saved, she must recognize the sinfulness of sin. It is more than disobeying parents or teachers; it is disobeying God. Unless she sees her actions as disobedience against God, she can't be saved.

Ask the girl to tell you what sin is. Then ask if she has sinned. If she says no, she is not ready to be saved. If she answers in the affirmative, ask how she knows she has sinned. Let her express her understanding of sin.

Explain that sin is disobeying God. It is telling a lie, using bad language, hurting someone, hating someone. Sin is more than disobeying parents and teachers. It is disobeying God, because He tells us to obey our parents and people who have authority over us. He sets the rules about lying, cheating, and using bad language. Even though we are disobeying parents or teachers, we are disobeying God as well. Each girl must realize it is God Whom she is disobeying.

Use Words That Are Easy to Understand

In counseling, use simple words. Not too many girls know the meaning of spiritual clichés even though they may use these terms. If a girl answers a question with a spiritual cliché, ask her to explain what she means. Of course, you don't want to embarrass her; but you do want her to understand what she needs. If she can't tell you, ask questions that will help her put her need into terms she can understand.

When she knows what sin is and how she has sinned, let her read aloud Romans 3:23. Ask her what *all* means. Then ask her to substitute her name in place of *all* and *has* in place of *have* (i.e., "Becky has sinned and come short of the glory of God"). Then explain "*come short of the glory of God*" as "Becky has sinned and can't live a life that pleases God."

Ask her to read Romans 6:23 aloud: "*For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord.*"

Ask her to explain what she has read. If she understands correctly, she will see the consequences of her sin — death.

Look for Sorrow for Her Sin and a Desire to Change Her Actions

Let her read Isaiah 53:6: "*All we like sheep have gone astray; we have turned every one to his own way; and the LORD has laid on him the iniquity of us all.*"

Explain that because of her sin, Jesus had to die. Ask her to express how she feels about that. She should be able to see herself from a different point of view. She should see Jesus as the One Who paid the penalty for her sins.

Show her John 3:16: "*For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.*"

Ask her to substitute her name for *the world* and *whosoever*. Ask her if she would like to know how to give her life to God and receive forgiveness.

If she says yes, ask her to turn to Romans 10:9-10 and read it aloud. "*If thou shalt confess with thy mouth the Lord Jesus, and shalt believe in thine heart that God hath raised him from the dead, thou shalt be saved. For with the heart man believeth unto righteousness; and with the mouth confession is made unto salvation.*"

Have her explain what she has read. Clarify anything she may not understand. When she has a good grasp of that truth, have her read verse 13: "*Whosoever shall call upon the name of the Lord shall be saved.*"

Ask her if she is ready to give her life to God. If she is ready, suggest that she tell God she is sorry for her sins and wants Him in charge of her life.

Before she prays, tell her you are going to pray. In your prayer express thankfulness for God's Spirit in bringing Becky to this point. Tell God that you are going to let Becky express herself to Him. Ask Him to give her the courage and the words that she needs.

Now it is Becky's turn. Let Becky word her own prayer. This gives her freedom to say what is in her heart as opposed to a formal statement that expresses another's feelings.

After she has finished praying, ask her what happened. Regardless of her answer question her:

"Did you confess that Jesus died for your sins?"

"Do you believe that Jesus is alive?"

"If you answered yes to both questions, what does God's Word say happened to you?" (She should realize she has been saved.)

"In your heart do you believe God's Word?"

"With your mouth did you confess what is in your heart?"

"Then what does verse 13 mean?"

"Who is whosoever?" (Substitute *when Becky* for *whosoever* and insert *she* after *Lord*. Read that to her.)

"What did God promise in this verse?"

She should realize that God made this promise, and He always keeps His promises.

The interaction between counselor and girl allows Becky to think and to voice her own thoughts as the counselor guides. Through the use of Scripture the Holy Spirit directs Becky's responses.

Now that Becky has received Jesus as Savior, she is ready to be taught. The GMA program is designed for such instruction. Your goal is to guide girls to Jesus and then disciple them.

Review of Sensitive Points

Let's reconsider some of the sensitive points in guiding girls to Christ.

1. Let her approach you with her need.
2. Ask questions that can't be answered with yes or no.
3. She must be able to define sin.
4. She must know she has sinned.
5. She must see her actions as disobeying God.

6. She must be sorry for her disobedience and want to change her actions.
7. She must see Jesus as the One Who paid the penalty for her sins.
8. She must want to give her life to God so she can live for Him.

After reviewing the list, surely we would have to agree that no one except the Holy Spirit can convict and cause an individual to give her life to God.

II. YLA Objectives

Girls in grades nine through twelve fit into a special phase of GMA called the Young Ladies' Auxiliary. YLA is not a separate organization; it is a part of GMA. The grade a girl is in determines whether she is in YLA or the younger GMA.

In YLA girls continue their work on the Forward Steps. Because the girls are more mature, however, they sometimes complete a step in less than a year. The more eager girls especially might run out of work before the others have completed theirs.

To provide additional challenges for these older girls, the GMA program includes the *YLA Objectives*. No girl is required to pursue the YLA objectives, but those who desire to do so are encouraged to work on them. Anyone who completes nine objectives before graduating from high school should receive a certificate, special recognition in a presentation or coronation service, and an award such as a small key charm.

You may find the YLA Objectives useful also for girls who join YLA too late to work through the Forward Steps. With the objectives you can give them projects to accomplish to involve them in GMA on a par with other girls who are working on the Forward Steps.

Twelve objectives are listed in the GMA manual. You may revise them to meet your local needs, and you may write new ones. But you should keep the required work balanced with the objectives listed in the manual.

To help you implement the YLA Objectives with your older girls, the following pages offer some forms which you and the girls can complete. You may photocopy these forms and retain the pages in this book as masters.

The first form gives you a record to maintain on

each girl who works on any YLA Objectives. With it you can list over a period of years which objectives she completes.

Each additional form gives the girl a worksheet to fill out in reporting her work on one objective. If you revise the objectives or write new ones, you can change the worksheets as needed or prepare your own.

When a girl begins work on her YLA objectives, you may wish to present her with a charm bracelet. Tell her that the bracelet will constantly remind her of her commitment to do her very best on each objective. She may receive a charm to add to her bracelet after each objective is completed and approved.

These charms may be inexpensive. Watch discount stores, bookstores, catalogs, and jewelry counters for earrings, ponytail holders, or charms that fit your need. Be a wise shopper ahead of time. Watch for charms such as an apple with a worm in it, a cross, a Bible, a heart, a house, a girl, a camera, an angel, a music note, a church, a globe or outline of the United States, praying hands, and a lamb. These charms will serve as reminders of the lessons she learned from her objectives.

When she has completed all objectives, you may wish to give her a key charm for her bracelet in the presentation of Forward Step awards. Remind her that she holds the key to the future.

Each girl should seek the approval of the Reviewing Council on her work on YLA objectives, just as on the Forward Steps. She should collect her paperwork on the objectives in her GMA memory book or a special notebook which she prepares just for YLA Objectives. The Reviewing Council should examine this material and discuss it with the girl during her interview.

YLA Objectives Record Sheet

Girl's Name _____

| Objective | Date Completed | Reviewing Council Approval Date |
|---|----------------|---------------------------------|
| 1. Read three books relating to Christian service for girls and give a review of each. | | |
| 2. Interview leaders of three different religious groups in the community and write a summary of the beginnings and beliefs of each. | | |
| 3. Work with the WMA president in arranging a training session for GMA-YLA members by WMA officers. | | |
| 4. Write a summary of one personal witnessing experience. | | |
| 5. Attend a state or national overnight meeting for YLAs. Write an account of the experience, and share it with your YLA. | | |
| 6. Serve for three months as assistant counselor of Sunbeams or GMA. | | |
| 7. Complete twenty-five hours of service for your church. | | |
| 8. Prepare a map of the United States, indicating types of work done by the Baptist Missionary Association of America; or prepare a world map, indicating countries where international missionaries are serving. | | |
| 9. Serve as prayer captain for your auxiliary for three months. Prepare weekly prayer reminders. | | |
| 10. Visit a local, district, or state mission or any denominational department and interview the person in charge. | | |
| 11. Read the Bible through in one year. Keep a record of your reading in a notebook. | | |
| 12. Complete fifteen hours of community service. Before you begin, get your counselor and pastor's approval. Keep a diary of your service. | | |
| | | |

YLA Objective 1

Read three books relating to Christian service for girls and give a review of each. (Use one copy of this page to report on each book.)

Book Title _____

Author _____ Publisher _____

Summary of the Book _____

What changes in your spiritual life did this book influence you to make? _____

How will your day-to-day activities change as a result of reading this book? _____

Has this book influenced how you deal with people? If so, how? _____

What goal in life have you set as a result of reading this book? _____

Date Approved _____ Reviewing Council Signature _____

YLA Objective 2 Interview leaders of three different religious groups and write a summary of the beginnings and beliefs of each. (Use one copy of this form for each leader.)

YLA Objective 2 Interview leaders of three different religious groups and write a summary of the beginnings and beliefs of each. (Use one copy of this form for each leader.)

Name and Location of Group _____

Person Interviewed _____ Title _____ Date _____

When and how did the religion begin? _____

What are the beliefs on salvation (or how a person gets to heaven)? _____

How can a person join the group? _____

Description of a Worship Service _____

Additional Information

Date Approved _____ Reviewing Council Signature _____

YLA Objective 3

Work with the WMA president in arranging a training session for GMA-YLA members by WMA officers.

Date of Session _____ Location _____

Speakers and Subjects _____

Attendance Goal _____ Actual Attendance _____

What did you like best about the training event? _____

What did you like the least? _____

What qualities did you notice in the WMA officers that you would like to develop in your life? _____

How did other girls who attended react to the event? _____

What improvements would you make if you helped plan another event like this one? _____

Date Approved _____ Reviewing Council Signature _____

YLA Objective 4

Write a summary of one personal witnessing experience.

Name of Person Witnessed to _____ Date _____

Where did the conversation occur? _____

How did the opportunity to witness to this person come about? _____

How did you start the conversation? _____

How did you steer the conversation into presenting salvation? _____

What did you tell the person? _____

How did the person respond? _____

Do you feel this person will be responsive to talking with you again on this subject? _____

How do you feel about this experience? _____

Date Approved _____ Reviewing Council Signature _____

YLA Objective 5

Attend a state or national overnight meeting for YLAs. Write an account of the experience, and share it with your YLA.

Meeting _____ Dates _____

Location _____

Number Attending From Your Church _____ Total Attending _____

When and how did you report on this meeting? _____

How was this meeting different from others you have attended? _____

What did you like best about the meeting? _____

What did you like the least? _____

What did you learn? _____

What impressed you about other girls or GMA groups there? _____

Date Approved _____ Reviewing Council Signature _____

YLA Objective 6 Serve three months as assistant counselor of Sunbeams or GMA.

Dates Served _____ Counselor Assisted _____

Keep a diary of your work on the lines below.

| Date | Activity | Comments and Impressions |
|------|----------|--------------------------|
| | | |
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| | | |
| | | |
| | | |

Date Approved _____ Reviewing Council Signature _____

YLA Objective 7

Complete twenty-five hours of service for your church.

| Date | Number of Hours | Activity | Comments and Impressions |
|------|-----------------|----------|--------------------------|
| | | | |
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Date Approved _____ Reviewing Council Signature _____

YLA Objective 8

Prepare a map of the United States, indicating types of work done by the Baptist Missionary Association of America; or prepare a world map, indicating countries where international missionaries are serving.

Describe your project. _____

What reference material did you use to complete the map? _____

How will your map be used? _____

What did you learn from this project? _____

Why do you think it was included as a YLA Objective? _____

How important do you think missions is in GMA work? Explain. _____

YLA Objective 9

Serve as a prayer captain for your auxiliary for three months. Prepare weekly prayer reminders.

| Date | Prayer Requests | Reminder Description |
|------|-----------------|----------------------|
| | | |
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Date Approved _____ Reviewing Council Signature _____

YLA Objective 10

Visit a local, district, or state mission or any denominational department and interview the person in charge.

Mission Site or Department _____

Date of Visit _____ Person Interviewed _____

The History of the Work _____

The Work at Present _____

What did you learn that surprised you? _____

What are the present needs of the work? _____

What could your YLA do to help the work? _____

Date Approved _____ Reviewing Council Signature _____

YLA Objective 11

Read the Bible through in one year. Keep a record of your reading in a notebook.

Date Started _____ Date Completed _____

Time of Day Set for Your Bible Reading _____

List things God taught you as a result of reading the Bible through. _____

How difficult was it for you to complete this objective? _____

How did Satan try to hinder you in your reading? _____

What did you learn from this experience? _____

What did you learn that surprised you? _____

How important was commitment to the completion of this objective? _____

Date Approved _____ Reviewing Council Signature _____

YLA Objective 12

Complete fifteen hours of community service.

Before you begin the service, get your counselor and pastor's approval. Keep a diary of your service.

| Date | Number of Hours | Activity | Comments and Impressions |
|------|-----------------|----------|--------------------------|
| | | | |
| | | | |
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| | | | |
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| | | | |

Date Approved _____ Reviewing Council Signature _____

III. Statements of Principles

Statement of Principles for a Local Girls' Missionary Auxiliary

Article I — Name

This organization shall be called the Girls' Missionary Auxiliary (GMA) of _____ Baptist Church of _____.

Article II — Definition

A Girls' Missionary Auxiliary is a church-authorized group of girls from grades four through twelve who are banded in active service for Christ through Bible study, missions involvement, prayer, and personal witnessing. The GMA is a part of the general auxiliary of the church. The Women's Missionary Auxiliary provides leadership and support.

Article III — Membership

Any girl in grades four through twelve may become a member by attending three consecutive meetings. Only girls who are members of the sponsoring church may serve as officers. Girls voting on officers must be members of the sponsoring church. Each member is expected to attend, study, and serve in the auxiliary work.

Article IV — Officers

The elected officers are president, vice-president, secretary, and treasurer.

(NOTE: The number of officers may be determined by the needs of the individual auxiliary. Additional officers may be added to your statement of principles if you choose to do so. There is no age requirement for local officers unless you choose to make one. See the GMA Manual for other suggested officers.)

Section 1. The president shall preside over all meetings. She shall appoint, with the advice of the GMA-YLA promoter, needed committees. She shall work closely with the GMA-YLA promoter in promoting every phase of the work. She shall study the GMA manual and learn basic parliamentary procedure. She shall set an example in her conduct at all times.

Section 2. The vice-president shall preside in the absence of the president or when the president asks her to do so. She shall work closely with the president so that she will be able to carry on in the absence of the president. She shall be the chairman of the personal-service committee. She shall collect the information for the personal-service reports, combine that information, and assist the GMA-YLA promoter

in filling out monthly and quarterly reports to the local WMA and district GMA. She shall work with the GMA-YLA promoter in involving the GMA in local, district, state, and national projects. She shall work to enlist new members in GMA.

Section 3. The secretary shall record and keep the proceedings of every meeting, including notes on lessons and programs and minutes of the business meeting. She shall notify members of special meetings. She shall work with counselors to keep an accurate record of each girl's attendance.

Section 4. The treasurer shall keep an accurate record of all money which is received and how it is spent. She shall give a balanced report of the finances at each business meeting.

(NOTE: It is usually wise for an adult leader to keep the money, as well as an accurate record of all money received and dispersed. She should teach the treasurer how to keep accurate records of that money, even though the girl does not actually keep the money. The girl may receive and count the money each meeting before giving it to the adult. However, you may choose to allow older girls to have the care of the money.)

Article V — Meetings

GMA meetings shall meet regularly at the church. The president shall preside at the regular meetings until time for the lesson or program. Business meetings shall be held monthly.

(NOTE: You may wish to designate monthly or quarterly business meetings, depending upon the wishes of the local auxiliary and the adult leadership.)

Article VI — Reports

The organization of a GMA shall be reported to the local WMA secretary. A report shall be given regularly to the WMA of the work and activities being done by the GMA.

Article VII — Contributions

An offering shall be taken at each meeting. Each girl is urged to contribute to the work of the GMA. Missions projects to be supported shall be selected by majority vote of the members at any business meeting.

Article VIII — Amendments

This statement of principles may be amended in any regular business meeting by a two-thirds vote of the members present.

Statement of Principles for a District Girls' Missionary Auxiliary

Article I — Name

This organization shall be called the _____
District Girls' Missionary Auxiliary (GMA).

Article II — Members

Section 1. The district Girls' Missionary Auxiliary shall be composed of messengers duly chosen from the membership of local Girls' Missionary Auxiliaries as approved by their churches. This organization shall function under the supervision of the district Women's Missionary Auxiliary.

Section 2. Each church cooperating with the local, district, state, and national association shall be entitled to five messengers, one of whom shall be a counselor or other adult leader in GMA. The adult leader shall vote along with other messengers.

Article III — Officers

Section 1. The general and presiding officers of the district Girls' Missionary Auxiliary shall be a president, first vice-president, second vice-president, two secretaries (one adult), an adult treasurer, two corresponding secretaries (one adult), two historians (one adult), two song leaders (one adult), two pianists (one adult). All girl officers shall be elected from girls who have completed grade eight (*NOTE: Your district may choose the grade level needed to allow your district to have qualified girls to hold office*), have not graduated from high school, and have not married. With the exception of the adult treasurer, no officer shall serve more than two consecutive years in the same office.

Section 2. The advisory council of this organization shall be made up of adult counselors who are elected annually from the floor. (*NOTE: Your district may choose to elect one counselor from each church or designate that one counselor from each church may serve if you prefer equal representation on your advisory council.*) The director of youth auxiliaries, the GMA-YLA promoter, and the Sunbeam promoter elected by the district WMA shall serve as members of the advisory council.

Section 3. All officers shall assume their duties when the current session has adjourned and shall serve throughout the next yearly business session.

Section 4. All adult officers shall be responsible for assisting the respective girl officers in carrying out their duties.

Article IV — Duties of Officers

Section 1. The duties of the president are (1) to preside over all district meetings, (2) to appoint, with

the help of the director of youth auxiliaries, GMA-YLA promoter, and/or advisory council, all committees not otherwise provided for, (3) to call special meetings when necessary, and (4) to master the GMA manual and to learn parliamentary procedure.

Section 2. The duties of the first vice-president are (1) to preside over the meeting in the absence of the president, (2) to serve as project promoter for the district project, and (3) to assist the GMA-YLA promoter in combining all local general reports and making an oral or written combined report at the business meeting of the district GMA.

Section 3. The duties of the second vice-president are (1) to preside over the meeting in the absence of the president and first vice-president and (2) to work with the district director of youth auxiliaries and GMA-YLA promoter in planning the district meetings.

Section 4. The duties of the two secretaries are (1) to record the minutes and keep an accurate account of the proceedings of every meeting of the district GMA, (2) to give notice of special meetings, (3) to read the minutes at each business meeting of the district GMA, (4) to keep the records in a minute book which may be passed on to the next secretary who is elected by the body, (5) to make copies of the minutes after each meeting and give them to the following persons: the district director of your auxiliaries, the GMA-YLA promoter, the advisory council secretary, and the historian, all of whom shall also keep a file of the minutes to pass on to the next person elected to their offices.

Section 5. The duties of the adult treasurer are (1) to receive and disperse all funds according to the will of the donors, (2) to keep an accurate record of each transaction, and (3) to give a balanced report of the finances at each business meeting.

Section 6. The duties of the corresponding secretaries are (1) to write articles of interest and information throughout the year to encourage the district GMA work and (2) to help in the enlistment of local girls' auxiliaries in the district.

Section 7. The duties of the historians are (1) to keep an accurate record of the dates and items of interest of the district GMA, (2) to keep a file of the minutes of the district business meetings, (3) to keep these in an up-to-date scrapbook of all activities of the district. The scrapbook shall be passed on to the next historian elected.

(*NOTE: Your district may feel that it is wise for the adult to keep the actual scrapbook and give it to the director of youth auxiliaries or GMA-YLA promoter when it is filled. Keep up with your scrapbook; it is the record of the district, not the girl.*)

Section 8. The duties of the song leaders and pianists are (1) to have charge of all music during the

meetings and (2) to use as many of the young people present as possible.

Section 9. The duties of the advisory council are (1) to serve as parliamentarians during the district meetings (one member shall sit on the stage with the presiding officer during the meeting to offer assistance and advice as needed), (2) to make recommendations for the improvement of this auxiliary, (3) to serve in an advisory capacity to all other officers when their assistance is needed, and (4) to meet together at times and places as agreed upon to discuss problems and recommendations for the district auxiliary.

Article V — Meetings and Programs

This organization shall meet at such times and places as shall be chosen by the messengers. The programs for these meetings shall be under the direction of the district director of youth auxiliaries. (*NOTE: Your district's statement of principles may assign responsibility for the program to the GMA-YLA promoter.*)

Article VI — Reports

The district GMA-YLA promoter (assisted by the first vice-president) shall have the responsibility for combining and reporting personal service and other reports as voted by the organization. Copies of those reports shall be mailed quarterly to the state and national GMA-YLA promoters.

The report to the district WMA shall include all activities participated in by the district GMA, as well as a balanced financial report provided by the treasurer.

Article VII — Amendments

This statement of principles shall be amended at any regular business session by a two-thirds majority vote of the messengers present.

Order of Business for a District GMA

1. Song service and devotional
2. Welcome
3. Receiving of new auxiliaries
4. Sermon or special program (program chairman in charge)
5. Adjournment and announcements
6. Lunch
7. Song and prayer service
8. Business
 - a. Minutes read and approved
 - b. Old business
 - c. New business
 - (1) Place of meeting

- (2) Project selection (may be once a year or quarterly)
- (3) Resolutions
- (4) Registration and finance reports
- (5) Other items of business pertaining to the district auxiliary

9. Program continued
10. Adjournment

Statement of Principles for a State Girls' Missionary Auxiliary

Article I — Name

This organization shall be called the Girls' Missionary Auxiliary (GMA) of _____.

Article II — Members

Section 1. This GMA shall be composed of messengers duly chosen from the membership of local Girls' Missionary Auxiliaries as approved by their churches. It shall function under the supervision of the state Women's Missionary Auxiliary.

Section 2. Each church cooperating with the local, state, and national association shall be entitled to five messengers, one of whom shall be an adult GMA leader. The adult leader shall vote along with other messengers.

Article III — Officers

Section 1. The general and presiding officers of this GMA shall be president, first vice-president, second vice-president, two secretaries (one adult), adult treasurer, two corresponding secretaries (one adult), two historians (one adult), two song leaders (one adult), and two pianists (one adult). These officers with the exception of the adults shall be elected from girls who are voting members of their local GMA who have completed grade nine (*NOTE: or eight, depending on the needs of your state*) and have not graduated from high school or married. None of these officers with the exception of the treasurer shall serve more than two consecutive years in the same office.

(*NOTE: Other officers may be added if your state organization needs them. If so, include their titles and duties in your statement of principles.*)

Section 2. The advisory council of this organization shall be made up of five adult GMA workers who are elected annually by nomination from the floor.

(*NOTE: Your state may choose to select your advisory council by another method, such as district promoters. If so, the method should be described in your statement of principles.*)

Section 3. All officers shall assume their duties

when the current session has adjourned and shall serve throughout the next annual session.

Article IV — Duties of Officers

Section 1. The duties of the president are (1) to preside over all state meetings, (2) to appoint, with the assistance of the advisory council or director of youth auxiliaries or GMA-YLA promoter, all committees not otherwise provided for, (3) to call special meetings when necessary, and (4) to master the GMA manual and learn parliamentary procedure.

Section 2. The duties of the first vice-president are (1) to preside over the meeting in the absence of the president, (2) to serve as project promoter for the projects selected by the state GMA, (3) to help in the enlistment of girls' auxiliaries everywhere in the state.

Section 3. The duties of the second vice-president are (1) to preside over the meeting in the absence of the president and first vice-president, (2) to assist the director of youth auxiliaries and GMA-YLA promoter in planning and preparing for the annual meeting. (*NOTE: If your state selects a program director, the second vice-president should assist her.*)

Section 4. The duties of the secretaries are (1) to record the proceedings of each meeting of the state GMA, (2) to keep these records in a minute book which shall be passed on to her successor, (3) to make copies of the minutes after a meeting and send them to the director of youth auxiliaries, the GMA-YLA promoter, the secretary of the advisory council, and the historian, (4) to give notice of special meetings, and (5) to read the minutes of all meetings during the year in the annual business meeting. The state director of youth auxiliaries (or GMA-YLA promoter) shall have the care of the permanent record of minutes.

Section 5. The duties of the treasurer are (1) to receive and disperse all funds according to the will of the donors, (2) to keep accurate records of all transactions involving those funds, and (3) to give a balanced report of all finances at business meetings.

Section 6. The duties of the corresponding secretaries are (1) to write and send articles to the denominational paper of her state about state meetings and activities, (2) to write any articles of interest and information throughout the year to encourage the state GMA work, and (3) to cooperate with the director of youth auxiliaries and GMA-YLA promoter in both state and national GMA in publicizing the GMA work.

Section 7. The duties of the historians are (1) to keep an accurate record of the dates and items of interest of the state GMA meetings, (2) to keep a file of the minutes of the state meetings, and (3) to keep an up-to-date scrapbook of all activities of the state in a book to be passed on to their successors. The state

director of youth auxiliaries or GMA-YLA promoter shall have the care of the scrapbooks when they have become filled.

Section 8. The duties of the song leaders and pianists are (1) to have charge of all music during the meeting and (2) to use as many of the young people present as possible.

Section 9. The duties of the advisory council are (1) to serve as parliamentarians during the meetings, (2) to assist officers when necessary in carrying out the duties of their offices, (3) to make recommendations for the improvement of this organization, and (4) perform any other duties as needed.

Article V — Meetings and Programs

This organization shall meet annually at such times and places as shall be chosen by the messengers. The program for each meeting shall be under the direction of the state director of youth auxiliaries. (*NOTE: Your statement of principles may assign responsibility for the program to the GMA-YLA promoter.*)

Article VI — Committees

A registration committee of three (*NOTE: or specify a larger number*) shall be provided by the host church. Other needed committees shall be appointed by the president with the assistance of the advisory council.

Article VII — Reports

The state GMA-YLA promoter shall receive copies of all local and district personal-service reports (and other reports deemed necessary by the state WMA). These reports shall be mailed immediately after the close of each quarter. The state GMA-YLA promoter shall combine these reports and mail a copy to the national GMA-YLA promoter and retain a copy for her own files. The state GMA-YLA promoter shall combine the quarterly reports and give a report of youth auxiliaries to the state WMA when it meets in annual session.

Article VIII — Amendments

This statement of principles shall be amended at any regular business session by a two-thirds majority vote of the messengers present.

Order of Business for a State GMA

Adapt the following to your state's schedule and procedures as needed.

1. Assembly called to order by the president
2. Song service and prayer
3. Devotional

4. Welcome
5. Petitionary letters called for
6. Welcome to new auxiliaries and visitors
7. Appointment of committees
8. Business
 - a. Minutes read and approved
 - b. Treasurer's report read and approved
 - c. Reports of officers and committees
 - d. Report of advisory council
9. Annual sermon or special program
10. Adjournment and announcements
11. Lunch
12. Song service and prayer
13. Old business
14. New business
 - a. Project selection
 - b. Election of officers
 - c. Resolutions
 - d. Report on registration and finance
15. Installation of officers
16. Adjournment

Statement of Principles for the Girls' Missionary Auxiliary of America

Article I — Name

The name of this organization shall be the Girls' Missionary Auxiliary (GMA) of America.

Article II — Purpose

The purpose of this organization is to reach the lost, to challenge the saved to greater service, and to glorify God.

Article III — Membership

Section 1. This auxiliary shall be composed of messengers fully chosen from the membership of the local Girls' Missionary Auxiliaries as approved by their churches.

Section 2. Each church cooperating with the Baptist Missionary Association of America shall be entitled to five messengers, one of whom shall be an adult, chosen from her own membership.

Article IV — Officers

Section 1. The officers of this auxiliary shall be

- A. (1) president
- (2) first vice-president
- (3) second vice-president
- (4) two secretaries (one girl, one adult)
- (5) adult treasurer and assistant
- (6) two corresponding secretaries (one girl, one adult)
- (7) two historians (one girl, one adult)
- (8) two song leaders (one girl, one adult)
- (9) two pianists (one girl, one adult)
- B. All officers shall be elected annually unless otherwise provided for.
 - (1) All girl officers shall be elected from girls who will be in the tenth grade starting in the new school year until they have graduated from high school or married.
 - (2) All adult officers shall serve in advisory capacity to the girls.
- C. None of these officers with the exception of the adult treasurer and assistant shall serve more than two consecutive years in the same office.
- D. These officers shall assume their duties when the current retreat has adjourned and shall serve through the next retreat.
- E. These officers shall meet as deemed necessary by the director of youth auxiliaries, GMA-YLA promoter, or the advisory council.

Section 2. The advisory officers of this auxiliary shall be a council composed of:

- A. Five adult women who shall be elected from the floor on a staggered basis of three years each,
- B. The director of youth auxiliaries, the GMA-YLA promoter, the Sunbeam promoter and the president of the Women's Missionary Auxiliary (WMA) of the Baptist Missionary Association of America; and the treasurer of the GMA of America,
- C. All state directors of youth auxiliaries or GMA-YLA promoters, who shall serve in advisory capacity,
- D. The outgoing president of the GMA of America, who shall serve a two-year term.

Section 3. The directing officers of the Girls' Missionary Auxiliary (GMA) Retreat are:

- A. Five camp superintendents who shall be elected on a staggered basis to serve two years each,
- B. (1) program director and assistant,
(2) recreation co-directors,
(3) coronation director and assistant,
(4) evangelism director and assistant,
(5) Forward Steps coordinator and assistant,
(6) Queens' Day coordinator and assistant.
- C. Miss GMA presentation director (GMA-YLA promoter for the WMA of the BMA of America shall serve as this officer.)
- D. Coordinating director (The director of youth auxiliaries of the WMA of the BMA of America shall serve as this officer. She shall be assisted by the GMA promoter and Sunbeam promoter.)

Article V — Duties of Officers

Section 1. The duties of the president are (1) to preside over all meetings, (2) to appoint all committees not otherwise provided for, (3) to call special

meetings when necessary, (4) to master the *Girl's Missionary Auxiliary Manual* and (5) to know parliamentary procedure.

Section 2. The duties of the first vice-president are (1) to preside over meetings in the absence of the president, (2) to encourage personal service (personal Bible study, prayer, memorization, and witnessing) and the use of the Youth Auxiliaries Personal Service Report Blanks, (3) to help in the enlistment of girls' auxiliaries in this auxiliary, and (4) to serve as project promoter in cooperation with the GMA promoter.

Section 3. The duties of the second vice president are (1) to preside over the meetings in the absence of the president and the first vice-president, and (2) to assist the program director.

Section 4. The duties of the secretaries are (1) to record and keep minutes of the proceedings of every meeting (both girl and adult), (2) to prepare the minutes soon after the annual meeting and send copies to the director of youth auxiliaries, GMA-YLA promoter, the secretary of the advisory council, and the historian, (3) to keep these minutes in a permanent book to be passed on to her successor, and (4) to read or provide printed copies of the minutes at the annual meeting of the GMA. The director of youth auxiliaries shall have the care of the permanent record of minutes.

Section 5. The duties of the adult treasurer and assistant are (1) to receive and disburse all funds according to the will of the donors, (2) to give a report of finances at business meetings, (3) to pay from the general fund all authorized expenses, (4) to buy trophies, certificates, or any awards authorized by the body, (5) to annually submit the treasurer's books to a certified accountant and to report those findings to the advisory council and subsequently to the body, (6) to be paid by the vote of the body at the recommendation of the advisory council, and (7) to serve as a member of the advisory council.

Section 6. The duties of the corresponding secretaries are (1) to write articles of interest and information throughout the year to encourage the work of the GMA of America, (2) to cooperate with the director of youth auxiliaries and the GMA-YLA promoter in publicizing information pertinent to the GMA Retreat, (3) to prepare prayer calendars throughout the year and provide copies to the officers of this body, and (4) the expenses of this office shall be paid from the general fund of this body.

Section 7. The duties of the historians are (1) to have the care of the scrapbook for this auxiliary, (2) to keep accurate records of dates, statistics, pictures, programs, and other items of interest to this auxiliary, and (3) to keep a file of annual minutes of each year since the organization of this auxiliary. The di-

rector of youth auxiliaries shall have the care of the scrapbooks when they have become filled.

Section 8. The duties of the song leaders and pianists are (1) to be responsible for all music during the times of meetings, and (2) to use as many of the young people present as possible.

Section 9. The duties of the advisory council are (1) to serve as parliamentarians during the meetings, (2) to make recommendations for the improvement of this auxiliary, (3) to serve as a nominating committee for those officers listed in Article III, Sections 3-A, 3-B, and adult treasurer and assistant, adult song leader, adult pianist, (4) to serve in an advisory capacity to all other officers when their assistance is needed, (5) to maintain a listing of officers whose expenses shall be paid, and (6) to meet when deemed necessary by the director of youth auxiliaries, GMA-YLA promoter, and chairperson.

Section 10. The duties of the camp superintendents are (1) to have the care of the GMA Retreat at all times, (2) to enforce the rules of the campgrounds and other rules of the GMA Retreat, (3) to keep the GMA Retreat informed of all information pertinent to the welfare of the retreat, and (4) to appoint cabin inspectors to assist them.

Section 11. The duties of the program director and assistant are (1) to choose a theme for the coming year, (2) to make a complete printed program, including all areas of work, study, and recreation, and (3) to notify all officers of the deadline for material for the printed program.

Section 12. The duties of the recreation co-directors are (1) to plan and supervise all recreation and crafts during the retreat, and (2) to have the care of the recreational and craft equipment used during the retreat.

Section 13. The duties of the coronation director and assistant are (1) to plan and direct the coronation service at GMA Retreat, (2) to encourage girls from all states who are qualified to receive their awards for Queen, Regal Queen, Imperial Queen, Superior Queen, and Sovereign Queen to participate in the service, (3) to recognize reigning Queens, Regal Queens, Imperial Queens, Superior Queens, and Sovereign Queens (those who have received their awards prior to retreat) who are present in the coronation service, (4) to be responsible for setting the date for completion of all requirements for participation in the retreat coronation service and for the necessary forms for participation, and (5) to request assistance from the advisory council at any time said assistance is needed, said decisions of the council to be accepted by the body.

Section 14. The duties of the evangelism director and assistant are (1) to secure a sufficient number of

counselors to work with those who need counseling during the services at retreat, (2) to keep an accurate list of names, addresses, and sponsoring churches of those who make decisions while at retreat, (3) to provide a new convert packet for those who are converted at retreat, and (4) to provide devotional materials for campers.

Section 15. The duties of the Forward Step coordinator and assistant are (1) to select qualified superintendents for each Forward Step division, (2) to work with the superintendents to provide sufficient teachers for the listed requirements for each step, (3) to work with the program director in arranging places for the classes to meet, and (4) to appoint a reviewing council of qualified women who shall serve during the retreat.

Section 16. The duties of the Queens' Day coordinator and assistant are (1) to plan and supervise the activities of Queens' Day honoring all Queens, Regal Queens, Imperial Queens, Superior Queens, and Sovereign Queens, and (2) to work with the program director on the schedule of activities.

Section 17. The duties of the Miss GMA presentation director are to plan and direct the selection and presentation of the Jr. Miss GMA and Miss GMA.

Section 18. The duties of the coordinating director are (1) to serve as coordinator between the camp

manager and the officers of this retreat, (2) to work with the program director and officers to promote the best interest of this retreat, (3) to fill temporarily any vacancies of officers which may occur during the year, (4) to secure honor guards for flag raising and any other helpers not specified in the statement of principles and to instruct them of their duties, (5) to select the retreat missionary and/or evangelist after consulting with the GMA-YLA promoter and advisory council, (6) to make a written report to the annual meeting of the WMA of the BMA of America, and (7) to encourage the support morally and financially of the Women's Missionary Auxiliaries.

Article VI — Meeting

This organization shall meet annually in GMA Retreat at such time and place as shall be chosen by the advisory council.

Article VII — Amendments

Section 1. This statement of principles shall be amended at any regular session by a two-thirds majority vote of the messengers present.

Section 2. Amendments shall be submitted to the advisory council in writing before being submitted to the body of this auxiliary.

IV. Leadership in District, State, and National GMA

This section of *Counselor's Guidebook* emphasizes the importance of cooperative planning. Those elected to leadership positions in youth auxiliary regulate the progress in GMA by how they envision their own roles as well as the roles of other leaders.

A leader in GMA must be committed to the GMA Aim, Watchword, and Allegiance. She must believe in the Forward Steps program and the benefits of leading a girl through these steps. Her vision of tomorrow should be greater than what has happened in the past.

In fact, she is a missionary who seeks out those who need to know the Lord. GMA is an evangelistic outreach, as well as a discipleship program. Through this outreach girls have fuller lives and a hope that most people dream about but never receive.

The fact that God has chosen you to be a part of this mission should give you the love and determination to go forward with great expectation.

As you begin your mission as a district, state, or national leader, you will find information on the following pages to serve as a pivot upon which to build. As you work with these procedures, you will become

familiar with the concepts and will want to add your own.

Leaders in District GMA

Enthusiasm goes a long way in planning a good district format. When the director of youth auxiliaries and GMA-YLA promoter are enthusiastic, the GMA officers catch their excitement.

District GMA gives many opportunities to learn from others. It says, "I can do that. I can reach a little higher in my service for the Lord. I want to help make our district exciting and inviting for those who come."

Involvement! Planning! Executing! Everyone shares in these three processes: director of youth auxiliaries, GMA-YLA promoter, advisory council, and district GMA officers. With this in mind let's look at the district objectives.

The purpose of a district Girls' Missionary Auxiliary is to promote the GMA program and missions activities in the churches within the district. It is a teaching tool as girls learn from each other. (See "District Meetings," page 86.)

Several successful districts have refined the offices of director of youth auxiliaries, GMA-YLA promoter, and advisory council. They are using the following job descriptions:

Director of Youth Auxiliaries

- Coordinates the work of Sunbeams and GMA (the responsibilities listed here relate to GMA.)
- Acquaints herself thoroughly with all GMA curriculum
- Assists in organizing new GMAs in the churches
- Leads the GMA-YLA promoter in organizing a district GMA
- Prepares and distributes to each church, district officer, and advisory-council member an updated statement of principles
- Provides training sessions for local counselors (see "How to Teach This Book in a Seminar," page 205.)
- Reports the progress of the district GMA to the district WMA
- Leads in planning for district GMA meetings
- Leads the GMA-YLA promoter, advisory council, and district GMA officers in planning the year.
- Assists the district WMA president in planning a joint WMA-GMA summer meeting
- Cooperates with the local, state, and national youth auxiliary directors
- Travels in the interest of GMA
- Cooperative with the district GMA-YLA promoter in reaching goals for national GMA Week in the district (See page 88.)

District GMA-YLA Promoter

- Cooperates with the director of youth auxiliaries and the district Sunbeam promoter
- Acquaints herself thoroughly with all GMA curriculum
- Assists the director of youth auxiliaries in organizing a district GMA
- Meets annually with the director of youth auxiliaries, advisory council, and district officers to plan district meetings
- Contacts churches in the district for hosting district meetings
- Provides training for district GMA officers
- Encourages GMA counselors by contacting them regularly
- Challenges the district GMA for a certain number to attend each state and national meeting
- Meets with the director of youth auxiliaries, advisory council, and district officers each quarter to plan and evaluate
- Receives local youth auxiliary reports and combines them to be presented at the district WMA

meeting (She works with the first vice-president of the district GMA in this task.)

- Leads girls to select and support worthy mission projects
- Coordinates the Miss GMA/Jr. Miss GMA presentation
- Travels in the interest of GMA
- Leads in promoting national GMA week in the district (See "National GMA Week," page 88)

District Advisory Council

- Meets with the director of youth auxiliaries, the GMA-YLA promoter, and district GMA officers for quarterly planning
- Makes recommendations that would benefit the district GMA
- Prepares and distributes the district yearbook (containing the schedule of district meeting dates and places; the annual theme, song, and scripture; information on the state meeting, and national GMA Retreat; the names and addresses of officers, advisory council, and all GMA-YLA promoters; a list of district, state and national projects; instructions for quarterly reports; and addresses for state and national project money)
- Recommends district projects
- Serves on the Miss GMA/Jr. Miss GMA interviewing committee
- Assists the GMA-YLA promoter with preparations for the Miss GMA/Jr. Miss GMA presentation
- Provides from its membership an adult chairperson (to serve with a girl officer) for each district meeting

Annual District Planning Session

As soon as possible after the election of officers, schedule a meeting to plan the entire year. The planning team consists of the director of youth auxiliaries, the GMA-YLA promoter, the advisory council, and the district officers.

Prior to the meeting the director of youth auxiliaries asks each member to bring suggestions for a theme, music, programs, speakers, etc.

The director of youth auxiliaries presides over the meeting and appoints a recording secretary. She gives each person a list of names, addresses, telephone numbers, and church membership of the district GMA officers, advisory council, director of youth auxiliaries, and GMA-YLA promoter, which she has prepared in advance. She also gives everyone an agenda for the planning session as outlined below.

Now the fun begins! Work together to take the following steps in planning:

1. Select a theme for the year. Include the theme scripture, song, and logo. Brainstorm how you

can carry out the theme in a positive and enthusiastic manner.

2. Write a schedule of the district meetings for the year. Identify who is responsible for planning and conducting each meeting. (Unless your district's statement of principles provides otherwise, you could assign one adult and one girl from the planning group to coordinate the program for each meeting. Rotate assignments so that as many different people as possible can be involved during the year.)
3. Decide how each meeting will contribute to the theme for the year. Brainstorm for possible programs, speakers, and activities for the meetings.
4. Don't forget national GMA Week in your planning. How will the district GMA encourage each local GMA to plan a special enlistment drive the third week of September?
5. Discuss financial needs for the year in view of the plans made in steps one through four. Budget any money allowance the district WMA gives to the GMA to cover projected expenditures. Decide which expenses can be defrayed by churches who host the meetings. Plan to seek help from the district WMA or other sources if additional funds are needed.
6. Schedule quarterly planning sessions to discuss progress and/or possible changes in these plans. Set dates, times, and locations.

Quarterly District Planning Sessions

Well in advance of each district meeting, the director of youth auxiliaries should call a meeting of the planning team listed above to complete the arrangements for that meeting. Proceed as follows:

1. Review all plans discussed in the annual planning session and any quarterly planning sessions since that time.
2. Establish the date and place of the next district GMA meeting.
3. Determine the program theme, which should relate to the theme for the year.
4. Identify the person(s) responsible for implementing the plans for this meeting. If your district follows a plan of rotating leadership, make clear which adult and which girl on the planning team will coordinate the next meeting. The adult will plan the program. And the girl will present the devotional. They will work together in inviting the speaker, planning special music, arranging field trips, skits, workshops, and Forward Step activities, and getting the program outline to the host church for mailing to all the GMAs.

5. Agree upon a guest speaker, if this decision has not been made at an earlier planning session. Arrange for paying his expenses.
6. Brainstorm for program ideas which the responsible adult can use. Plan to involve as many girls as possible.
7. Discuss refreshments. Will the host church supply them, or do other arrangements need to be made?
8. Project expenses for the meeting and fit them into your budget.
9. List other needs to tend to and helpers. Don't forget registration, name tags, awards, business (such as elections), decorations, etc.
10. If the meeting involves the Miss GMA/Jr. Miss GMA presentation, add these items to the agenda: banner or other visual, printed programs, presentation coordinator (usually the GMA-YLA promoter), awards, sashes, flowers, photographer, interview schedule, interviewers.
11. If the meeting is a house party, add these items to the agenda: projected attendance, registration fee, activities director and assistants, snacks, drinks, meals, bedding arrangements, etc.

Leaders in State GMA

The State GMA promotes the GMA program and missions activities throughout the state. The state director of youth auxiliaries, the state GMA-YLA promoter, and the state GMA officers keep the girls and their counselors informed of upcoming meetings and programs of interest. They correspond through newsletters and articles in state denominational papers. They also speak (when invited) in churches, district meetings and house parties, presentations, coronations, and officer/counselor training sessions. They have opportunities to inspire and challenge as well as promote the GMA work.

The following is a job description that several states are using for their director of youth auxiliaries, GMA-YLA promoter, and Sunbeam promoter, and the advisory council.

State Director of Youth Auxiliaries

- Coordinates the work of the GMA-YLA promoter and Sunbeam promoter (The duties below relate to GMA.)
- Leads quarterly planning sessions with the GMA-YLA promoter and Sunbeam promoter
- Leads the GMA-YLA promoter, advisory council, and state GMA officers in planning the state GMA meeting
- Assists in organizing GMAs in churches and districts

- Acquaints herself thoroughly with all GMA curriculum
- Prepares and distributes to each church, state officer, and advisory council member an updated statement of principles
- Provides training sessions for district directors of youth auxiliaries, district GMA-YLA promoters, and counselors
- Leads in planning for state GMA meetings and house parties
- Selects special guests to speak or perform at the state meeting
- Reports the progress of the state GMA to the state WMA
- Works closely with the district directors of youth auxiliaries
- Travels in the interest of GMA (expenses to be paid by the state WMA)
- Corresponds with state GMA officers to keep them informed of the progress of the plans for the state meeting
- Contributes articles on GMA to the state denominational paper or edits the youth auxiliary column in the paper
- Serves as a member of the national WMA recommendations committee
- Cooperates with the state GMA-YLA promoter in promoting national GMA week throughout the state

State GMA-YLA Promoter

- Cooperates with the state director of youth auxiliaries and Sunbeam promoter
- Acquaints herself thoroughly with all GMA curriculum
- Meets with the state director of youth auxiliaries, advisory council, and GMA officers to plan the state meeting
- Receives and compiles quarterly reports and presents a combined report to the state WMA
- Promotes state GMA projects and the state GMA meeting
- Keeps file of GMAs and addresses of counselors
- Corresponds with GMA counselors and district GMA-YLA promoters
- Travels in the interest of GMA (expenses to be paid by the state WMA)
- Promotes and teaches GMA materials
- Plans and oversees the state Miss GMA/Jr. Miss GMA presentation
- Selects the interviewing committee for Miss GMA/Jr. Miss GMA participants
- Sets and promotes attendance goals for the state GMA meeting
- Submits minutes of the state GMA meetings for

- printing in the state association's minute book
- Attends quarterly planning sessions with the director of youth auxiliaries and Sunbeam promoter to set and implement goals
- Cooperates with the director of youth auxiliaries in training district GMA-YLA promoters and local counselors
- Leads in promoting national GMA Week throughout the state

State Advisory Council

- Meets with the state director or youth auxiliaries, GMA-YLA promoter, and GMA officers to plan the state meeting
- Makes recommendations that would benefit the state GMA
- Helps the director of youth auxiliaries implement plans for the state GMA meeting
- Assists the state director of youth auxiliaries and GMA-YLA promoter in other activities for the promotion of GMA work
- Advises concerning parliamentary procedures

Annual State Planning Session

Unlike the district GMA, most states have only one state GMA meeting. It is the highlight of the GMA year — local, district, and state.

As soon as possible after the election of officers, the state director of youth auxiliaries schedules a meeting to plan the year. The planning team includes the state director of youth auxiliaries, GMA-YLA promoter, advisory council, and GMA officers.

Prior to the meeting the director of youth auxiliaries asks each member to bring suggestions for a theme, music, programs, speakers, entertainment, games, food, refreshments, etc.

The director of youth auxiliaries presides over the planning session and appoints a recording secretary. She gives each person a list of the names, addresses, telephone numbers, and church membership of the state GMA officers, the advisory council, the director of youth auxiliaries, the GMA-YLA promoter, and other personnel. She also distributes an agenda for the planning session, which should include all of the following items which apply in the particular state:

1. Select a theme for the state GMA meeting, along with scripture and song. Brainstorm how to carry out the theme in a positive and enthusiastic manner. Discuss possible banners or visuals to reinforce the theme at the meeting, and assign their preparation to a person or team.
2. Determine the date, times, and location of the state meeting.

3. Project the attendance for the meeting. Determine any special adjustment or arrangements needed to fit the people into the meeting place. Plan for registration personnel, forms, name tags, etc.
4. Outline the Friday evening service. Select the special music and musicians, the featured guest speaker, the way the guest's message should relate to the theme for the meeting, special activities for various age groups, guests in addition to the featured speaker, recreation, snacks, drinks, late-night devotional, bedding arrangements, etc. When you decide on an activity, make sure you designate a person or persons responsible to plan and conduct it.
5. Outline the Saturday morning activities. Plan breakfast and who will furnish it. Plan for the opening devotional, the special music and musicians, the business session, the Miss GMA/Jr. Miss GMA presentation, awards, flowers, sashes, decorations, photographer, featured speaker or program, etc. Determine whether lunch will be served and, if so, who will take the responsibility to provide it. Again, assign each activity to the person or persons who will plan and conduct it.
6. Assign such tasks as evangelism chairman, sound technician, equipment manager, ushers, guides, assistants, and others which may not have been covered to this point in your planning.
7. Brainstorm how everyone on the planning team can promote the state GMA meeting, project, and theme throughout the year. Set goals and outline a specific plan of action. Decide how to use the state denominational paper, newsletters, poster, church bulletins, audio cassettes, skits, letters, contests, fund raisers, etc. Determine who is responsible for each action you agree upon.
8. Review all plans to project the cost of each activity. You will want to provide generously for your guest speakers. Set a registration fee, if needed, to cover all expenses. (Keep in mind that some families will have more than one girl in GMA.)

The State Director-Promoter Team

A strong state GMA program results from the cohesiveness of the director of youth auxiliaries and the GMA-YLA promoter. Each respects the abilities and differences of the other. As officers of the state WMA, they work together and yet have separate duties.

To correlate their work and keep each other informed, the director of youth auxiliaries and GMA-YLA promoter meet together (along with the Sunbeam

promoter) once a quarter. These ladies may find the following approach helpful in their planning sessions:

1. Spend time praying together. Determine specific needs in the GMA work to pray about individually between sessions.
2. Focus on overall goals. Work together to state an objective for the year. Let each person state (and write) her personal goal for the quarter in view of that objective and list three steps she will take to accomplish her personal goal.
3. Build awareness of the district GMAs in your state. Divide the districts according to proximity to the director and promoter. The assigned person should contact each district on her list to learn about their work, encourage them, and inspire them. She should compile a listing of churches in the district who have active GMAs, along with their counselors and addresses. She should also list churches who have no GMA and find the name and address of a contact person (some lady who is interested in children and teenagers) in each church.
4. With the above date in hand plan to contact those churches who do not have a GMA to encourage them to start one. Work hand-in-hand with the district director of youth auxiliaries and GMA-YLA promoter in this effort.
5. Discuss needs and opportunities for conducting district workshops, visiting or speaking to district meetings, or traveling in interest of GMA in other ways.
6. Schedule statewide contacts with district directors of youth auxiliaries and GMA-YLA promoters in the coming quarter. Send information on the state meeting and other news as plans develop.

Leaders in National GMA

One objective to the national youth auxiliaries department is to assist local churches as well as districts and states in organizing new auxiliaries. For those who already have youth auxiliaries, national leaders offer training techniques, new ideas, and emotional support with an abundance of encouragement and inspiration.

The key leaders who work to provide that help are the national director of youth auxiliaries, the national GMA-YLA promoter, and the national Sunbeam promoter. In the event one becomes unable to serve, the other two will assume her duties until the next scheduled meeting. The duties of these three officers of the national WMA, as well as the advisory council which works with them are challenging. They include:

National Director of Youth Auxiliaries

- Coordinates and unifies the work of the national GMA-YLA promoter and Sunbeam promoter
- Budgets finances of youth auxiliaries in cooperation with the GMA-YLA promoter and Sunbeam promoter
- Proposes updates to the statement of principles of the national GMA
- Leads biannual (or as needed) planning sessions with the GMA-YLA promoter and Sunbeam promoter concerning literature, GMA Retreat, and promotion
- Assists in organizing GMA in local churches, districts, and states
- Travels in the interest of youth auxiliaries (expenses to be paid by vote of the national WMA)
- Acquaints herself thoroughly with all GMA and Sunbeam curriculum
- Oversees the writing of GMA and Sunbeam materials
- Researches literature in order to recommend books for reading assignments in the Forward Steps
- Coordinates GMA Retreat with the assistance of the GMA-YLA promoter, and works closely with the GMA officers
- Fills national GMA offices if vacancies occur prior to GMA Retreat
- Promotes a week of prayer before GMA Retreat
- Plans adult and special interest classes at GMA Retreat
- Submits the minutes of the national GMA Retreat to be printed in the minute book of the BMAA
- Consults with the national GMA-YLA promoter and advisory council in selecting a pastor/missionary for GMA Retreat
- Coordinates the annual GMA missions trip with the national GMA-YLA promoter and Missions Department of the BMAA (This trip is awarded to the local GMA which has raised the most money for the project.)
- Visits the winner of the missions trip for orientation
- Secures tourist cards and other necessary papers for the missions trip, makes reservations, and consults with the Missions Department in planning the itinerary
- Reports to the national WMA on the national GMA Retreat, including finances
- Represents GMA Retreat at meetings of the Department of Camp Ministries trustees

National GMA-YLA Promoter

- Cooperates with the national director of youth auxiliaries and Sunbeam promoter
- Acquaints herself thoroughly with all GMA curriculum

- Meets with the national director of youth auxiliaries and Sunbeam promoter for biannual (or as needed) planning concerning literature, GMA Retreat, promotion, and the GMA missions trip
- Leads in training district and state GMA leaders
- Contributes articles to state papers
- Reviews and compiles reports and presents a summary to the national WMA
- Assists the national director of youth auxiliaries in planning the missions trip
- Assists in organizing GMA groups in local churches, districts, states, with emphasis on North American missions
- Selects a theme (in consultation with the national Sunbeam promoter) and promotes national GMA Week
- Works with the girl national GMA officers to promote the GMA objectives and project
- Travels in the interest of GMA (expenses to be paid by the vote of the national WMA)
- Keeps a file of GMAs and addresses of counselors
- Corresponds with district and state leaders

National GMA Advisory Council

This council is composed of the national director of youth auxiliaries, national GMA-YLA promoter, national Sunbeam promoter, national WMA president, the director of youth auxiliaries from each state, the national GMA treasurer, five adult GMA workers elected by the girls at GMA Retreat. And the outgoing president who serves for a two-year term. These ladies help in implementing the national goals.

At the national GMA Retreat these ladies work behind the scenes to make retreat a memorable experience for all who attend. With their positive attitudes, words of encouragement, and an abundance of hugs they support the officers. This committee:

- Makes recommendations that benefit the national GMA
- Makes financial recommendations
- Makes nominations for program director and assistant, coronation director and assistant, evangelism director and assistant, recreation co-directors, Forward Steps coordinator and assistant, Queens' Day coordinator and assistant, treasurer and assistant, camp superintendents, adult pianist, and adult music director for GMA Retreat
- Interviews the nominees for national GMA offices
- Meets with the national GMA officers for their planning sessions concerning national GMA Retreat and when necessary as called for by the chairperson or the director of youth auxiliaries, and meets at national GMA Retreat as needed
- One member shall sit on the stage with girl officers to advise concerning parliamentary procedures

V. How to Teach This Book in a Seminar

After you have worked in GMA for a time, you may have the opportunity to teach new (or uninformed) workers about GMA. In your church you may expand the GMA program and need to train incoming counselors and other leaders. On the district, state, or national level you may lead a class of potential WMA workers from many different churches. The suggestions below will help you in such an assignment.

The purpose of teaching *Counselor's Guidebook* in a seminar is:

- To present GMA as a positive experience
- To present practical ideas that counselors can implement in their ministry through GMA
- To identify highlights of *Counselor's Guidebook* so they will know where to find instructions

Before you teach such a seminar, carefully reread the *Guidebook*. Become an expert in its contents.

Plan an exhibit of all counselor materials (in GMA binders) for teaching GMA: *My Special Place*, *Fit for the King*, *Counselor's Guidebook*, and visual packets for the Maiden through Princess steps. See pages 53-54 for a list of other GMA supplies which you might want to include. Provide a time for the ladies to view, handle, and ask questions about the GMA materials.

In your preparation decide what form of visuals you want to use. You could draw large posters, photocopy charts onto transparencies for the overhead projector, or photocopy onto sheets of paper for individual handouts. You have permission to reproduce charts in *Counselor's Guidebook* as classroom visuals and handouts, and you may photocopy a limited number of pages of type as classroom handouts. You should not copy complete chapters from the book, however, because of copyright protections. Remember that each GMA worker will need her own *Guidebook*.

Build your seminar on this outline:

I. A Team Effort — Who Is the Team?

- A. Display a diagram like page 16.
- B. Discuss the duties of the GMA team as presented on pages 15-17.

II. Forward Steps — The Big Picture

- A. Display a chart of the Forward Steps like page 20.
- B. Point out the two "cycles" of themes in *My Special Place* (Maiden through Princess) and

Fit for the King (Queen through Sovereign Queen steps)

- C. Briefly discuss each step and its importance as it builds on the foundations of the previous step. Refer to pages 19-23.

III. Guide to a Good Meeting

- A. Display an illustration like page 56.
- B. Focus on each segment (assembly and Forward Step classes) and overview a good meeting. Be sure to emphasize the suggested time frame. Refer to pages 54-57.

IV. Planning and Evaluation

- A. Display a chart like page 58. Discuss the timing, personnel, sequence, and benefits of the planning sessions. Refer to pages 57-60.
- B. Display an enlarged monthly schedule for GMA meetings, like the top portion of Planning Guide 2. (Find the planning guides after page 60. As you discuss the monthly schedule, fill in your enlarged copy with suggested times for business, Forward Step classes, and missions classes.
- C. Display an enlargement of Planning Guide 3. On your visual fill in names to show how specific counselors (or Forward Step leaders) should be assigned to the steps and specific counselors (or missions leaders) to the mission fields to be taught during the year.

V. Lesson Plans

- A. Display a copy of the lesson plan outline on page 95 or page 142 if you are training counselors for teaching *Fit for the King*.
- B. Walk through the steps in the outline together. Summarize one of the lessons from the Maiden step to illustrate the outline terminology. (Or use a lesson from the Queen step if you are training counselors for *Fit for the King*)

VI. Wrap-Up Activity

Ask each counselor to write two ideas she has gleaned from this seminar which she will implement in her work in GMA.

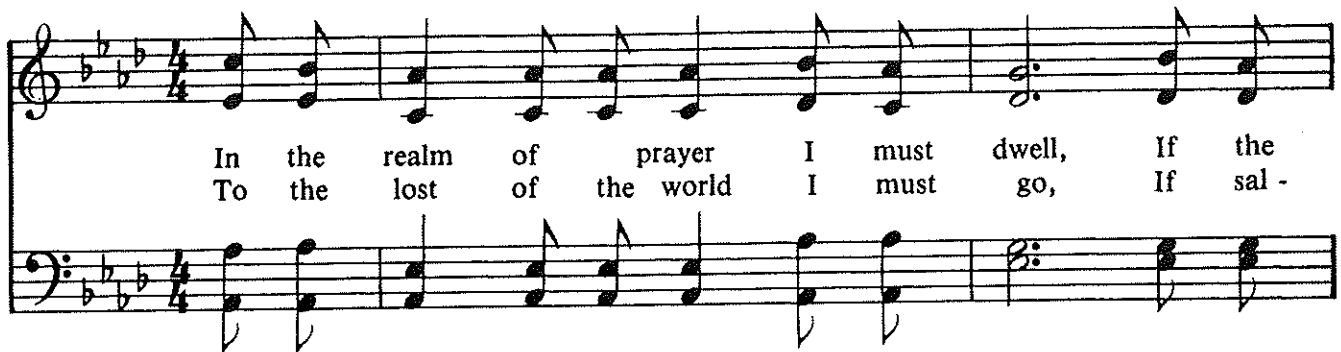
VI. Resources and Bibliography

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Serving Christ in GMA

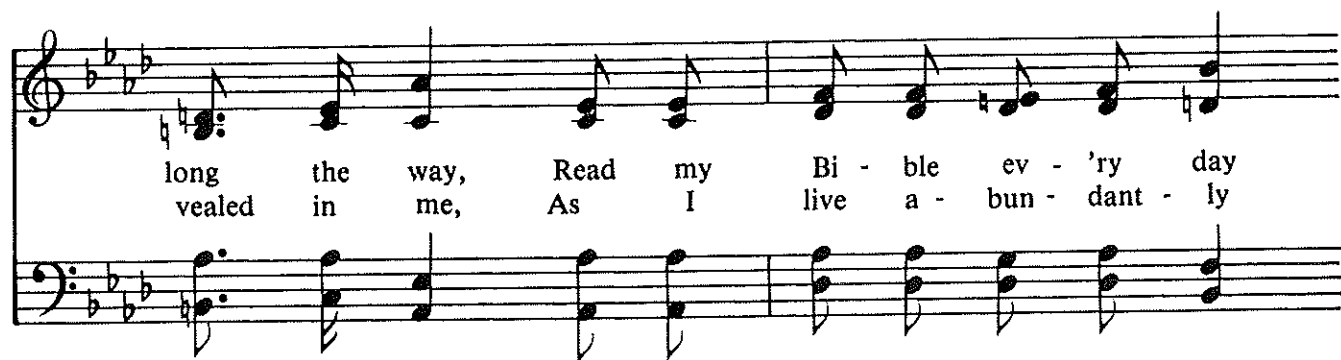
RUTHIE BROOKS



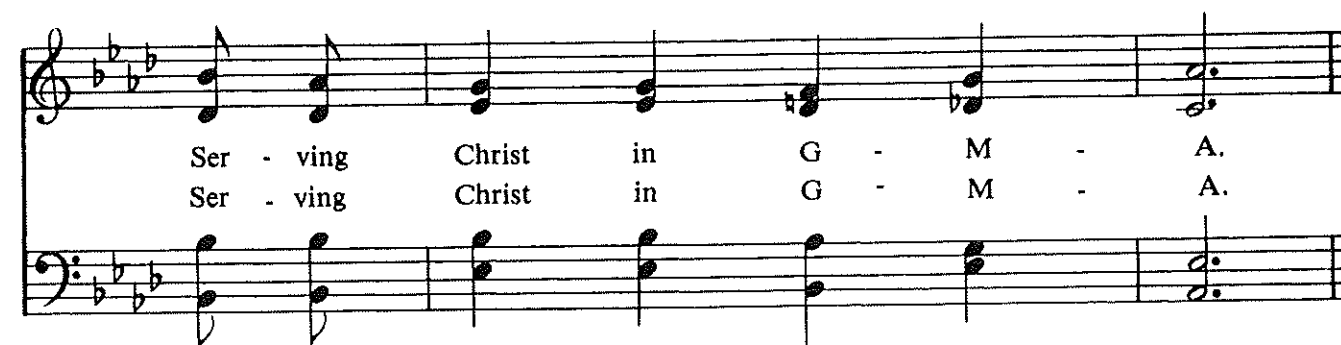
In the realm of prayer I must dwell, If the
To the lost of the world I must go, If sal -



love of God I can tell Live by faith a -
va - tion's way they can know May Christ be re -



long the way, Read my Bi - ble ev - 'ry day
vealed in me, As I live a - bun - dant - ly



Ser - ving Christ in G - M - A.
Ser - ving Christ in G - M - A.

GMA Order Blank

To order GMA materials photocopy this page. Save the original as a master for future orders. On the copy make the number of copies of each item you need. Mail the order blank to Pathway Christian Store, P. O. Box 7270, Texarkana, TX 75505-7270, or another Christian bookstore.

Bill to:

Ship to:*

***Include street address in shipping address unless Post Office box delivery is required.**

Account # _____

Ship via ☐ U.S. Mail ☐ UPS ☐ No Preference

For the Girls

Quantity Item

- _____ *Girl's Missionary Auxiliary Manual*
- _____ *My Special Place* (Maiden)
- _____ *My Special Place* (Lady-in-Waiting)
- _____ *My Special Place* (Lady)
- _____ *My Special Place* (Princess)
- _____ *Fit for the King* (Queen)
- _____ *Fit for the King* (Regal Queen)
- _____ *Fit for the King* (Imperial Queen)
- _____ *Fit for the King* (Superior Queen)
- _____ *Fit for the King* (Sovereign Queen)
- _____ GMA binder
- _____ GMA basic pin
- _____ Maiden wreath
- _____ Lady-in-Waiting bar
- _____ Lady bar
- _____ Princess bar
- _____ Queen pin
- _____ Regal Queen wreath
- _____ Imperial Queen bar
- _____ Superior Queen bar
- _____ Sovereign Queen bar

Quantity Item

- _____ Imperial Queen scepter
- _____ *The Girl With the Missionary Heart* (Princess step)
- _____ *What's a Girl to Do?* (Queen step)
- _____ *Cobb's Baptist Church Manual* (Sovereign Queen step)

For the Counselor

Quantity Item

- _____ *Counselor's Guidebook*
- _____ Maiden visual packet
- _____ Lady-in-Waiting visual packet
- _____ Lady visual packet
- _____ Princess visual packet
- _____ GMA binder

Forms

Quantity Item

- _____ Reviewing Council Certificate
- _____ Certificate of Recognition
- _____ GMA Information Sheet

GMA Suggested Reading List

Prepared by Mrs. W. D. (Nell) Smith

The following books are suggested reading for completing Forward Step Work in GMA. When recommending a book to a girl consider her reading and maturity levels. You also need to know a girl well enough to know her spiritual needs and suggest books that will guide her in her walk with the Lord. Ask leaders in your church to review as many of the books as possible and write summaries of the books on index cards. Create a card file of the summaries for counselors and the Reviewing Council to use as a reference in approving Forward Step Work. Templates for book reports as required in the Forward Steps are

provided in *My Special Place* and *Fit for the King*.

Titles marked with * may be used for reading about a great Baptist. Titles marked with † are out of print, so check your church library or ask church members to search personal or family libraries. Titles marked by ** are from the *1-to-1 Life Track* series or *Christian Living Series* by Baptist Publishing House. Titles published by Baptist Publishing House (BPH) may be ordered by calling 1 800 333-1442. Titles published by the Institute in Basic Life Principles (IBLP) are only available at a IBLP seminar or by writing to IBLP, P.O. Box 1, Oak Brook, IL, 60521.

Missions and Biographies

Adoniram Judson, A Man Who Conquered a Nation With Truth and Love (IBLP)

Adoniram Judson: America's First Foreign Missionary edited by Faith Cos Bailey (Moody Press)

Annie Armstrong: Dreamer in Action by Bobbie Sorrill (Broadman Press)

Baptist Piety, The Last Will and Testimony of Obadiah Holmes edited by Edwin S. Gaustad (Christian University Press)

Billy Sunday, Baseball Preacher by Fern Neal Stocker (Moody Press)

**"Biographies of Great Missionaries" by Greg Medenwald (BPH)

*†*Brother Burgess* by W. J. Burgess (BPH)

*†*Echoes From Beautiful Feet* by Ruth Peters (BPH)

En La Manana by Jurl Mitchell (Baptist Trumpet)

Fanny Crosby by Bernard Ruffin

George Mueller by Faith Cox Bailey (Moody Press)

Gladys Aylward, a Courageous Woman Who Risked Her Life to Save Children (IBLP)

God's Smuggler by Brother Andrew (New American Library)

**Life of a Rich Man* by Mrs. W. N. Paschal

John Newton, Letters of a Slave Trader Freed by God's Grace paraphrased by Dick Bohrer (Moody Press)

Joseph Merrick, the Man Who Overcame Incredible Obstacles to Self-Acceptance (IBLP)

**Martha* by Buddy Johnson (Texas WMA)

**Miss Strong Arm* by Jacqueline Durham (Broadman Press)

*†*Missions in the Mountains* by Mrs. H. W. Darst (BPH)

**Pablo* by Martha Johnson (Texas WMA)

Peace Child by Don Richardson (Regal Books)

**Rosas* by Martha Johnson (Texas WMA)

**The Arringtons in Bolivia* by Bettye White (Texas WMA)

**The Chiquitano* by Jurl Mitchell (Baptist Trumpet)

**The Elliotts* by Bettye White (Texas WMA)

**The Girl With the Missionary Heart* by John W. Duggar (BPH)

**The New Lottie Moon Story* by Catherine B. Allen (Broadman Press)

**The Pride of Springfield* by Mary Lou Kellar (BPH)

**Their Works Follow Them* by Ruth Peters (BPH)

Spiritual Growth and Christian Service

All That We Need by Karen Mitchell (BPH)

Beyond Conversion by Paul W. Powell (Broadman Press)

†*Blessed Is the Woman* by Vi Jensen (BPH)

Bloom Where You're Planted by Elda Skinner (BPH)

Christy by Catherine Marshall (Spire Books)

Dare to be Different by Gary R. Collins (Fleming H. Revell)

Family Foundations by Travis Plumlee (BPH)

Hinds' Feet on High Places by Hannah Hurnard (Tyndale House Publishers)

How to Be a Christian Without Being Religious by Fritz Ridenour (Regal Books)

†*How to Be Wise Teens* by Mrs. Z. W. Swafford (BPH)

Hudson Taylor's Spiritual Secret by Dr. and Mrs. Howard Taylor (Moody Press)

In His Presents by Judy Wallace (BPH)

In His Steps by Charles Sheldon (Fleming H. Revell)

***"Knowing and Doing God's Will" by Ronnie Johnson

Lift His Standard by Cherita Geraldson (BPH)

***"Patterns of Prayer" by Allen Tilley

***"Personal Struggles" by Danny Fagala, Jerry Payne, and Charles Reddin (BPH)

***"Principles of Spiritual Growth" by Glen Fox (BPH)

***"Practical Ministry" by E. Harold Henderson (BPH)

***"Something to Believe In" by Jerry Payne, Michael Mobly, and Mark Silvey (BPH)

***"Spiritual Gifts" Allen Tilley (BPH)

***"The Inner Life" by Allen Tilley (BPH)

Then Am I Strong by Francene Arnold (Moody Press)

***"Walk Your Talk" by Neil Dumas, Paul Bearfield, Jackie Ricks, and John Newland (BPH)

What Would Jesus Do? by Garrett W. Sheldon and Deborah Morris (Broadman and Holman)

What's A Girl to Do? by Pat Quesenbury (BPH)

†*Welcome to the Family* by Keith Lunceford

†*Unto the Uttermost* by Mrs. Bob White (BPH)

†*Where To From Here?* by Burtis Williams (BPH)

Doctrine, Salvation, and Witnessing

Baptist Church Manual by J. E. Cobb (BPH)

†*Baptist Doctrines and History* by D. N. Jackson (BPH)

Brief Studies in Christian Doctrine by J. E. Cobb (BPH)

Here's What We Believe, by Dr. E. Harold Henderson (BPH)

"Four Spiritual Laws" by Bill Bright (Campus Crusade for Christ)

"Four Undeniable Facts" (BMA of Texas)

How to Give Away Your Faith by Paul Little (InterVarsity Press)

How to Witness to Anyone by R. A. Torrey (Whitaker House)

Love Reaching by Mary E. Smith (BPH)

The Counselor's Address File

| Name | Address | Telephone |
|---|--|----------------|
| Pathway Christian Store E-mail: pathway@bph.org www.bph.org | P.O. Box 7270 Texarkana, TX 75505-7270 | 800 333-1442 |
| Baptist News Service (for BMAA Directory and Handbooks) E-mail: bnskv@flash.net www.baptistnewsservices.org | P. O. Box 23 Tomball, TX 77377-0023 | (281) 290-0332 |
| Daniel Springs Baptist Encampment (for GMA Retreat registration) E-mail: jspeer9064@aol.com www.danielspringscamp.com | P.O. Box 310 Gary, TX 75643-0310 | 800 332-2309 |
| Department of Missions Baptist Missionary Association of America (for subscriptions to <i>The Gleaner</i> , missions audiovisuals, information on missionaries) www.bmaam.com | P.O. Box 30910 Little Rock, AR 72260-0016 | (501) 455-4977 |
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