

# Capturing the Hearts of Boys and Girls

**Subtitle:** What role does gender play in discipleship and how does it impact ministry?

## WHAT IS “GENDER-SPECIFIC?”

1. Gender-Specific is a \_\_\_\_\_.
2. Gender-Specific is an \_\_\_\_\_.

## FIVE REASONS FOR A GENDER-SPECIFIC APPROACH

1. \_\_\_\_\_ for Boys and Girls<sup>1</sup>
2. \_\_\_\_\_ Role Models
3. Boys and Girls \_\_\_\_\_ Differently

### BOYS Learning Attributes

- B - \_\_\_\_\_ Competent
- O - \_\_\_\_\_
- Y - \_\_\_\_\_ and Running
- S - \_\_\_\_\_ Beyond

### GIRLS Learning Attributes

- G - \_\_\_\_\_ Sensory Intake
- I - \_\_\_\_\_ Thinking
- R - \_\_\_\_\_ Life Application
- L - \_\_\_\_\_ and Acceptance
- S - \_\_\_\_\_

4. **Separate \_\_\_\_\_ and Approach to Mentoring** [see fig 1 on Additional Resources]

**Separate Topics for Girls** generally center around self-value, self-image, and interpersonal relationships.

**Separate Topics for Boys** generally center around issues related to authority and maturing into a godly man.

<sup>1</sup> National Institute of Mental Health, Science Writing, Press & Dissemination Branch. <http://aspe.hhs.gov/hsp/08/boys/Findings1/brief.pdf>

US Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. [http://www.nimh.nih.gov/health/publications/depression-in-children-and-adolescents/depression-in-children-and-adolescents\\_140864.pdf](http://www.nimh.nih.gov/health/publications/depression-in-children-and-adolescents/depression-in-children-and-adolescents_140864.pdf)

Jimmie Davis, Girls Ministry Handbook

## 5. Classroom \_\_\_\_\_ Benefits

Reduced \_\_\_\_\_:

Open \_\_\_\_\_:

Stronger Mentoring Relationships:

Camaraderie Built:

Response Time \_\_\_\_\_:

# SIX COMPONENTS OF EFFECTIVE GENDER-SPECIFIC MINISTRY

1. Discipleship and Leadership \_\_\_\_\_ for Leaders

2. \_\_\_\_\_ Groups

3. Current and \_\_\_\_\_ [see fig 2 on Additional Resources]

4. \_\_\_\_\_

5. Numerous \_\_\_\_\_

6. \_\_\_\_\_

**Kids grow;** Spiritually, Relationally, Intellectually, Emotionally, Physically

## TAKE THE NEXT STEPS:

1. Speak to the \_\_\_\_\_:

2. \_\_\_\_\_ Your Leaders:

3. Intentional \_\_\_\_\_ Models:

4. Encourage \_\_\_\_\_:

5. Appropriate \_\_\_\_\_:

1. Royal Rangers - [www.royalrangers.com](http://www.royalrangers.com)

2. Mpact Clubs - [www.ministry4girls.com](http://www.ministry4girls.com) (Known as National Girls Ministries)

## Additional Resources

[Fig 1] Topics for Boys and Girls

Girls		Boys
Self Worth In Christ	Body Image	Social Maturity
Loving Future Husband	Loving Future Children	Showing respect for authority
Purity	Becoming a Homemaker	Earning respect when in authority
Risk-Taking	Developing Leadership	Model heroic behaviors, ideas, and stories that demonstrate godly manhood
Avoiding bossiness and manipulation	Knowing How to Disagree with Someone	Conflict Resolution and Communication Training
Expressing and Receiving Encouragement	Manage emotions so they are stronger and less directed by emotions	Developing Empathy—may be most effective in leading boys away from violence and toward an understanding of what it means to be a godly man.
Emotional Health w/in relationships – bullying, relational aggression, high need for control, submitting to authority		

[Fig 2] Characteristics of Effective Curriculum

Both	Girls	Boys
Support Church Culture	Encouragement	Rite of Passage Experiences
Strong Communication with Stakeholders	Role-Modeling	Focus on Movement and Space
User Friendly	Communication Oriented	Use of Humor
Allows for Self-Direction	Variety in Teaching Modes	Competition Opportunities
Vertical and Horizontal Mentorship	Technology	Experiential and Minimal Verbal Directions
Postmodern Values		Model heroic behaviors, and godly manhood
Developed by current practitioners, discipleship experts, and educators		Leaders Carry Powerful Authority