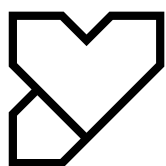


my life.

Independent Living

Session Guides



YOUTH
FOR CHRIST

Getting Started | Introduce

==== Shows the flow of the key parts of the session
 Indicates optional activities in shaded boxes

DRIFT

Truth, truth, lie

As participants enter, ask them to write down two truths about themselves and a lie. Once everyone has completed this, take turns as a group to vote on which is the lie for each participant. Encourage this as an activity to get to know each other, and keep the statements light-hearted! Do this yourself as well to introduce yourself and any other tutors to the group.

BIG PICTURE

Life skills and character development

This myLife course has been designed to help participants to grow in a life skill as well as to grow in positive character development. Talk a little about the specific life skill that you will be working on over the course, and explain that this will be introduced in more detail next session. Today we will focus on exploring what we mean by character development. Throughout the course we want to make sure that we are able to create an optimal environment to learn and grow together. Explore and agree some joint rules as a group that you will aim to stick to during the course. Ask participants to fill this out on the first Progress Tracker sheet (PT:1).

CASE STUDIES

Inspiring characteristics

Ask participants to think of someone who they admire or find inspiring.

Q. What is it that you admire about this person?

Try to identify if any of those qualities are practical skills (e.g. good at football) or character traits (e.g. trustworthy.) For qualities that are practical skills, explore what character traits that person might have needed to grow in in order to improve in their practical skill. For example: for someone to become good at football they might need to also grow in endurance or resilience.

DRIVING QUESTION

Q. How does myLife work?

Q. What are some positive characteristics?

Q. What do I want to gain from myLife?

CORE

Defining characteristics

Hand out GS:1 which is a code-breaker for the characteristics and ask participants to complete.

Q. Do you have any ideas about what any of these words might mean?

Hand out GS:2 which shows definitions for the words. Match the words to their definitions and discuss any differences between what they thought the words meant, and what the definitions say. You may need to use examples relevant to your group. If necessary, process what some of the words don't mean e.g. having resilience doesn't mean that difficult things aren't difficult or hiding from your emotions.

Independent Living | Connect

===== Shows the flow of the key parts of the session
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A DISCUSS

Me and change

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek." - Barack Obama.

- Q. Do you agree or disagree?
- Q. Do you like change?
- Q. Do you ever avoid change?

B CREATE

Looking forwards

Hand out IL:2 and ask participants to write or draw in the three boxes, thinking about the past as well as their hopes and fears for the future. Discuss as a group at whatever depth is appropriate.

- Q. How do you feel about living independently, now or in the future?

DEMONSTRATE

Decision tree

Thinking of a decision they have coming up, or something light-hearted, hand out IL:4 and support participants in filling out a decision tree. This should map out different decisions that they could make or different things that could happen.

C ACTIVATE

Order of importance

Cut out or write out the scenario cards on IL:3. Ask participants to rank them in order of importance when it comes to decision making i.e. which is the most important decision? You could do this by giving them individual sets to rank or getting them to hold a card each and line themselves up in order! Discuss the reasons for their decisions.

INVIGORATE

Yes and no game

Pick a category that your participants can relate to, and secretly tell one participant something from that category (a food, film, sport etc). The rest of the group have to guess what the thing is by asking questions that can only be answered with yes or no.

Independent Living | Apply

===== Shows the flow of the key parts of the session
 Indicates optional activities in shaded boxes

A CHALLENGE

Both sides

Ask participants to write two lists: one of the negatives of living alone and one of the positives of living alone.

Q. Are you different when you are with other people compared to when you are on your own? Why do you think this is?

B WILD CARD

Dealing with change

"God grant me the serenity to accept the things I cannot change, the courage to change the things I can and the wisdom to know the difference." - Reinhold Niebuhr

Q. What does this mean?

Q. What might it mean for you?

ACHIEVE

My questions

Create or source a box. Encourage participants to write down their questions about living independently and place them in the box. Explain that some of these will be answered throughout the course. Review the questions and if there are any that won't be covered in the material, try to answer these separately. Now encourage participants in their learning over the session.

PROVE IT

SMART goals

Introduce participants to the acronym **SMART** which is often used to help break down and set realistic goals:

Specific
Measurable
Accurate
Realistic
Time-bound.

Ask participants to think of a goal related to living independently that fits the **SMART** acronym. Be clear on what this goal is and how it can be achieved. Example: managing my money better.

REFLECT

Participants to complete and discuss the following three statements about the session, following examples from the tutor if required:

1. Today I enjoyed...
2. Today I learnt...
3. A question I still have is...

These allow the participants to reflect on what they have learnt in the session, what they enjoyed the most and what they might like to do more of next time. This will help you to assess understanding and inform future preparation.

SAMPLE

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