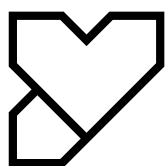


# my life.

## Managing My Money

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Session Guides



YOUTH  
FOR CHRIST

## Getting Started | Connect

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

### A DISCUSS

#### Order of importance

Hand out GS:3 and ask participants to rank the characteristics in what they think is the order of importance. Ask participants to put a case forward to the rest of the group stating that one of the characteristics is the most important. Discuss and use as an opportunity to encourage listening to different perspectives and considering what we think.

### B CREATE

#### Character profile

Ask participants to think about a game that they enjoy playing where they have to design a character profile. Hand out GS:4 and ask them to fill this out, imagining that they are creating their own profile in a new game. The profile must reflect what they think is true about themselves and highlight their strengths and what makes them unique! Ask them to add a couple of the characteristics from the Core activity and rank themselves on them.

### DEMONSTRATE

#### My growth aspirations

Hand out GS:5 and ask participants to think about different areas they want to grow in under two categories: practical life skills and character development.

### C ACTIVATE

#### Character charades

Split participants into pairs or groups and either let them choose or give them a characteristic. Ask them to create a drama/role play that shows this characteristic in action. Present to the rest of the group who must guess which characteristic they are portraying!

### 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.

## Managing My Money | Connect

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

#### Why we work

*"Some people live to work; others work to live. The happiest are those that love their work and still live a full life."*

- M. Josephson

**Q.** Do you agree or disagree with this statement?

Ask participants to justify their responses and encourage them to challenge differing opinions in a respectful way.

### B CREATE

#### Spend, spend, spend!

Ask participants to create a list of the sort of things they might spend their money on. They should have at least ten things.

Hand out M:2 and ask them to draw or write the items from their list into the pyramid. The top section is for items they spend the most on, and the bottom section is for items they spend the least on. Compare amongst the group if appropriate.

### DEMONSTRATE

#### Time, money, values

Ask participants to complete M:4 thinking about what we value and whether or not the way we spend our money reflects this. Some examples are given and there is space to write in more values that you might identify as a group.

### C ACTIVATE

#### Money facts

Read the statements from M:3 and ask participants to stand on the right-hand side of the room if they think it's true, and the left-hand side if they think it's false. Read out the answer and discuss with the participants. You could also use this as a handout activity if necessary.

### INVIGORATE

#### Bidding Wars

Give participants first M:5 sheet which shows 20 coins. Ask them to bid for the items on the M:5 cue cards without telling them how much they're worth. The highest bidder crosses out the relevant number of coins on their sheet and gets the item. Then reveal to them the true value of the item. See who has the most valuable collection of items and coins remaining at the end of the game.

## Managing My Money | Apply

==== Shows the flow of the key parts of the session  
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### A CHALLENGE

#### What's your motivation?

The want or need of money can motivate us to do certain things, but are there other things that can motivate us to? Ask participants what might motivate them to do the following things. You can add your own relevant ideas to this list too.

- going to work
- going to school or education
- volunteering
- gaming or doing a hobby
- entering a competition

### B WILD CARD

#### Good or bad?

*"Money is the root of all evil."*

What does this mean and why might someone think this?

*"Love of money is the root of all evil."*

How is this statement different to the first, and what difference does that make?

### ACHIEVE

#### What do you care about?

Ask participants to draw a monetary note. Next to this, ask them to write a way in which they want to try and spend (or save) their money this week that reflects what they care about. This could be something they already do.

### PROVE IT

#### Money attitude

Hand out M:6 and ask participants to reflect on their attitudes towards money. Share and discuss answers if appropriate.

### 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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