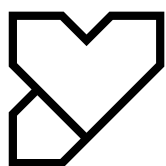


**my**  
 **life.** ■

# World of Work

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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.

## World of Work | Connect

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

### A DISCUSS

#### What about education?

Participants split into groups and think of supporting arguments for both of these statements:

- education is the key to succeeding at work
- education doesn't help me to succeed to work

**Q.** What do we mean when we talk about 'education'?

### B CREATE

#### My ideal job

Ask participants to create a job advert for their dream job or place of work. The advert can be in any appropriate format but must include the following:

- what is the job?
- what skills might the job need?
- what hours might the job require?
- what experience might the job require?
- an image to go alongside the job

### DEMONSTRATE

#### Personal motivation

Thinking about what's already been discussed in the session, ask participants to fill out WW:2 which looks at their personal motivators and perceived benefits to work.

### INVIGORATE

#### My dream job

Go around the room and complete the sentence "my dream job is...". Each person must try to repeat the answers that have been said before them before they give their own.

You might like to use the phrase "I want to work because..." instead.

### C ACTIVATE

#### Yes or no: jobs edition

Participants secretly write down three jobs on separate sticky notes or pieces of paper and then put them into a pile with the writing facing the table.

Allocate a piece of paper to a participant and ask them to hold it up to their forehead without reading the job. The participant must ask yes or no questions to the rest of the group to try and guess the job.

You could do this in pairs or as a whole group.

## World of Work | Apply

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

### A CHALLENGE

#### Work ethic

In either three words or images, describe what a strong work ethic might look like e.g. an image of someone who is resilient or patient.

- Q. Do you know anyone like this?
- Q. What could you learn from them?

### B WILD CARD

#### No work, all play

- Q. Could society function if nobody worked?
- Q. Why/why not?

### ACHIEVE

#### Something to be proud of

Ask participants to share a time they were proud of something they achieved. They could share with the group or write it down. Discuss how work can provide many opportunities for more moments of achievement.

### PROVE IT

#### Motivate me

Ask participants to create a poster or letter encouraging others who aren't interested in working. Ask them to think of some of the reasons discussed in the session and to address some of the concerns that people might have.

### 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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