

### MMMM Good—M&M's

by *Wayne Duchow*

#### Objectives

This activity is designed for a high school youth and parent night. You'll need 1<sup>1/2</sup> to 2 hours.

Youth and parents will:

- experience fun and sharing;
- share concerns caused by the importance that money has in our society;
- recognize and share the gifts God has given to their family apart from, or in addition to, financial blessings.

#### Materials Needed

- Each person needs to bring at least a dollar's worth of change.
- Four to five dollars in change for those who "forgot" (include a couple half dollars)
- Pencils for everyone
- A "Small Change" worksheet for each person (included in this resource)
- A "Situations" worksheet for each person (included in this resource)
- Statistical Treasure Hunt questions and scoring sheet (make your own based on this resource)

#### This Family Night has five parts:

- Part 1: Mixers: "Small Change" and "Statistical Treasure Hunt"
- Part 2: The Mmmmm Good—M&M's game
- Part 3: Focus on the Giver
- Part 4: Debriefing Session
- Part 5: Closing Worship
- Optional Part 6: Refreshments

#### Small Change Mixer

Each person has been asked to bring at least a dollar's worth of change. For those who forgot, have several dollars in change on hand. Have a couple of half dollars and a silver dollar which the leader gives to three different people. Pass out the "Small Change" sheets and a pencil to each person present.

Explain that the object of the game is to get signatures of people who have or know what each square requires (one name per square). The first person to get signatures in five squares in a row (horizontally, vertically, or diagonally) wins. GO TO IT!

When a person claims to have won, stop all action and ask the five persons who have signed in a row to produce their correct coin(s) or answer(s). If they are mistaken, let the mixer continue.

Reward the winner with a packet of M&M's.

#### Statistical Treasure Hunt

Divide the group into two equal teams. If possible, have the same number of youth and parents on each team. (Husbands and wives should not be on the same team.) Give each team a sheet of questions that are to be answered and evaluated as indicated on the sheet. Each team appoints a recorder who acts as the gleaner of information and records it.

Below is a list of typical questions and methods of scoring. These may suggest other questions to you that may be more appropriate for your particular group.

- Counting January as 1 point, February as 2 points, and so on through the calendar year, total the number of birthday points in your group—only for months, not years.
- Total all the shoe sizes—one foot only.
- Counting one point for each different state of birth, total the number of points represented in your group.
- Total your hair color score: black counts two, brown counts one, blond counts three, red counts five, gray counts three, white counts five.

- Count one point for each picture of a person carried in a purse or billfold (or on a phone).
- Score five points for each self-made article worn or carried by your teammates.
- Total the number of children teammates have. Score as follows: each child counts one point, set of twins counts five points, grandchildren count three points each.
- Score one point for each different school attended by members of the group. Sunday school does not count.
- Score five points for each person who attended both church and Sunday school each Sunday the past four weeks; three points for each person who attended either church or Sunday school each of the past four weeks; one point for each person who attended church or Sunday school at least once during the past four weeks.

### **Mmmm Good—M&M's**

Do parents know how their teenager(s) regard the stewardship of time, talents and treasure? Do students have any idea why their parents handle their finances like they do and what value they put on their time and talents? In the game "Mmmm Good—M&M's," youth and parents, first as individuals and then grouped by youth and parents, will be asked to put a value on the actions of fictional characters as these characters deal with time, talents and treasure.

Each person receives a copy of the "Situations" worksheet and a pencil. As individuals, they are asked to complete the side that is titled "Individual M&M Allotment" according to the instructions on the sheet. Remind them of two things at this time:

1. They are to allot 100 M&M's unequally to the ten characters. No character on the "Situations" worksheet may receive the same number of M&M's as any other.
2. At this point discussions and conferences are not permitted.

After everyone has finished the "Individual M&M Allotment," the parents form one group and the youth another group. The task of each group is to again allot 100 M&M's unequally among the 10 characters on the worksheet. Players, after discussing their individual M&M allotments, are to arrive at a new group consensus on the distribution of M&M's (use the column at the right, "Group M&M Allotments"). Averaging and voting should be discouraged; rather the groups should try to reach an allotment of the M&M's by consensus. Make sure the two groups know that the more reasonable of the M&M allotments by the two groups will determine which group wins.

After finishing their "Group M&M Allotments," parents and youth come together in one large group. Prior to coming together, each group will have selected, by lot, three M&M Super Patrons. The M&M Super Patrons are to decide whether the parents' or youths' allotments of M&M's is more reasonable. (The M&M Super Patrons may decide the criteria for reasonableness.)

After the parents' group and the group of youth have discussed and defended their allotment of M&M's, the M&M Super Patrons vote secretly to determine the winner. Each M&M Super Patron has 100 M&M's to give to the parents' group and 100 M&M's to give to the group of youth. Each M&M Super Patron may assign one to 100 M&M's to the group of parents and one to 100 M&M's to the group of youth (for example, an M&M Super Patron may decide to award 89 M&M's to the parents and 93 to the youth). The number of M&M's assigned to each group by all the M&M Super Patrons are totaled and the winning group is announced.

The winners could perhaps receive a giant bag of M&M's.

### **Focus on the Giver**

To use gifts most effectively we want to remember they are indeed gifts. Work through the following as a group or in small groups (including parents and teens).

- Read Romans 6:23—What gift is central in our lives? How does that gift help determine the value of the other gifts?
- What guidance for givers do you find in 2 Corinthians 9:6-15? Why is our faith in Christ at the core of our use of time and talent?

### **The Debriefing Session**

During the debriefing session the players drop out of the role as M&M patrons and discuss the following debriefing questions. That may be done as an entire group or, if you have a large group, in small groups of eight to ten. Youth and their parents should be in the same group.

1. What was the basic criteria that you as an individual used to allot the M&M's?
2. What further information about any of the 10 fictional characters would have helped you make a better decision? Why or why not?
3. Did you base your distribution of M&M's on time, talent or treasure? Explain.
4. Did the relative age of the fictional characters have anything to do with your M&M distribution? If so, what?
5. Frieda appreciates the publicity that comes with her philanthropy. Does this make a difference in the merit of her giving? Why? Why not?
6. Does where you get the money make any difference in the Lord's acceptance of the gift? Why? Why not?
7. Did the person(s) and/or group to whom the time, talent or treasure was directed make a difference in your distribution of M&M's?
8. Does consistent contribution of time, talent or treasure deserve more M&M's than a single large contribution? Why? Why not?
9. Select any of the ten situations and add one action that might change the character's contribution from right to wrong or from wrong to right.
10. Which character did you feel most closely represented your own feelings about your stewardship of time, talents and treasure? Why?

### **Closing Worship**

Suggested Order of Worship:

Song

Scripture Reading—1 Timothy 6:17-19

Prayer Time—Pass out little slips of paper with the individual words TIME, TALENT or TREASURE written on them. Ask each person to reflect on the word they received in their own stewardship life and be prepared to offer a sentence prayer on that subject.

Hymn—"We Give Thee but Thine Own" Lutheran Service Book 781

Benediction—Ask for the Lord's blessings on our stewardship life and make sure there are words of assurance said that indicate that we indeed have the blessing of the Lord.

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## Small Change

Has 1985-1990 NICKEL	Has at least 8 PENNIES	Has 2000-2005 DIME	Has a token of any kind	Has more than 3 NICKELS
Has a 2009 PENNY	Has 1978-1982 QUARTER	Has 2000-2005 DIME	Has 2000-2005 DIME	Has 2000-2005 DIME
Has 2000-2005 DIME	Has a 1970 or older QUARTER	Has a FOREIGN COIN	Has a PENNY made before 1975	Has a PENNY, NICKEL, DIME & QUARTER
Knows whose picture is on the DIME	Knows name of buildings on the PENNY	Knows whose picture is on the NICKEL	Knows what the Latin on the PENNY means	Has a 2010 coin
Has exactly 65 cents in change	Can flip "heads" three times in a row	Has a HALF DOLLAR	Knows whose picture is on the QUARTER	Has a SILVER DOLLAR



## Situations

Instructions: You are the M&M Patron. Your job is to allot M&M's to the people identified below. You have 100 M&M's to award. No two people may receive the same number of M&M's. Using the information provided, distribute the M&M's to the following people.

Individual M&M  
Allotment

Group M&M  
Allotment

_____	Amy is one of the youth counselors at church. Besides being involved in the regular youth program, she can be seen at most of the local high school athletic/drama/music activities.	_____
_____	Larry makes \$30,000 a year at his job as an accountant. He gives \$50 a week to church and charities.	_____
_____	Charlotte is the hard working mother of four small children. Her church advertises in the bulletin for teachers for mid-week school of religion. Charlotte volunteers to teach.	_____
_____	Kevin is a high school senior who plays the guitar, piano and clarinet. He can read music easily. He participates in the bell choir at church and plays an instrument at special worship services.	_____
_____	John is a highly paid professional athlete. He speaks at many functions in the community, usually charging \$1000 per appearance. He will speak at a church function for only \$250.	_____
_____	Barbara is known in her neighborhood as the person who is always there to help. Weekly, she buys the groceries and does other shopping for two of her shut-in neighbors. She is everybody's emergency babysitter.	_____
_____	Frieda is a single lady whose parents left her very wealthy. She gives \$200,000 to help build three community-based homes for mentally retarded adults. She is sincere but really likes the publicity she gets when she gives to charities.	_____
_____	Mary, a single parent, works as a beautician. She regularly works overtime at the shop and often takes on additional clients at home to pay for the tuition for her two teenagers who attend a Christian high school.	_____
_____	Carl and Rita are the parents of five elementary age children. They have concern about the type of music listened to by children/youth in their church community. Since many Christian groups perform in their community, they regularly take their children and others to these concerts, often subsidizing the cost out of their own pockets.	_____
_____	Harry has played the state lottery for many years. He finally wins and wins big. He decides to give 25% of his winning to his church so that they can develop a program for the disabled in the community.	_____