

SAINTS GLOBAL ACTIVITY PLAN

COLLECTIONS

INTELLECTUAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

THE CULMINATING EVENT

Show the collection to the troop

In Session 4, each saint presents his collection — or representative items, or photos for items that cannot travel — to the troop. He explains what it is and why he chose it, walks the room through two organized groups, points to the cataloging he kept across the four weeks, and answers questions. This is where the badge's discover, plan, and act requirements are verified together.

INDOOR — MEETING ROOM WITH A LONG TABLE OR FLOOR SPACE PER SAINT, PLUS THE CATALOGING WORKSHEETS AND LOGS

SESSION 1 · INTELLECTUAL CORE

⌚ 60 min target

Discover the collection you already have

Name what you collect, why you collect it, and how it has changed.

SESSION AIM

Saints bring their collections — or representative items, or photos — and write a short overview of what the collection is, why they started it, and how it has grown. The group practices honest description by walking each other's collections and asking the questions a thoughtful guest would ask. Saints leave with a written overview and the cataloging log started.

🎯 WALK AWAY WITH

- Has a written overview of his collection: what it is, why he chose it, how it began
- Can name two turning points where the collection changed direction and why
- Has the cataloging log started and dated, ready to track the next four weeks

📦 BRING / SET UP

- Each saint brings: his collection, or twelve representative items, or labeled photos for items that cannot travel
- Cataloging-entry worksheets (one per saint, plus blanks for early-week entries)
- Index cards or sticky notes and pens
- Half-sheets for the overview drafting block
- BRC printouts and pens

📅 THE HOUR**BLOCK 1 · DISCUSSION Opener — Show one item**

⌚ 5 min

Each saint holds up one item from his collection — the one he would grab first if the house were on fire. One sentence, no explanation yet: what it is and where it came from. Move around the room without commentary. The point is to put every saint's collection on the table before anyone starts talking about it.

SESSION 1 · DISCOVER THE COLLECTION YOU ALREADY HAVE (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Draft the collection overview**

⌚ 18 min

1. Hand out the half-sheets. Each youth writes a four-paragraph overview of his collection: (1) what it is — the subject, the scope, roughly how many items; (2) why he chose it — the first item, the person or event that started it; (3) how it has grown or changed — what he was buying or finding at first, what he is buying or finding now; (4) what he has learned beyond facts about the subject — about patience, about money, about looking carefully.
2. Aim for plain sentences. The overview is the saint's own document, not a museum label. If a paragraph is two sentences, that's fine — concrete beats long.
3. Pair up. Each pair trades sheets, reads silently, and writes one question in the margin: something a thoughtful guest would actually ask. Trade back.
4. Each youth revises one paragraph in response to the question. Keep the original — the revision is what he presents at Session 4.
5. Leader confirms 1a: the overview names what, why, how it began, and what was learned.

REQ 1A

BLOCK 3 · DISCUSSION **Name the turning points**

⌚ 17 min

1. On an index card, each youth writes two turning points in his collecting: a moment where he changed what he bought or kept, or how he organized it, or where he got it from. "Decided to focus on one country." "Stopped buying common pieces and saved for one better one." "Started checking the catalog before buying."
2. For each turning point, write what caused it — a mistake, a conversation, a piece he saw, a price he refused.
3. Around the room, each saint reads his two turning points aloud. The group asks one practical follow-up per saint — not a compliment, a real question. "How did you know it was a fake?" "What did that better piece cost you in trades?"
4. Strip the turning-point card to two sentences and clip it to the back of the overview. It is evidence for 1b at the Session 4 presentation.
5. Leader confirms 1b: each saint can name two turning points with specific examples.

REQ 1B

SESSION 1 · DISCOVER THE COLLECTION YOU ALREADY HAVE (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Start the cataloging log**

⌚ 15 min

1. Hand out the cataloging-entry worksheet. Walk the columns: item, source and date, condition, identification, value range, notes. The same six columns work for coins, stamps, rocks, cards, fossils — what changes by topic is what fills each column, not the columns themselves.
2. Each youth picks five items from his collection and fills one row each, in pen. The leader walks the room, asking one question per saint about one row: "What does 'good' mean for a coin versus a card?" "Where did you get the value range — what source?"
3. Write tonight's date at the top of the sheet. Across the next three weeks, each youth adds one new entry per week — an item he already owns but hasn't logged, or one he acquires. By Session 4 the sheet has fifteen-plus rows.
4. If a saint cannot identify or value an item with his current sources, leave that cell blank and write the question in the notes column. Blank with a question beats invented detail. The next sessions teach where to find the answer.

REQ 2C

BLOCK 5 · REFLECTION **Close — Log dated**

⌚ 5 min

1. Confirm on each saint's BRC: 1a, 1b, and 2c marked this session.
2. Each saint shows his dated cataloging sheet to the leader before he leaves. The log runs on its own schedule from this point — one new entry per week, not back-filled the night before Session 4.
3. Next week the group covers preservation, display, and the cataloging system in more depth. Bring the overview, the turning-point card, and the cataloging sheet.

AT THE CLOSE · DEBRIEF

1. Which paragraph of your overview was hardest to write, and why?
2. Which of your two turning points cost you the most — money, time, or a piece you wish you still had?
3. What date is on your cataloging sheet, and what would stop you from adding one row a week?

☒ Mark 1a, 1b, and 2c on each saint's BRC after this session. The cataloging log is launched as off-meeting work and is verified at Session 4 — do not mark anything else from it now.

SESSION 2 · INTELLECTUAL CORE

⌚ 60 min target

Plan how to keep, display, and document

Decide how each item will be stored, shown, and recorded.

SESSION AIM

Saints walk through the real damage that light, moisture, handling, and bad storage do to a collection, then plan how their own items will be kept and displayed. They sharpen the cataloging system from Session 1 — what counts as a clear entry, what classification logic to use. Saints leave with a one-page preservation plan and a tested cataloging system.

🎯 WALK AWAY WITH

- Has named the storage and handling rules for his collection and one thing he will change this week
- Has a display plan that protects items from light, moisture, and casual handling
- Can explain his cataloging system in one minute to another saint who has never seen it

📦 BRING / SET UP

- Each saint brings: his collection (or representative items), the cataloging sheet from Session 1, and current storage if portable
- Damage demo set — a piece of paper sun-faded next to one stored dark; a coin or card before and after rough handling; a fogged plastic sleeve
- Sample storage materials to show: acid-free sleeves, archival boxes, soft-tipped tweezers, microfiber cloth, silica gel, cotton gloves
- Half-sheets for the preservation plan
- BRC printouts and pens

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — One thing already damaged**

⌚ 5 min

Around the room: each saint names one item in his collection that is already damaged — a faded stamp, a bent card, a coin with a scratch — and what damaged it. No fix yet, just the honest account. Then the leader holds up the demo set: a sun-faded paper, a fogged sleeve, a rough-handled coin. Damage usually happens by inattention, not accident.

SESSION 2 · PLAN HOW TO KEEP, DISPLAY, AND DOCUMENT (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Handle, store, and the three quiet enemies**

⌚ 17 min

1. Lay the sample storage materials out where the group can see them: acid-free sleeves, archival boxes, soft tweezers, microfiber cloth, silica gel, cotton gloves. Walk through what each is for in one sentence each.
2. Demonstrate handling on one of your own items. Hold by the edges, not the face. If gloves are right for the material, wear them; if they aren't (rough handling is worse than clean fingers for some items), explain why.
3. Name the three quiet enemies of most collections: light fades color, moisture grows mold and rusts metal, and casual handling wears surfaces. Each youth points to one item of his own and names which of the three is the biggest risk for that item.
4. Each youth picks one storage change he will make this week — moving a box out of direct window light, swapping a plastic sleeve for an acid-free one, adding silica gel to a humid drawer, getting items off a basement floor. Write it on the half-sheet.
5. Leader confirms 2a: each saint demonstrates appropriate handling and storage for his own material.

REQ 2A

BLOCK 3 · CREATIVE **Plan the display**

⌚ 18 min

1. On the half-sheet, each youth sketches or describes one display he would build for his collection — a binder, a shadowbox, a tray, a frame, a glass-front case. Name the materials and where it would live in the house.
2. Walk the room. The leader asks one question per saint: how does the display protect against the quiet enemy that matters most for his material? "Where is the light coming from?" "How does someone look at it without picking it up?"
3. Revise the display sketch in response to the question. Add the protection move directly to the sketch — UV-filtering glass, indirect light, a do-not-touch sign that means it, hinged covers, ledge lips so a curious guest cannot tip it.
4. Write the accessibility-vs-protection tradeoff in one sentence: what does this display make harder, and what does it protect? Both sides have to be named.
5. Leader confirms 2b: each saint's display plan protects against the named risks and explains the tradeoff.

REQ 2B

SESSION 2 · PLAN HOW TO KEEP, DISPLAY, AND DOCUMENT (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · SKILL PRACTICE **Sharpen the cataloging system**

⌚ 15 min

1. Each youth lays out the cataloging sheet from Session 1 and reads it as if he had never seen it. Are the entries clear? Could another saint, picking up the sheet next week, find an item from the row?
2. Pair up. Each pair trades sheets and tries to locate one item from the partner's row description alone. Mark any row that doesn't lead the partner to the right item.
3. Fix the unclear rows. Add what the row was missing — a specific identifying mark, a date the partner asked about, a location that was just "box."
4. Each youth explains his classification logic in one minute to his partner. The logic should be repeatable: "I sort by country, then year, then mint." If the saint changes his sorting from one week to the next, that's the thing to write down and stop doing.
5. Leader checks one saint at random: can he find item #3 on his own sheet in under a minute? If not, the system needs one more pass.

REQ 2C

BLOCK 5 · REFLECTION **Close — Plan in hand**

⌚ 5 min

1. Each saint shows the half-sheet to the leader: storage change for this week, display plan with the protection move, and the one sentence on the tradeoff. The leader signs it.
2. Confirm the cataloging log is current — one new entry added since Session 1. Each saint will add one more entry this week before Session 3.
3. Next week is terms, grading, and the conversation about money — bring at least two specimens that vary in condition so the group has something to grade.

AT THE CLOSE · DEBRIEF

1. Which of the three quiet enemies is most likely to ruin your collection if you do nothing?
2. What does your display plan actually make harder for the person looking at it?
3. When your partner read your cataloging sheet, what did you find out he could not find?

☑ *Mark 2a, 2b, and confirm 2c on each saint's BRC after this session. Note any saint whose storage-change item is non-trivial (parents involved, money to spend) and follow up in Session 3's opener.*

SESSION 3 · INTELLECTUAL CORE

⌚ 60 min target

Know the terms, the grades, and the price

*Learn the language of the field before talking about value.***SESSION AIM**

Saints work through the terms, grading systems, identification marks, and valuation methods used in their type of collection. Each saint fills the topic-framework worksheet for his own field — ten terms, the grading scale, the marks to know, the value sources. The session ends with the harder conversation: investing, speculation, and the ethics of acquiring items.

🎯 WALK AWAY WITH

- Has ten terms, a grading scale, four identification marks, and two value sources written for his own collection topic
- Can grade two specimens of his own and explain the difference between them
- Has named a personal boundary for what he will pay for, walk away from, or refuse to buy

📦 BRING / SET UP

- Each saint brings: at least two specimens of his collection at clearly different conditions, plus any reference book, catalog, or app he uses
- Topic-framework worksheets (one per saint)
- Loupes or magnifiers (pass-around set)
- Sample reference materials the leader can show: a price catalog, a grading guide, a dealer site printout, an auction-result page
- BRC printouts and pens

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Storage-change check**

⌚ 5 min

Around the room, one line each: did the storage change from last week happen, or not yet? Note who is on track and who needs a hand. If a parent has to be involved, name the parent and the deadline. Keep this brief — the work block needs the time.

SESSION 3 · KNOW THE TERMS, THE GRADES, AND THE PRICE (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Fill the topic framework**

⌚ 22 min

1. Hand out the topic-framework worksheet. The four sections are the same for every collection: ten terms, the grading scale, the identification marks, the value sources. What changes by topic is what each saint writes in them.
2. Each youth writes the ten terms first. Pick the ten that someone new to his field would have to know — material names, era or series names, technical terms, abbreviations. "Mint mark." "Watermark." "Rookie card." "Type specimen." One sentence on what each one means.
3. Next: the grading scale. If the field has a formal scale (coins use Sheldon 1–70, cards use 1–10), write the scale and what three or four representative grades actually look like. If the field is informal, write the saint's own three-tier scale and what each tier means.
4. Identification marks: the four marks the saint actually checks on an item before buying or filing it. Mint marks, country marks, signatures, hallmarks, holograms, series numbers, the specific thing.
5. Value sources: the two reliable places he goes to price an item — a catalog name and edition, a website name, a dealer he trusts. Write the publication or URL plainly. Below it, write one limit of each source — out of date, biased toward retail, regional. Each youth should be able to explain where the value information came from.
6. Leader confirms 3b: the worksheet is filled with real terms, a real scale, real marks, and real sources for the saint's own field.

REQ 3B

BLOCK 3 · SKILL PRACTICE **Grade two of your own specimens**

⌚ 14 min

1. Each youth lays out his two specimens. Use the loupe. Run the grading scale he just wrote: name the grade of each, then name the specific feature that put it there — a worn rim, a corner crease, a faded ink, a chipped edge.
2. Pair up. Each pair trades specimens and grades the partner's pieces independently. Compare. Where the grades differ, walk back through the scale together and find the feature that decides.
3. Each youth picks one identification mark from his worksheet and locates it on a specimen — a date, a mint mark, a signature, a series number. Look for it, do not assume it is there.
4. Leader spot-checks: a saint who can grade two of his own pieces, name the feature, and find a real identifying mark has earned the in-session half of 3b. Memorizing terms is not the bar — using them on the items in front of him is.

SESSION 3 · KNOW THE TERMS, THE GRADES, AND THE PRICE (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **Money — what to pay for and what to refuse**

⌚ 14 min

1. Open with a real case. The leader names one in the saint's field if he can — a counterfeit story, a condition-graded item that sold for ten times the lower grade, a dealer pressuring a youth to upgrade. Name what actually happened and what it cost.
2. Investing versus speculating versus collecting: investing assumes the value will rise; speculating bets on it; collecting keeps the item for itself. Most saints will do all three at once. The honest move is to know which one is which when he is making the choice.
3. Each youth writes three lines on the worksheet: (1) the most he will spend on a single item this year and what he wants for that money; (2) one kind of item he will refuse to buy — a counterfeit, an item with disputed provenance, a piece the seller can't authenticate; (3) one pressure tactic he has seen or expects to see — a "this won't last" pitch, a friend telling him a piece is worth more than it is.
4. Around the room, one line each on the refusal. The point is that the saint can say it out loud now, before he is in the room with the item.
5. Leader confirms 3c: each saint has named a real boundary, a real refusal, and the pressure he is preparing for.

REQ 3C

BLOCK 5 · REFLECTION **Close — Worksheet kept**

⌚ 5 min

1. Each saint shows the topic-framework worksheet to the leader — all four sections filled, plus the three money lines. He keeps the sheet; it travels to Session 4.
2. Confirm the cataloging log is current — one new entry added since Session 2. One more entry due before Session 4.
3. Next week each saint presents his collection to the troop. Bring the overview, the turning-point card, the cataloging log, the preservation plan, the topic framework, and the collection itself (or representative items, or photos).

AT THE CLOSE · DEBRIEF

1. Which of your ten terms would you have written wrong six months ago?
2. Which of your two specimens did your partner grade differently — and who was right?
3. What is the most you will pay for a single item this year, and what would you walk away from at any price?

☒ Mark 3b after the topic framework and grading block, and 3c after the money discussion. The cataloging log and the presentation organization (3a) are collected and verified next session — do not mark 3a now.

SESSION 4 · INTELLECTUAL CORE

⌚ 60 min target

Present, sign off, and look ahead

Show what you have built and name where the collection goes next.

SESSION AIM

Each saint presents his collection to the troop, walking through his overview, two organized groups, the cataloging log, and one item he can identify and price using his own framework. The leader verifies in real time. The session closes with each saint naming his plan for continuing or refining the collection and a real career related to the field.

🎯 WALK AWAY WITH

- Has presented his collection to the troop and answered questions about it
- Has shown two organized groups from his collection with a clear reason behind each grouping
- Has named a realistic plan for continuing, refining, or concluding the collection
- Has described one career related to collecting and the training it actually requires

📦 BRING / SET UP

- Each saint brings: his collection (or representative items, or photos), the overview, the turning-point card, the cataloging log, the preservation plan, and the topic-framework worksheet
- Long table or marked floor space per saint
- Career half-sheets (one per saint)
- BRC printouts (final review) and pens

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Three weeks of entries**

⌚ 5 min

Around the room: each saint holds up his cataloging log and says one thing he learned by keeping it for three weeks — a pattern in what he was buying, a value source that turned out to be unreliable, an item he found while logging that he had forgotten he had. Take the answers without commentary. The work blocks verify the rest.

SESSION 4 · PRESENT, SIGN OFF, AND LOOK AHEAD (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Present the collection**

⌚ 22 min

1. Each saint sets up at his table or floor space: collection laid out, two organized groups visible, the worksheets where the leader can read them. The leader gives each saint a slot — roughly two minutes — and the group rotates as one.
2. At each saint's space, the saint reads his overview aloud (the revised paragraph from Session 1), then walks the room through two organized groups: "These are sorted by year; these by country." He explains why he chose each grouping and what alternative groupings he considered.
3. He points to two items in the cataloging log — one he identified easily, one he had to research — and explains how he found the identification, the mark, and the value range.
4. The group asks one practical question per saint. Not a compliment, a real question. The saint answers using the framework — "That's an MS-63 because of the bag mark; the value source is the catalog from January, which runs a bit high."
5. Leader marks 1a, 1b, 3a, 3b on the BRC as each saint demonstrates them. If a saint cannot identify an item he claimed, send him back to the framework before sign-off — no shortcut.

REQ 1A

REQ 1B

REQ 3A

REQ 3B

BLOCK 3 · CREATIVE **Plan for what's next**

⌚ 18 min

1. On the career half-sheet, each youth writes his answer to two questions: (1) what does he plan to do with this collection — keep growing it, narrow the focus, finish a defined set, hand it to a younger sibling, sell part of it, leave it where it is for a while? Pick one and name the next concrete step. (2) What is the limit he is willing to live with — items, dollars, shelf space, hours per month? A plan without a limit is not a plan.
2. Pair up. Trade sheets. Each youth asks his partner one question — the one a parent or a future buyer would ask. Revise one answer in response.
3. Switch to careers. The leader names four lanes near collecting: museum or archival work, dealing or appraising, restoration and conservation, and historical or scientific research about the things people collect. Each youth picks the one closest to his own field.
4. On the back of the sheet, the saint writes: the job name, the kind of training the job requires (a degree, an apprenticeship, a certification, on-the-job experience), and one person or institution he could write to or visit to learn more. The connection has to be real — not "I could be an archaeologist" with no further detail.
5. Leader confirms 4a and 4b: each saint has a realistic plan with a limit, and a real career path with a real training route.

REQ 4A

REQ 4B

SESSION 4 · PRESENT, SIGN OFF, AND LOOK AHEAD (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **BRC walk-through**

⌚ 10 min

1. The leader sits with each saint, BRC in hand, and walks the badge requirement by requirement. Mark what is done. Note anything outstanding with a concrete deadline before the Board of Review — a thin cataloging log, a missing storage change, a career sheet that is still vague.
2. If a saint's collection presentation fell short on 3a (the groups were unclear, or he could not explain the reason behind them), give him one week to bring the corrected groupings to the leader. The bar is real organization, not the presentation polish.
3. Each saint signs the BRC at the requirements he has completed. The leader counter-signs.

BLOCK 5 · REFLECTION **Close — One habit, one item**

⌚ 5 min

1. Each saint, one line: one habit of careful collecting he plans to keep — logging every new item, checking the value source before he buys, sending the item back to storage the same day he handles it.
2. Then one item the saint will look for next — not a wish, a specific piece he could plausibly acquire in the next year, with a price ceiling and a source.
3. Leader gives one short, specific note to each saint by name: one thing in the presentation that earned the badge.

AT THE CLOSE · DEBRIEF

1. Which of your two organized groups was harder to explain — and what does that tell you about your sorting?
2. What was the question from the group that you had not prepared an answer for?
3. What is the one item you will look for next, and what is the most you will pay for it?

☑ *Mark 1a (verified at presentation), 1b (verified by turning-point card and overview), 3a (organized groups demonstrated), and 3b (framework applied to specimens) after the presentation block. Mark 4a and 4b after the planning block. Anything outstanding gets a dated deadline on the BRC; final sign-off completes when the remaining piece is submitted.*

HANDOUT 1 OF 2

FROM SESSION 1 — START THE CATALOGING LOG

Cataloging Entry Worksheet

Fill five rows tonight in pen, then one new entry per week until Session 4. Blank with a question beats invented detail.

COLLECTIONS · WORKSHEET

Log every item before it goes back on the shelf.

A blank cell with a question is better than an invented detail.

SAINT TOPIC DATED

1 WHAT TO WRITE IN EACH COLUMN

same columns, any topic

ITEM

What it is in plain words.
"1943 wheat penny," "two-tone rose agate."

SOURCE & DATE

Where it came from and when.
"Grandpa, 2019," "show, 2024-09."

CONDITION

Grade or a one-word state.
"MS-63," "VG," "chipped corner."

IDENTIFICATION

The marks that prove what it is.
"D mint mark," "rookie series, #312."

VALUE RANGE

A range, plus the source.
"\$8 to \$14 — Krause 2024 catalog."

NOTES

What you still need to check.
"Reverse die unclear — ask at next show."

2 CATALOGING LOG

5 rows tonight · 1 row per week to S4

#	ITEM	SOURCE / DATE	CONDITION	ID MARKS	VALUE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						

Date the sheet tonight. Add one new row per week through Session 4.

Print this handout for in-person reference during session 1 — start the cataloging log.

HANDOUT 2 OF 2

FROM SESSION 3 — FILL THE TOPIC FRAMEWORK

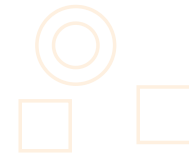
Topic Framework Worksheet

Fill once for your own topic. The framework holds whether you collect coins, stamps, rocks, or cards.

COLLECTIONS · WORKSHEET

Learn the language of your field.

Fill all four quadrants for your own topic. The framework holds for any collection.



SAINT TOPIC

1 TEN TERMS

name · one-line meaning

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Pick the ten a newcomer must know to talk about your topic.

2 GRADING SCALE

your own scale · or your own three-tier

SCALE NAME OR RANGE

HIGH GRADE — WHAT IT LOOKS LIKE

MIDDLE GRADE — WHAT IT LOOKS LIKE

LOW GRADE — WHAT IT LOOKS LIKE

Name a feature for each grade — a worn rim, a crease, a faded ink.

3 IDENTIFICATION MARKS

the marks you actually check

MARK 1 — WHAT IT IS, WHERE TO LOOK

MARK 2 — WHAT IT IS, WHERE TO LOOK

MARK 3 — WHAT IT IS, WHERE TO LOOK

MARK 4 — WHAT IT IS, WHERE TO LOOK

Mint marks, signatures, hallmarks, series numbers — the specific thing.

4 VALUE SOURCES

name · one real limit each

SOURCE 1 — NAME, EDITION OR URL

ONE LIMIT OF SOURCE 1

SOURCE 2 — NAME, EDITION OR URL

ONE LIMIT OF SOURCE 2

A catalog edition, a website, a dealer — and what each gets wrong.

5 MONEY — THREE LINES

written before the next show

MOST I WILL SPEND ON A SINGLE ITEM THIS YEAR

ONE KIND OF ITEM I WILL REFUSE TO BUY

ONE PRESSURE TACTIC I AM READY FOR

Fill the sheet in pen during Session 3. Bring it to the Session 4 presentation.

Print this handout for in-person reference during session 3 — fill the topic framework.