



## **SESSION PLAN:**

# **GETTING THE BEST OUT OF 3GENERATE**

### Aim of session

3Generate is a unique event that is focused on hearing the voice of the children and young people who attend. With the proper preparation we believe that your group will be better placed to engage with, and benefit from, all that 3Generate has to offer. This session has been designed to help your children and young people:

- explore the importance of having your voice heard
- develop an understanding of 3Generate
- get to grips with the processes of electing the Youth President and Reps.

We would encourage you to complete all the activities in the plan below, but you may want to do this over the course of several shorter sessions.

### Activity 1: design a room

#### Learning to be drawn out from this activity

- Asking a person their opinion, or better yet, having them in the room as part of the conversation, helps to understand what they want/need.
- You should never assume that, just because you like something, someone else will.
- To make a good decision you need to know the boundaries (for instance money or time or skill) or make compromises to keep everyone happy.

This activity takes place in two rounds, followed by a debrief and then an activity to draw out the learning.

#### Round 1:

Ask one of the young people to leave the room. Then ask the remaining group to design a bedroom for that person – a bedroom that they think the individual who has left the room would like.

Once the design has been finished, ask the young person to come back into the room and share together some initial thoughts about the design. Ask the young person who has returned to the group: What do they like? What don't they like? What would they have liked to see that is missing from the design?

### Round 2:

Repeat the activity as above but this time choose a different young person, who is allowed to stay in the room while the group design a bedroom for them. This young person is not allowed to speak or comment while the group is designing the room – they can only observe.

Again, once the room has been designed, ask the young person to share some initial thoughts about it. What do they like? What don't they like? What would they have liked to see that is missing from the design?

### Debrief

Ask the group using the following questions:

For the person who had to leave the room,

- What did it feel like to not be involved in that conversation?

For the person who remained in the room but couldn't speak,

- How did it feel to hear people talking about you and not be able to speak?
- How did it feel to have people make decisions for you?

For the decision makers,

- What did you base your decisions on? OR Why did you make the decisions you made?
- How did it feel to make decisions on behalf of someone else?
- Did it feel different to have the person in the room?

For both the person who left the room and the person who stayed in but could not speak,

- Did the group make good decisions as far as you were concerned? Give a mark out of ten
- Why do you think that was?

Ask the group to think about the activity they've just taken part in and then on two separate flipcharts brainstorm the following:

- What helps you to make a good decision on behalf of someone else?
- What might get in the way of you making a good decision on behalf of someone else?

As facilitator, try and draw out the learning as outlined in the learning objectives.

## Activity 2: having your say

### Learning to be drawn out from this activity

- We are all one family and everyone should have a say. Everyone's opinion counts.
- As a member of the Church family you have a right – but also a responsibility – to speak out about what matters to you.
- By hearing from children and young people, the Church remains relevant for them.
- Positive change can happen when different views and opinions are taken into account.

Print out each of the following scenarios on separate bits of card/paper (see template at the end of this session plan):

- Where you go on holiday
- Your school's uniform policy
- The subjects you study at school (e.g. options)
- What happens in your youth group programme
- Worship in your church
- Changes to your local park
- National policy on climate change
- The Methodist Church's decisions on same sex marriage
- Who your local MP is
- What car your parent/carer drives
- Your hairstyle
- Dates of school holidays

These are all areas where children and young people might want to be involved in the decision making process. Ask the group to look at the scenarios and put them in order of importance, with the one that they would most like to be involved in the decision making process for at the top, with the one that matters least at the bottom.

Ask the group:

- Why do you think it is important to have your voice heard?
- Why is it important for the Church to hear the opinions of children and young people?

As facilitator, make sure you draw out the learning as outlined in the objectives above.

### How does this relate to 3Generate?

Tell the group that 3Generate is an event where children and young people can have their voice heard, in many different ways. Throughout the weekend children and young people will be asked for their thoughts and opinions – look out for these opportunities and actively engage.

## Activity 3: what is a representative?

Ask the group to 'elect' one of the members to represent them (this could be done by a show of hands or some other voting mechanism).

Choose a topic that the group wants to discuss, for example:

- A conversation about same sex marriage.
- What is the best show on Netflix?
- The rights and wrongs of having a school uniform.

At this point one of the leaders should leave the room (or at least distance themselves from the rest of the group so they are not part of the wider conversation). The person who was elected as the representative listens to the conversation and takes notes. Allow the conversation to run for three to four minutes. Then ask the representative to 'report back' to the leader who left the room, to share the views and opinions of the group.

Then discuss:

- What did it feel like to be the representative?
- Does the group feel the individual did a good job of representing the different views?
- What skills are needed to be a good representative?

Make the group aware that:

- there is a volunteer team of Youth Reps, chosen by children and young people, whose job it is to represent them in various different places and meetings
- there is also a Youth President to represent children and young people – but this is a full-time paid role (we will come on to this in a moment – see below)
- the Representatives can be met at 3Generate and can talk to children and young people about their views and opinions
- don't forget the Representatives can be contacted at any time throughout the year via email ([3GenReps@methodist.org.uk](mailto:3GenReps@methodist.org.uk)) and Twitter (@3GenReps) and Instagram (3genreps).

You may find it helpful to watch some or all of the videos, available online, about the Rep roles ([www.methodist.org.uk/youthreps](http://www.methodist.org.uk/youthreps))

It may be appropriate at this point to discuss with your group, or with individuals, whether any of them – either now or in the future – may be interested in standing for election as a Rep. For those interested, signpost them to the website for more information and perhaps consider putting some mentoring in place locally to support them through the process when the time comes.

Please note that in 2022 applications for Youth Rep roles are open until 16<sup>th</sup> October. Voting for the Youth Rep candidates will be between 21st Nov - 4th Dec.

## Activity 4: why vote and why vote for them?

### Learning to be drawn out of this activity

- Voting for people to represent you is an important way of having your voice heard.
- You need to be well-informed about the role and candidates in order to use your vote well.

Remind your group about the earlier conversation on the importance of having your voice heard. One way of being heard is through voting for those who represent you. Have a brief conversation with your group about voting for the Youth President at 3Generate and why this might be important – not only for them as individuals but also for the wider 3Generate and Church community.

Candidates who stand for the role of Youth President each produce a campaign video that sums up who they are and what they want to achieve during the Youth President year. These are published online in October.

Take some time with your group to watch the candidate's campaign videos together (these can be found soon on [www.youtube.com/3generatetv](http://www.youtube.com/3generatetv)). Before watching give each member of your group a sheet of paper and ask them to score the videos as they view them. You may find it helpful, in advance, to decide together how you will score the videos, for example based on:

- personality of candidate
- skills on display in each video
- the relevance or importance of the candidate's plans for the Youth President year.

After watching the videos, discuss the scores together. This conversation could lead on to further learning about the importance of choosing the right person for the role and how we best do that.

Please note that voting for Youth President candidates opens at 3Generate and will remain open for a week.

## Activity 5: world's best, world's worst

Ask for two volunteers from the group to lie down on a large piece of paper and draw around them to create the outline of a person.

On one, ask the group to write/draw their answers to the question, "What makes the world's best 3Generate attendee?" Ask them to think about how they could get the absolute best out of the programme.

On the other, ask the group to write/draw their answers to the question, "What makes the world's worst 3Generate attendee?" What might stop someone from really getting anything from the weekend?

Share thoughts together and agree some group goals for your visit to 3Generate.

You may find it useful to prepare your group by using the session plans:

Exploring prayer <https://www.methodist.org.uk/media/19271/getting-started-with-praying-to-listen-final.pdf>

Hearing God's call <https://www.methodist.org.uk/media/20212/hearing-gods-call-final-draft.pdf>

Exploring covenant <https://www.methodist.org.uk/media/19588/exploring-covenant-and-the-covenant-prayer-finaldocx.pdf>

## Template for activity 2

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|--|---|---|
| Where you go on holiday                    | Your school's uniform policy                          | The subjects you study at school (e.g. options) |
| What happens in your youth group programme | Worship in your church                                | Changes to your local park                      |
| National policy on climate change          | The Methodist Church's decisions on same sex marriage | Who your local MP is                            |
| What car your parent/carer drives          | Your hairstyle  | Dates of school holidays                        |