SESSION PLAN:

GETTING THE BEST OUT OF 3GENERATE

Aim of session

The aim of the session is to prepare the children and young people before the event, so that they will be better placed to participate in, and benefit from, all that 3Generate has to offer.

3Generate aims to be a place where faith is formed and nurtured, and 2026 is no different! **This year at 3Generate we're exploring the theme On The Way** – a celebration of the lifelong, ever-unfolding journey of faith. Building on previous years' focus on tuning into God and travelling the "Journey of a Lifetime," *On The Way* invites every child and young person, whatever their starting point, to take a meaningful next step with God. The theme encourages simple, everyday practices that help us encounter God, reflect together and grow in community. Rooted in John 14:6, the programme explores Jesus as *the Way, the Truth and the Life* – with opportunities to encounter these ideas in worship, conversation, creativity, movement and reflection.

3Generate aims to support local Methodist churches and groups as they nurture children and young people as disciples now. Through 3Generate, children and young people are equipped to become agents of change, who can have an impact in the mission of their churches, and make positive change in their schools, colleges and communities. 3Generate aims to create an inclusive and diverse space for the prophetic voice of children and young people to emerge and be heard. It enables them to speak courageously, and listen to God and each other. 3Generate calls the Church to listen to, and be in relationship and dialogue with and amongst, children and young people, so that change can happen together as a community.

This session has been designed to help your children and young people:

- explore the importance of speaking out and being in dialogue with others
- learn how to engage well with the event
- think about the changes they want to see and how they can help to make them happen
- get to grips with the processes of electing the Youth President and Youth Conference Rep.

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.

In Appendix D you will find a selection of team building and ice breaker activities for you to use if your group don't know each other very well.

Activity 1 - design an outfit

Learning to draw 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 or think something, someone else will agree.
- To make a good decision you need to be informed and know the boundaries (for instance money or time or skill) or make compromises to keep everyone happy.

Running the activity

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

Round 1:

Ask a leader or young person to leave the room. Then ask the remaining group to design a outfit for that person – an outfit 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 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 person, who is allowed to stay in the room while the group design an outfit for them. This person is not allowed to speak or comment while the group is designing the outfit – they can only observe.

Again, once the outfit has been designed, ask the 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?
- What did it feel like not to be asked about your likes and dislikes?

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 on your behalf, 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 that they have 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 Church and everyone should have a say. Everyone's opinion counts.
- As a member of the Church community you have a right – and a responsibility – to speak out about what matters to you, but you should also listen to and learn from others.
- By hearing from children and young people, the Church remains relevant for them and is enriched by different perspectives.
- Positive change can happen when different views and opinions are taken into account.

Running the activity

Print out each of the following decision scenarios on separate bits of card/paper (see template in Appendix A):

- Where you go to relax
- Your school's uniform policy
- Who teaches you lessons and what they teach
- 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
- Who your local MP is
- What food you eat
- Your hairstyle
- Dates of school holidays
- What clothes you wear
- What access you have to phones or computers
- Choosing age limits
- Bed times
- How long a school day is
- Who you can be friends with
- Age limits for riding a motorbike, electric bike or scooter
- How much benefit money is given by the Government for a family to live on
- The criminal age set by UK Law for Children
- Whether all school children should have access to free school meals
- What films or TV shows you can watch

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.

Debrief

Ask the group:

- Why do you think it is important to have your voice heard?
- Why is it important to listen to the voice of others?
- Why is it important for the Church (your local church and the Methodist Church in Britain) to hear the opinions of children and young people?

- Looking at the priorities you chose, where might you have power to make a change (either on your own or with friends, family/carers or church members)?

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 be in dialogue with each other, and with adults, about what is important to them. This happens in lots of different ways. Throughout the weekend children and young people will be asked to share their thoughts and opinions together – encourage them to look out for these opportunities and actively engage.

In The Park children and young people can add their thoughts to the wall of wisdom, alongside answering questions about their faith journey.

Activity 3 – I can create change

Learning to be drawn out from this activity

- We all have the power to be agents of change and make a positive difference in the world. We can all take small, positive actions to improve our home, schools, communities or churches.
- We don't have to try and save the world on our own. It's about coming together to help improve lives and solve problems.
- 3Generate is a place where you can learn about issues and discover ways in which you can make a change.

Running the activity

You will need an uncooked egg in its shell, a see-through container of water and a bag of salt. You will also need to print off enough copies of the power grid in Appendix B.

Tell the group:

- We all have power to create change, whether we know it or not. For instance, we all have the power to choose to be kind. It might not feel like much, but, as Archbishop Desmond Tutu once said, "Do your little bit of good where you are; it is those little bits of good put together that overwhelm the world."
- Kindness is not always the default setting for the world. We're more likely to say something about service we've received if we've got something bad to say. A photo of a celebrity is more likely to make it into a magazine or on to a website if they look awful. A lot of comedy is at the expense of a person or group. As Christians we're called to be different – Jesus describes it as being like salt.
- In Matthew 5: 13 Jesus says: You are the salt of the earth, but if salt has lost its taste, how can its saltiness be restored? It is no longer good for anything but is thrown out and trampled under foot.
- When Jesus said this, salt was so valuable, it was used to pay Roman soldiers. Salt might look ordinary, but it can be pretty special. It keeps food from going bad, it makes things taste nice, it cleans wounds and helps us get better, it can even be used to refine gold.
- Just like salt, you might feel ordinary but, when Jesus said, "You are the salt of the earth" he meant that you were something vitally important and something that can make life better for everyone.

Demonstrate this power with the water and the egg:

- If we put the egg into plain water, it sinks to the bottom. If we are not kind, we can put people down.
- But, if we add salt to the water, the egg starts to float! If we add kindness into our lives, our actions and our words can be uplifting!
- Encourage the group to think of how they feel when someone does something kind or goes out of their way to be nice to you.

Then tell the group:

- Jesus wants us to 'stay salty'! Being salt is not about one-off actions but about how our whole lives show kindness and 'add salt'. Christians are valuable and we should add joy and flavour to life.
- Think of a way you could add joy and flavour to life. How do you want to add salt? Pick one thing you would like to see change in the world. This could be in your school, college, community or church.

Thinking about the things they have said they want to change, ask the group to fill out the power grid from Appendix B.

Look together at the 3Generate programme and help children and young people to identify venues, sessions and activities that might equip and encourage them with the things they've said they'd like to change.

Activity 4 – what is a representative?

Running activity

Explain to the young people what being a representative means, ie a representative listens, reports back and shares what they have heard from their peers or the group they are representing. They act as an advocate for the group. A good representative is proactive in seeking out a broad spread of voices, including those that aren't always heard. They are then active in responding to this.

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 youth violence.
- What is the best show on Netflix?
- Nintendo Switch or Play Station?
- Should all children and young people have access to a smart phone?
- The pros and cons of having a school uniform.
- Should children and young people ever be excluded from school?

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, whose job it is to represent them in various different places and meetings (some national). These roles can be applied for now (see below).
- There is also a Youth President to represent children and young people – but this is a full-time paid role.
- The Youth President and the Youth Conference Rep are chosen by the children and young people through election at 3Generate.
- The Representatives and Youth President will be at 3Generate and can talk to children and young people about their views and opinions.

It may be appropriate at this point to discuss with your group, or individuals, whether any of them (now or in the future) may be interested in applying to be a Rep. For those interested, signpost them to www.methodist.org.uk/youthreps to find out more. Perhaps also consider putting some mentoring in place locally to support them through the process when the time comes. See Appendix C for more information about the Youth Rep and Youth President elections this year.

Activity 5 – 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. This activity can introduce children and young people to the wider concept of using their vote wisely in other contexts, such as general elections, to benefit society.
- You need to be well-informed about the role and candidates in order to use your vote well.

Introducing activity

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 and Youth Conference Rep 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 available on the website. Videos from the candidates for Youth Conference Rep are also online. www.3generate.org.uk

Running the activity

Take some time with your group to watch the candidates' campaign videos together (these can be found on 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 the score the videos, for example based on:

- how well the candidate comes across
- skills on display in each video
- the relevance or importance of the candidate's plans for the coming 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.

See Appendix C for more information about the Youth Conference Rep and Youth President elections this year.

Activity 6 – getting the best out of 3Generate

Introducing the activity

The programme brochure for 2026 is available online here. It is also available on the app. The designed pdf of the programme will be available on our website the week before 3Generate. We will have printed copies available when you arrive.

There are different ways to engage with the programme. The web programme & app has the ability to use filters for each child or young person to shape their own timetable and pre-plan their weekend. The printed programme will have the activities listed by time or by venue. Outside each venue there will be interactive 'now and next' screens to help work out what to go to.

There are 18 venues for children and young people to explore at 3Generate, all set out in a '3Gen town'.

We want to invite every child and young person in attendance to take a step on their spiritual journey – either opening their heart and mind to God, or going deeper with their existing faith.

On Saturday each venue will be running two sessions focused around the 'On the way' theme, incorporating the core ideas of their venue into helping children and young people take the next steps on their faith journey. These will be at 11am and 4pm. A list of what each venue will be offering is available on our website.

No matter what venue they are in, children and young people will be encouraged to explore how they tune in to God, the world and each other through the activities they are doing. Whether they are playing sport, singing and dancing or creating art, each venue will offer a chance to engage with spirituality and faith.

Running the activity

Split into small groups, each with a copy of the programme.

Ask them to look through the programme together and create a list of the things they would like to do each day.

Ask them to:

- identify one thing they would like to do as a whole group.
- add two things to the list that they've never done before and that will push them out of their comfort zone (perhaps something they might not normally choose to do).
- try and get a spread of different activities – is there one activity they can choose from each venue?
- choose an activity that will help them to grow, move on in their journey of a lifetime (for instance, on Sunday at 11am each venue will be offering different worship styles to try).

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

Activity 7 – a Methodist Way of Life

Introducing the activity

- In the Methodist Church, there are 12 practices that we think particularly help us to meet God and grow in faith. We call this A Methodist Way of Life. Some practices might feel familiar or exciting, others we avoid because they're scary or difficult. But God helps us to do the best we can, even if it's not easy.
- We don't just do these things in church on Sunday but at school with our friends, or at home with our family. And at 3Generate!
- You could pick a different practice to try once a day, or once a week, and see what happens.
- For more resources to keep exploring a Methodist Way of Life and discipleship growth, check out www.methodist.org.uk/MWOL. All resources can be used with, or adapted for, children and young people.
- If you have any questions, visit The Portal venue and talk to the team there.

Running the activity

- Make sure the group have sight of the Methodist Way of Life stations, you can find a printable version in the graphics pack here (under 'Other downloads'): https://www.methodist.org.uk/faith/a-methodist-way-of-life/resources-for-a-methodist-way-of-life/.
- Ask the young people to work in pairs to identify their 'home' station. One way to try and identify your home station is to notice which practice makes you feel most comfortable – the practice that most helps you to notice the peace of God's presence with you and in the world. Or it might be the practice that is most exciting – that gets your pulse racing; or the practice that provides you with a sense of calling and commitment. You may have several home stations, and your home station will almost certainly change over time. If you're not sure, ask your friends for their opinion. Sometimes other people are better at identifying our strengths than we are.
- Then ask the young people to identify their 'growth' station. We grow and develop through challenge. What practice, or practices, might you find challenging or not so comfortable and familiar?
- Look again at the 3Generate programme. Are there any sessions you'd like to add to your lists from the last activity that will help you to explore your home and growth stations?

<u>APPENDIX A</u> – to print out and use during activity 2

Where you go to relax	Your school's uniform policy
Who teaches you lessons and what they teach	The subjects you study at school (eg options)
What happens in your youth group programme	Worship in your church
Changes in your local park	National policy on climate change
Who your local MP is	What food you eat
Your hairstyle	Dates of school holidays
What clothes you wear	What access you have to phones or computers

Choosing age limits	Bed times
How long a school day is	Who you can be friends with
Age limits for riding a motorbike, electric bike or scooter	How much benefit money is given by the Government for a family to live on
The criminal age set by UK law for children	Whether all children should have access to free school meals
What films or TV shows you can watch	

<u>APPENDIX B</u> – Power Grid, to print out and use during activity 3

I have the power to… What are your superpowers? What skills and knowledge do you have that will help you to make this change? What do you need to learn and how do you find that out? What practical things are in your power to do?
I have power with… Who can help you? Are there friends and family who might want to support you? What about adults in your school or church? Are there any charities or organisations or campaigns you can get involved in? What practical things might you be able to do working with others?
I have power within… How do you keep going when things get tough? How do you hold on to hope? How do you tune in to God and stay tuned in? What practical things can you do to look after yourself?

<u>APPENDIX C</u> – more information about election of Youth President and Conference Youth Rep

Voting for the Methodist Youth President and Conference Youth rep is accessible to those who attend 3Generate, by entering the code on their wristband into the online voting system. Voting for the Youth President is also available to those who are not in attendance at the 3Generate event. Below are details of how to vote.

Voting as an attendee
For those children and young people attending 3Generate the voting process remains the same as in previous years:

- Every attendee will receive a number code on their wristband
- Enter the code to have access to vote online (via webpage or 3Gen App)
- Once the code is used it cannot be used again.
- Attendees will be able to vote during the 3Generate weekend, from when the electronic voting opens at 9am on 3rd October to 8pm on 4th October.

Voting as a non-attendee
For those children and young people not attending 3Generate the voting process will be different.

- All votes to be submitted by a group leader or by a church leader on behalf of the children and young people
- Leaders will need to contact onyekad@methodistchurch.org.uk for an authorization code.
- A link will be published to a simple form that will allow leaders to submit the votes on behalf of an individual Methodist church or circuit. The form will ask for the first names of the young people and record their respective votes.
- Only children and young people aged 8-18, who are connected with the Methodist Church, who are **not attending the event** will be able to vote using this method. The votes submitted by the leader will be subject to verification as required.
- The link to the voting form will be made available on this webpage from the **18th Sept and all votes must be submitted by midnight on 1st October**. You must have contacted us for an authorization code by Wednesday 30th September at the latest. We cannot respond to requests for authorization codes after 30th September.

A step by step guide to voting as a non-attendee at 3Generate

1. Assign a leader to liaise with the children and young people (this could be a children's/youth group leader or other church leader or minister).
2. Encourage the children and young people to watch the videos and read the information about the candidates
3. Record the votes of the young people.
4. Use the link to enter all the details onto the voting form. The leader will be asked to enter their authorization code, details of the church and themselves. This is so that we can verify that this is an authentic vote.
5. When all the details are entered onto the form click submit – all the votes are now recorded.
6. In the circumstance that we need to verify your submission you may be contacted by a member of the 3Generate team.
7. Make sure that all votes are submitted by midnight on 1st October. Votes can be submitted anytime between 18th Sept – 1st Oct 2026.

Find out more and get the voting link by visiting www.methodist.org.uk/for-churches/ministries/children-youth-family-ministry/3generate/elections-voting/

<u>APPENDIX D</u> – some suggested team building and ice breaker activities

Here are a selection of suggested team building and ice breaker games you can play if you have a group who don't know each other well.

Idea 1 – yes, no, maybe, not sure

1. Write or print four signs and place one in each corner of the room:
   - Yes
   - No
   - Maybe
   - Not Sure
2. Read out the following questions/statements and invite the group to choose to stand under one of the signs in response.
   a. If you were given a £1000 to do something good for your community, would you know what to do with it?
   b. Breakfast is the most important meal of the day.
   c. I am good at talking to people I don't know.
   d. I know what I want to do for a job/career.
   e. Every child and young person should be able to choose their School.
   f. If you could create a space for children and young people in your community, do you know what it would look and be like?
3. After they have made their choice, go to each response and ask people why they chose to stand there.
4. Give them an opportunity to change where they are standing after they have heard everyone.

Idea 2 – a continuum line

1. Label one end of the room 'Agree' and the other end of the room 'Disagree'. Tell the young people they can choose to stand anywhere along the line between the two extremes.
2. Read the following statements and invite the young people to choose where to stand in response.
   a. There be a criminal age for children and young people (it is currently 11… shocking)
   b. Children and young people should have to attend school.
   c. There is a God.
   d. The Bible is relevant for today.
   e. Society is fair.
   f. People should always be able to play whatever age.
   g. I like sport.
   h. Children have equal opportunities in my community.
3. Go to each grouping (those at 'Agree', those at 'Disagree' and those in the middle) and ask them why they chose to stand where they are.
4. Give an opportunity to change where they are standing once everyone has heard each other.

Idea 3 – what's it like to be a child/teenager?

1. Split the group into threes/fours and give each a roll of craft/lining paper.
2. Ask each group to draw the life-size outline of a child or teenager.
3. Inside the child/teenager, ask them to write all the things that are great about being a child or teenager.
4. On the outside of the child/teenager, ask them to write all the things they think are challenging or they would like to improve or change for children/teenagers.

Idea 4 – over the electric fence

1. Place two chairs at a distance from one another and invite the group to imagine the chairs are connected with a wire at about 1m high. This is an electric fence. If you touch it, you get a shock. Even worse… everyone gets a shock if one person touches it, because all the group must stay connected as well.
2. Challenge the group to get over the fence while holding hands. It's a real challenge, as not everyone can just jump over it. It takes real teamwork to succeed.

Idea 5 – the builder

This game is all about working together to build something great. It lets group work together, develop great things, and makes them think critically and learn from their mistakes and successes.

Give the teams an assignment. For example, your teams have to build:

- The largest tower in Lego.
- The largest bridge with toothpicks and marshmallows.
- The biggest castle out of cardboard.
- The best marble run out of Lego.

Idea 6 – storytime!

1. Gather in a circle and give each young person a picture of an animal, object, place… You could also give each student a certain emoji, such as a snail, a church, a dancer, a baby, and so on.
2. Start a story by creating an introduction of your own. The next person builds on the story and adds to the narrative using the picture they're holding. This process continues until you reach the last person. Together, you created a very complex and creative story.

Idea 7 – shrinking room

The group have to organise themselves to fit a room space that's rapidly shrinking.

1. Divide into two groups. These two groups are competitors. Both stand in a defined place.
2. The leader reduces the standing area with, for example, a rope or small traffic cones.
3. The young people have to find a way to all fit in the limited area.
4. The leader, keeps reducing the area.
5. The group that can get in the smallest "room" wins.

Idea 8 – blanket switch

1. Divide your group into three teams. Each team stands on a blanket, leaving about a quarter of the blanket space.
2. Now, the three teams have to turn over the blanket without leaving it. This means they have to work together to end up standing on the other side of the blanket.

Idea 9 - movie time!

Create a group movie. Here's what needs to be done:

1. Write a synopsis. What's the group story about? If you have a large group, split them into smaller groups who all write a synopsis, then vote for the best one.
2. Film the scenes.
3. Put together and edit the scenes
4. Organise a movie night.