

QUESTIONS FROM 16-19 YEAR OLDS

6 SESSION PLANS TACKLING THE TOPICS
THEY WANT TO TALK ABOUT



INTRODUCTION

I've been going into a local Sixth Form College for a while now, holding a drop-in style group with 16-19 year olds. Amongst playing games and eating copious amounts of popcorn and chocolate, I wanted to use the time to let the young people discuss their own perspectives on big topics. The use of open, honest discussion works so well as a learning tool for this age group. It doesn't patronise or preach and instead allows them to listen, share and learn from each other. Instead of just creating a list of topics to discuss, I asked them to suggest things they wanted to talk about. The results were pleasantly surprising.

I wanted to make sure the discussions were engaging and were inclusive of all young people regardless of faith, academic ability, or learning style. After running a term of these sessions, I realised that, tweaked a little, they could be a helpful resource for others working in Sixth Form Colleges and FE Colleges.

The aim is to open up discussion, encourage listening, and support their exploration of faith and worldviews. The key is in exploring why they feel that way. It allows them to explore their influences and beliefs. Feel free to share your own opinion on these topics too and how your faith impacts your perspective. These discussions can be used as part of a one to one session or in a group setting.

These sessions take around 60 minutes to run but they are flexible enough to make shorter or longer if needed.

Each session has a key question asked by a student, whose name and age is included. Every session has an **icebreaker** to help ease into the topic, suggested **questions** for you to ask the students, a biblical **reflection** that introduces a Christian perspective, and an **activity** to further engage with the topic. The **appendices** at the end of this booklet can be used as part of the activities and reflections.

I hope this resource proves useful to you.

Lahna Pottle
16-19s Specialist at *SchoolsworkUK*

FAITH, DISAGREEMENTS, EMOTIONS,
SEXUALITY, UNIVERSITY & POLITICS.
6 TOPICS. 6 SESSIONS.



SESSION 1

“HOW CAN I TALK ABOUT MY FAITH IN COLLEGE?”

ICEBREAKER

Show the “Evangelism Lineback Video” (found at <https://www.youtube.com/watch?v=hvYFvvhx1dcY>)

QUESTIONS

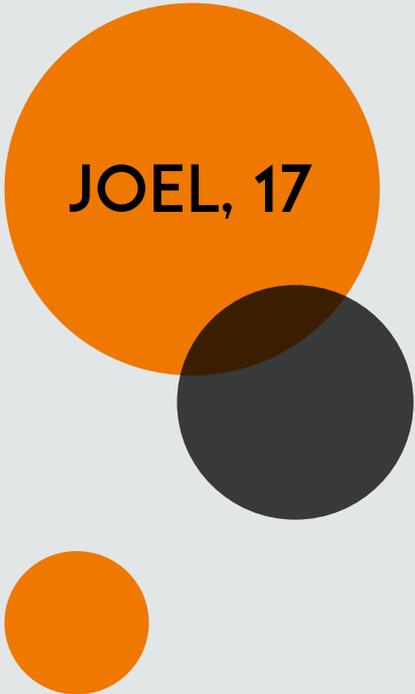
Do you have difficulty sharing your beliefs/faith? If so why? If not, why? What are the best or worst ways of sharing faith in your opinion? Have you seen examples of talking about faith done really well?

REFLECTION

Read “Matthew 28:16-20. What does this tell us about the importance of sharing our faith? What does this mean for how we share our faith?”

ACTIVITY

Using the cards (appendix 1), ask the students to choose one “who” “where” and “what” card, e.g best friend, home, hobbies. Using these three to create a scenario, ask them how they would talk about their faith in this particular context.



JOEL, 17

SESSION 2

“CAN YOU HAVE GOOD DISAGREEMENTS?”

ICEBREAKER

Cut out the boxes of appendix 2 and group the pieces of paper into their colours. Placing them face down, get the students to pick one slip of paper from each pile. Then ask them to turn over all their pieces of paper to reveal the words they have picked. Ask them to arrange them to form a sentence or headline. Ask the young people to discuss their belief or opinion on the headlines and why they think that. The headline may be slightly nonsensical, but ask them to explore what they think nonetheless. The aim is to get discussion going and maybe find some disagreements.

QUESTIONS

Where in society do you generally find most disagreements taking place? Can you think of examples of disagreements done well/not well? What traits in these people or discussions make it a healthy or unhealthy disagreement?

REFLECTION

Read Ephesians 4:1-3. How can we practice humility, gentleness and patience when disagreeing with each other? What do you think is meant by “keep the unity of the spirit”? Would this maintain the “unity of the spirit”?

ACTIVITY

Ask the students to think about someone who they find themselves disagreeing with regularly, for example a parent, friend or teacher. Encourage them to write down some ways that they can practice humility, gentleness and patience with that person when disagreeing. Ask them to write down any acts of kindness they could show them.



ELLA, 16

SESSION 3

"HOW CAN I KEEP EMOTIONS AND STRESS IN CHECK?"

ICEBREAKER

Start by playing a card game with the Talking About Emotions Playing Cards from SelfharmUK (you can purchase them at www.youthscape.co.uk/store). E.g. If you are playing snap, when a student spots a pair and shouts snap, you could ask them to read out and answer the question on the card. If you don't have the Talking About Emotions Playing Cards, you could add stickers to normal playing cards with emotion-based questions on them.

QUESTIONS

What does emotional wellbeing mean to you? Why do you think it is important? How can someone practice emotional wellbeing? How do you keep calm or peaceful in times of stress? Do your beliefs/faith help?

REFLECTION

Read Phillipians 4:6-7. What does this passage tell us about God's thoughts on anxiety? How might this verse incorporate meditation?

ACTIVITY

Encourage the young people to take part in a meditation exercise. Explain that it won't involve praying or making them think a certain way. Then using the script (see appendix 3), guide them through the exercise. Allow time for them to feedback afterwards their thoughts and experiences of the practice. Ask if they would find this helpful in their day to day lives?



LIAM, 17

SESSION 4

"WHAT HAS FAITH GOT TO DO WITH LGBTQ+ ISSUES?"

ICEBREAKER

Pick a popular TV program such as X Factor, I'm a Celeb, or a film and ask them who their favourite person/character is and why. Allow for debate or discussion.

QUESTIONS

We all have different opinions about the characters we watch or music we listen to. The Church also has different opinions on the same topics, one of which is sexuality. What teaching have you heard from the Church on this topic? Remembering to be kind in our words, what is your opinion and why do you think that? What could have informed this opinion? Does your faith impact your belief? Do family, culture or your friends change your understanding?

REFLECTION

Read 1 John 4: 7-21. What does this mean for us and our LGBTQ+ friends, family or strangers?

ACTIVITY

Ask the students to reflect on how we love people regardless of our beliefs? What practical ways can we show our love for the LGBTQ+ community? Encourage practical ideas, thinking about how this could work in different contexts.



RAFEEL, 16

SESSION 5

"HOW DO I KEEP MY FAITH AT UNI?"

ICEBREAKER

Play a game of Jenga. After the first game, get them to write on stickers some of the things that make them who they are or what currently supports their faith. E.g. This might be family, church, friends or reading my Bible. Stick these on random bricks in your Jenga set and play another game.

QUESTIONS

What changes does leaving school bring about? What will be removed from our life, and what will be new? What support mechanisms can we put in place to help develop our faith?

REFLECTION

Read Acts 2:42-47. What are the key aspects of living out Christian faith that this passage describes? Which of these are you currently finding helpful? Why do they strengthen your faith?

ACTIVITY

Play a game of Jenga but this time, if they take out a brick that has a sticker on it, ask them about how they could support their faith if this was to be taken away? They can replace the sticker on that brick with a new one i.e "find a new Church" and put the brick back where it was. If they take a plain brick out, they have to add it to the top of the tower as usual. This activity helps illustrate how we build a strong foundation of faith.



MILLIE, 18

SESSION 6

"WHAT CAN I DO ABOUT THE STATE OF THE WORLD?"

ICEBREAKER

Lay out appendix 4 in front of the students. Explain that the US maps show different breakdowns of who voted for which presidential candidate in the 2016 presidential election. Blue represents the majority of a state voting for Hillary Clinton and red represents a majority of a state voting for Donald Trump. Ask the students to guess which group of voters were reflected in each map; men, women, 18-34 year olds, or people of colour. Reveal appendix 5 and see if anyone had guessed correctly.

QUESTIONS

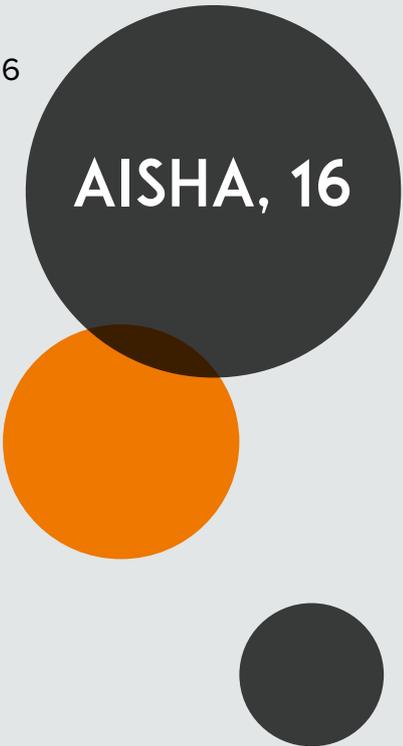
Do you ever find yourself disagreeing with laws or decisions made about this country? What things do you want to change about the world? How can you have your say? What other ways can we make a change in the world?

REFLECTION

Read 1 Timothy 2: 1-2 What does this mean for us? When might this be difficult to follow? Who does this benefit?

ACTIVITY

Get the students to write a letter to their MP regarding their opinions about a local issue. Encourage the students to each think of one practical thing they can do that week to help create positive change where they live.



AISHA, 16

Appendix 1

WHO

WHERE

WHAT

PARENTS	LUNCH	POLITICS
BEST FRIEND	TOWN	SCHOOL
CLASS MATE	CLASS	HOBBIES
STRANGER	HOME	WEEKEND PLANS
SIBLING	HOLIDAY	TV/FILM

Appendix 2

THIS IS THE	WHAT HAPPENS WHEN	HOW TO MAKE
SHOCK	YOU WON'T BELIEVE	MEET THE PERSON WHO
GOVERNMENT DECLARES	WOMAN CONVICTED	MAN REVEALS
O.A.P IS	PEOPLE ARE	BRITS ARE
YOU	IS	OF
TO	IN	AND
I	FOR	HOW
THE	A	THIS

Appendix 2

RUNNING	SCARED	LEAVING
HAPPY	RICHER	POORER
MORE	LESS	PROTECTING
BRINGING	MAKING	RUINING
ISLAM	CHRISTIANITY	RELIGION
MONEY	TECHNOLOGY	SEX
FACEBOOK	VIDEO	DEAD
LIES	WAR	LOVE
WORLD	AWESOME	DOOM

Appendix 3

*Ask each student to place a piece of chocolate into their open hand.
Read each instruction one at a time before moving on to the next stage.
Encourage the students to approach the exercise with an open mind.
There are no rights or wrongs, just individual experiences.*

Think about the chocolate in your hand.

What colour is it?

What does that particular shade of colour make you think of?

Are there any marks on the chocolate?

Where did it come from?

Do you feel a sense of anticipation, or an urge to immediately put the chocolate in your mouth?

What physical sensations do you have?

What emotions are you feeling? Just note them.

Consider its texture, colour, weight...

Smell the chocolate - does the smell trigger any other senses?

Where do you feel your sense of smell?

Place the chocolate in your mouth but do not eat it.

How does it feel as it melts?

Where in your mouth can you taste it?

What is the consistency of the chocolate now?

Move the chocolate around your mouth, what is happening with your mouth, teeth, tongue, lips as it melts?

Does the area of taste change?

Does the taste itself change?

What is happening to the chocolate?

How do you feel?

Swallow the chocolate, focusing on the sensation. Is there a lingering taste?

Do you feel different emotionally?

Take a little while to consider the experience.

How was this different from your general chocolate-eating experiences?

More intense? Frustrating? tastier?

Were you more aware of your emotions during the exercise?

Do you feel calmer or more stressed?

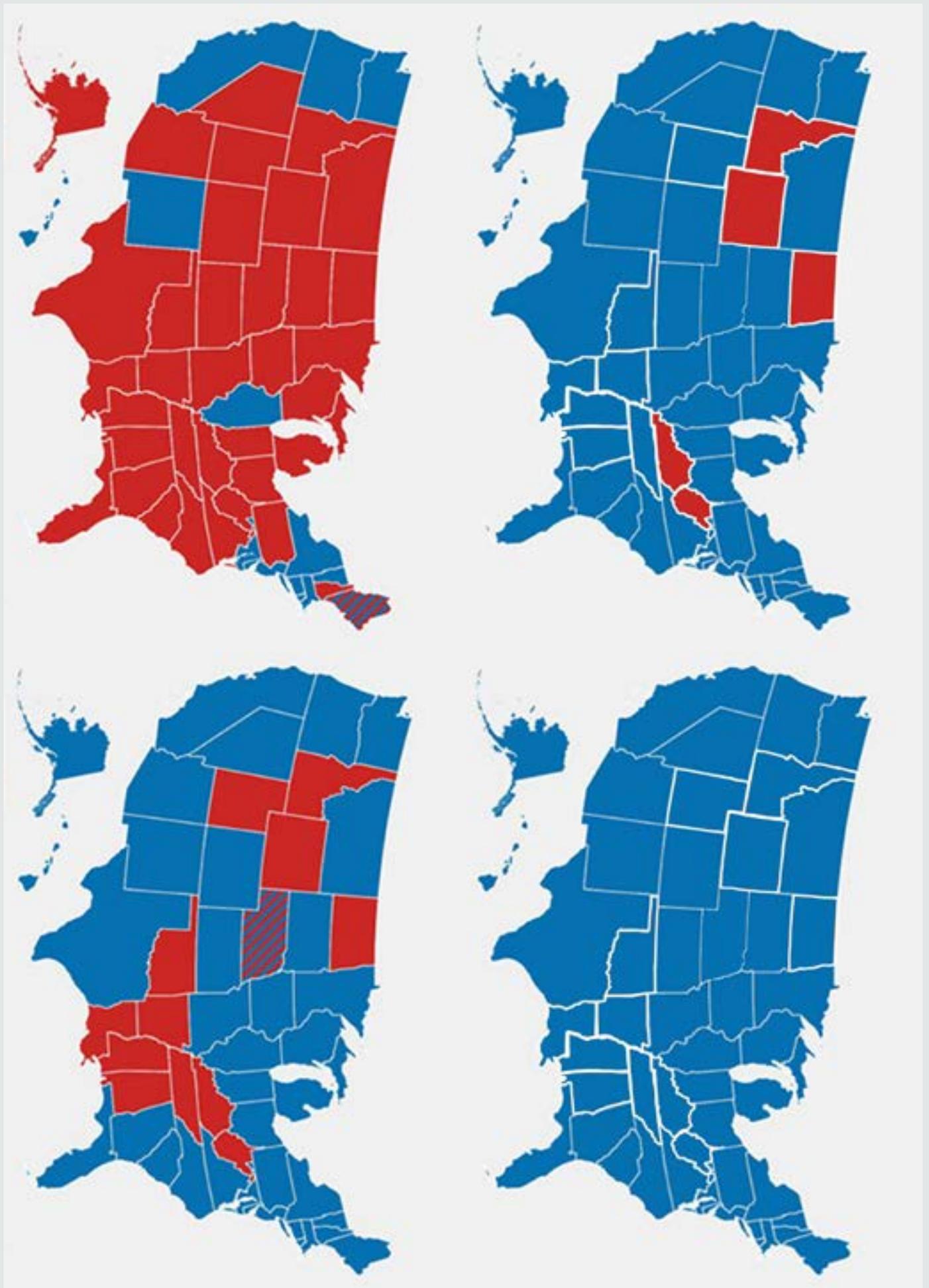
Would this change your future experience of eating chocolate?

Why?

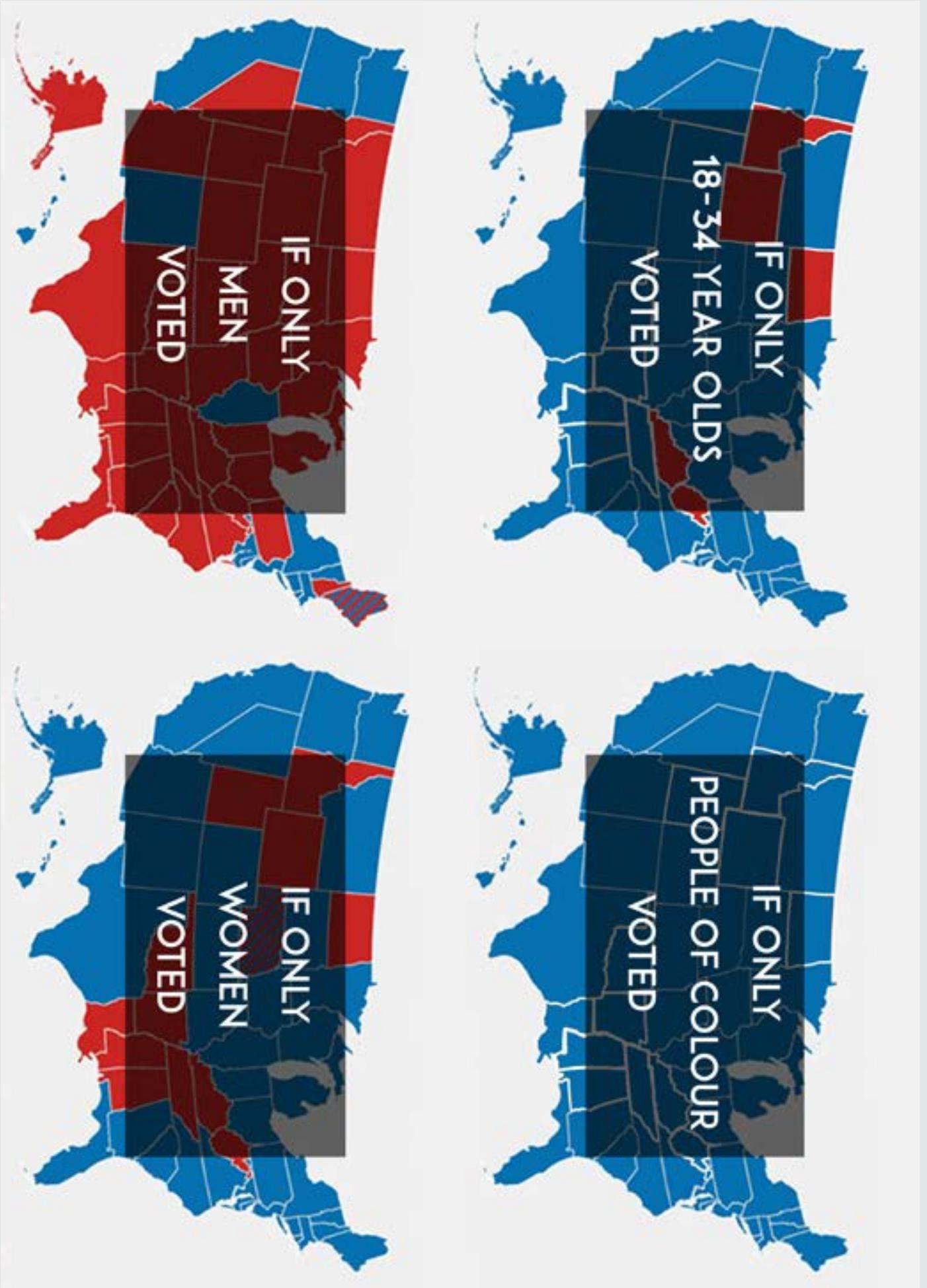
Are there any other experiences that would benefit from taking more time over?

Meditation can be practiced anywhere, with anything. Would you repeat this again?

Appendix 4



Appendix 5



This is a 16-19s resource created and designed by SchoolsworkUK.
SchoolsworkUK is a project of Youthscape

www.schoolswork.co.uk

www.youthscape.co.uk

