



BISHOPS' CHILDREN & YOUTH COUNCIL

Facilitators Guidebook
Autumn 2024

HELLO

Welcome to this guidebook

The Purpose

We are reimagining how we hear and respond to the voice of children and young people in the Diocese of Leicester. Each term we facilitate a listening exercise in partnership with schools and church groups.

The Process

A group of young people pick a theme and design a listening resource to distribute to listening groups.

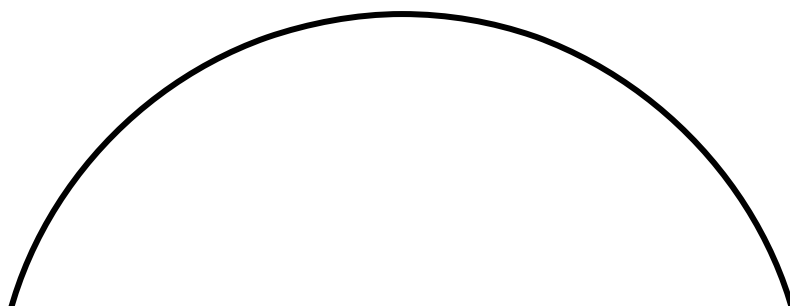
Listening groups are facilitated in schools and church groups, across a range of contexts. Children and young people are asked to share their thoughts, ideas, and stories, in response to a series of conversation prompts and interactive activities.

Who can take part?

Any child or young person in the Diocese of Leicester!
We encourage diversity and representation.

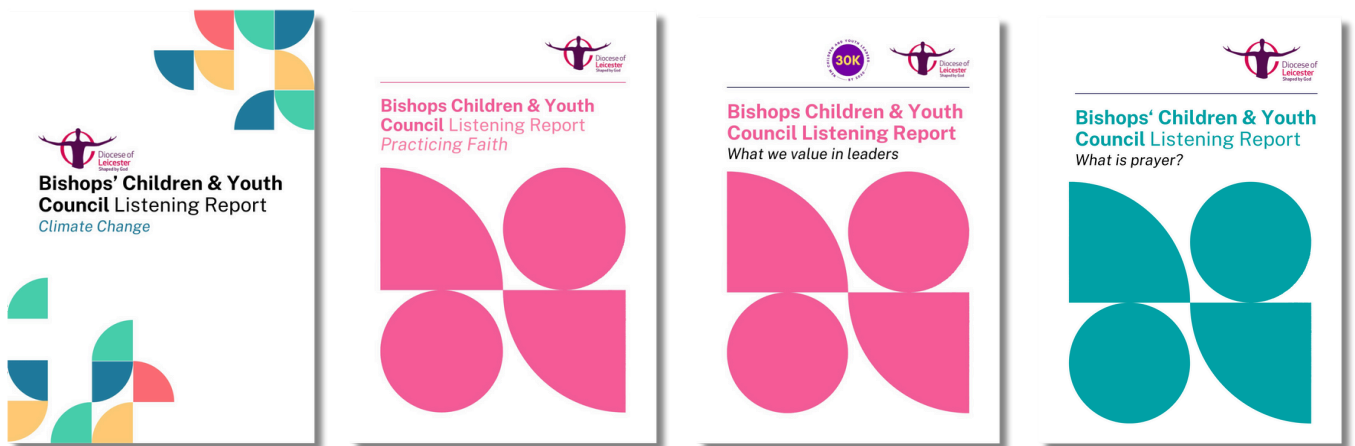
Safeguarding young voices

We trust facilitators to follow good practice and adhere to policy in their context. We ask facilitators to record anonymous and unfiltered feedback.



LISTENING

We've heard from more than 750 young voices from across the city and county, via five termly listening exercises.



Read all our listening reports and watch Bishop Martyn's response videos on the Diocese of Leicester website >>

www.leicester.anglican.org/info-for-parishes/children-families-and-young-people/bishops-children-and-youth-council-bcyc



Growing Faith Foundation

Church of England

This Autumn Term we are running a special listening exercise in partnership with the **Growing Faith Foundation**.

Growing Faith is the movement that exists to put children, young people and families instinctively at the heart of all the mission and ministry in the Church of England.

During the 2024/2025 school year the Growing Faith Foundation are working closely with a different diocese, each half term, to listen to, learn from, and collaborate on ways to effectively listen to children and young people.

At the end of the school year the Growing Faith Foundation will publish a "listening to children & young people guide", showcasing ideas and best practice across the country.

The Growing Faith Foundation have asked the Diocese of Leicester to design a listening exercise around the theme of **poverty**.

~

Please send responses by **Friday 6th December**

SESSION PLAN (suggested)

Full permission to use this resource creatively in your setting. You know your children, young people and context best. You may like to add drinks or snacks? Change the timings? Adapt the rounds to suit your group's needs.

[5 min] Welcome:

Welcome everybody. Explain this listening activity is part of Bishops' Children & Youth Council and is taking place in schools and churches across Leicestershire.

- Introduce the listening theme and define poverty with your group. (more info on next page)

[1 min] Pray (if appropriate in your context):

Use the suggested prayer or do your own thing.

[20-25 min] Rounds:

Invite each participant to share a response in each round. Encourage participants to be BRUTALLY HONEST!

Each round has an OPTIONAL 'go deeper' section for older participants, if time permits.

[3 min] Reflection:

Take a moment to pause and reflect.

Listening Prayer

God, we thank you that you are here with us.
We thank you for listening to and responding to our prayers.
God, in this listening group, we ask you to give us -
Grace to listen deeply,
Wisdom to speak thoughtfully,
Courage to share honestly.
Amen.

INTRO

Defining Poverty

Be Aware! Poverty is a complex theme. Poverty may be difficult for some children and young people to think and talk about. It may trigger feelings, memories, anxieties and questions.

Give repeated permission for participants to ask questions, 'check out', not respond or take a break, if they need.

Given the nature of the theme, you may want to check in with your Designated Safeguard Lead before running this session and choosing participants.

~

Description: Introduce and define poverty...

You will need:

- Large piece of paper with 'poverty' written in the centre
- Pens

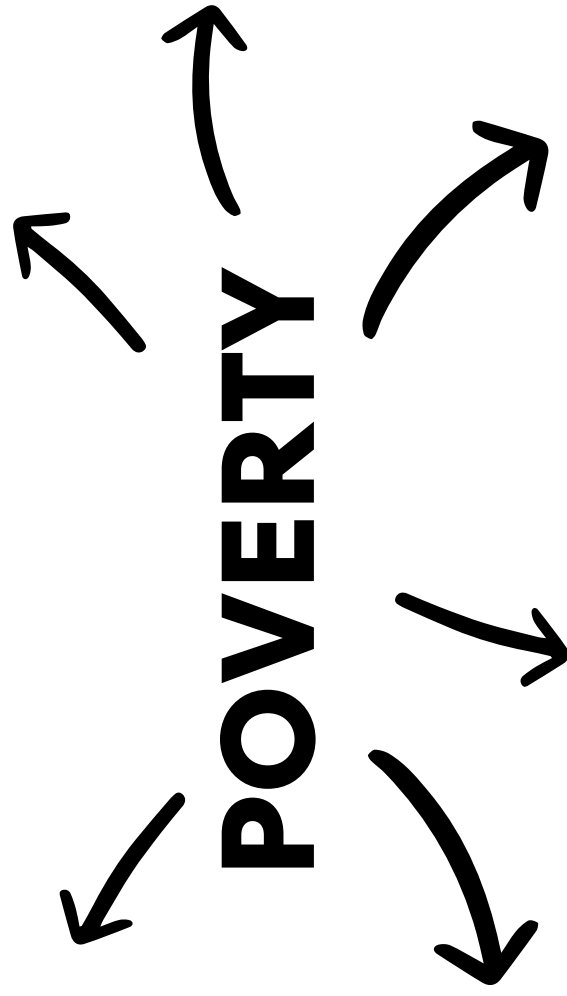
How to: Ask your group who has heard of the word poverty (and show them the word written down).

Invite participants to share aloud and/or write down on the paper what they think poverty means.

Summarise the definitions and establish a **SIMPLE** shared group definition of poverty. If your group is struggling to come up with a shared definition, offer this...

Poverty is not having enough to meet basic needs

Recording: Take a photo of your group's piece of paper and definition.



ROUND 01

Want or Need?

Description: Sorting needs and wants

You will need:

- set of 'want or need' cards for each pair / group (printed & cut out)
- Phone or camera to record feedback
- Pen & paper to record feedback

How to: If Poverty is defined as...*not having enough to meet basic needs / insert your group definition here...*

What are basic needs?

Introduce and briefly discuss the difference between a *want* and a *need* with your group. Something like...

The difference between a need and a want is that a need is something that is necessary to live, while a want is something that is not essential

Give a set of cards to each pair or small group. Invite them to look through the cards and sort them into two sets: 'wants' and 'needs'. *(check out the Desert Island alternative on next page).*

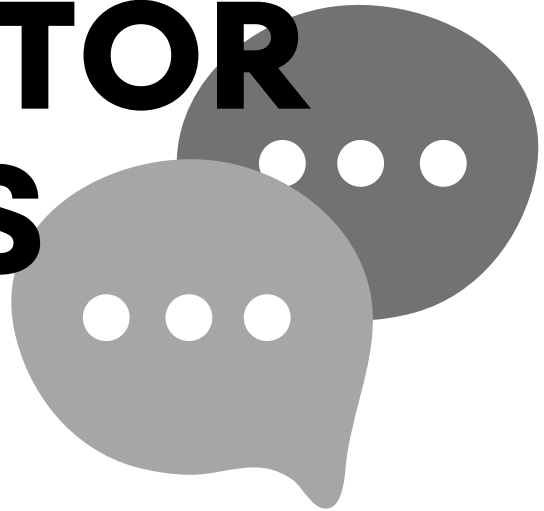
There are blank 'need' and 'want' cards for participants to write their own items.

Recording: Take a photo of your groups wants and needs card sets. Write down any quotes from feedback.

~

Go Deeper (optional): If time allows and is appropriate for your group, have a discussion about why participants have sorted the cards into each set. For example, why is clean water a 'need'?

FACILITATOR PROMPTS



Round One

You may like to repeat and/or write down definitions of 'want' and 'need' for your group...

Need = something that is necessary to live

Want = something that is not essential

You may like to introduce each of the 'need and want cards' to your group before they start the activity.

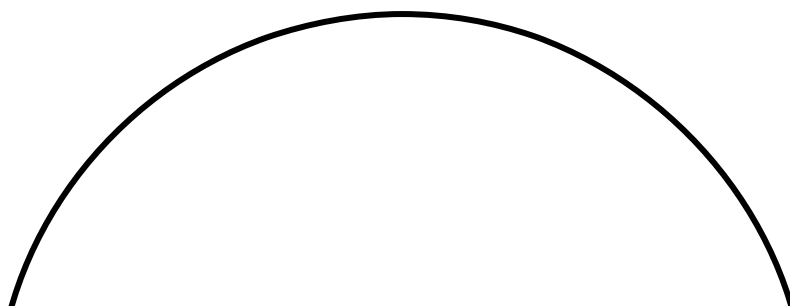
If reading is a barrier, encourage participants to use the icons and images on the cards.

Desert Island Alternative:

You could frame this activity as a 'desert island' question.

If the group were stuck on a desert island, which of the cards would they **need** to survive.

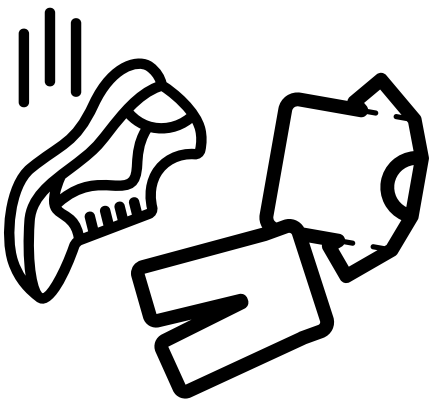
Give a set of cards to each pair or small group. Invite them to look through the cards and sort them into two sets: 'needs to survive' and 'things they'd want on the island'.



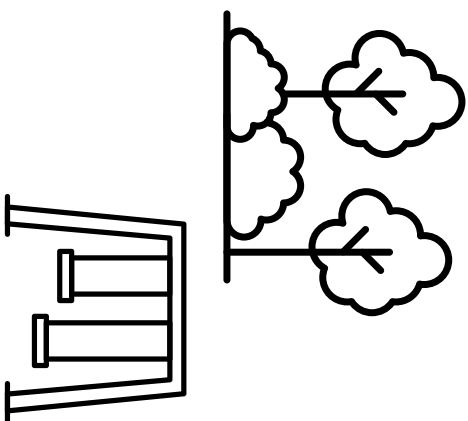
BOOKS



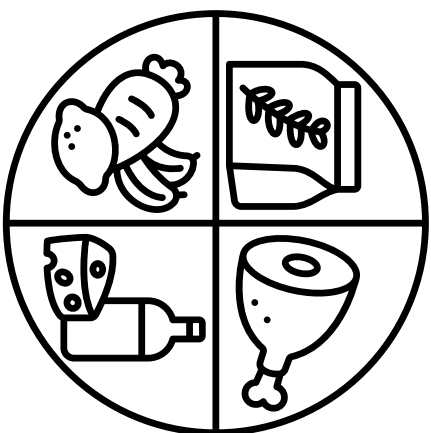
CLOTHES & SHOES



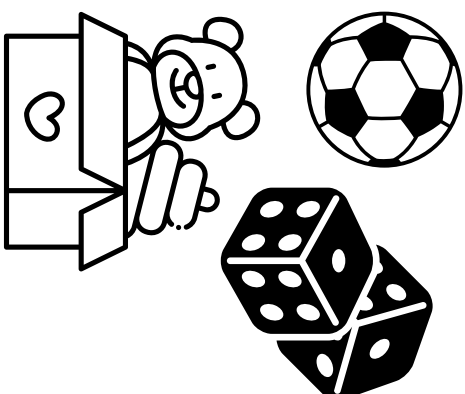
GARDEN / PARK



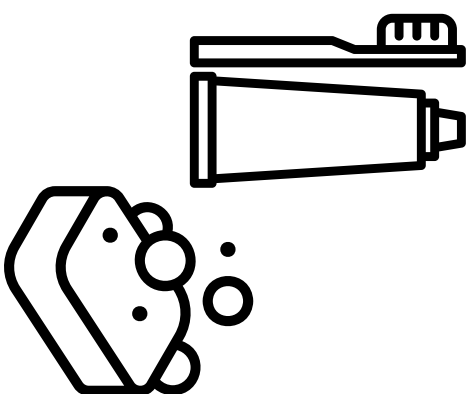
HEALTHY FOOD



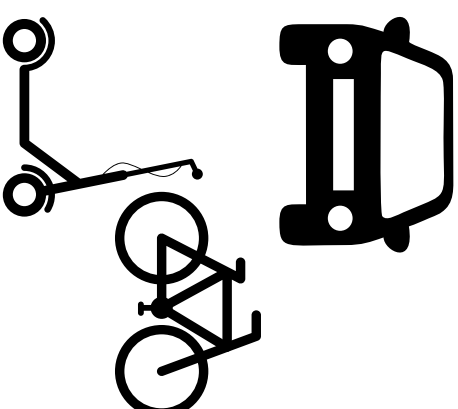
TOYS & GAMES



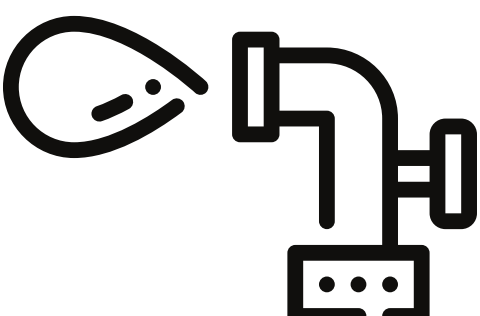
TOILETRIES



TRANSPORT



CLEAN WATER



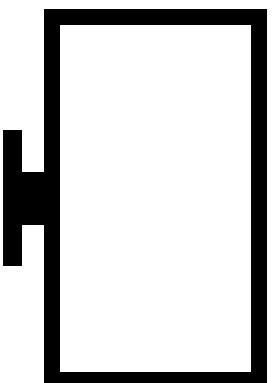
NEED

WANT

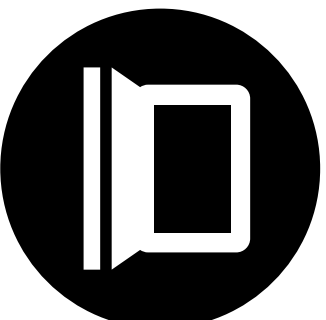
WIFI



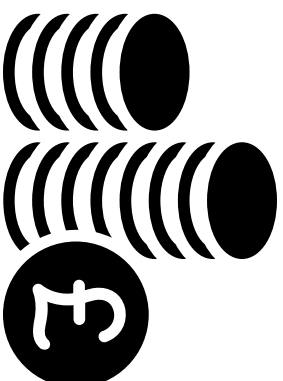
TV



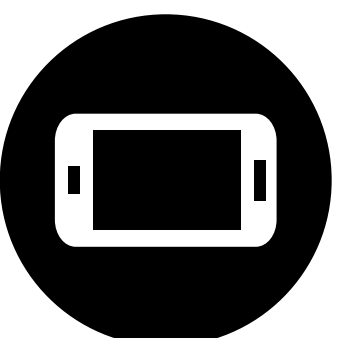
LAPTOP



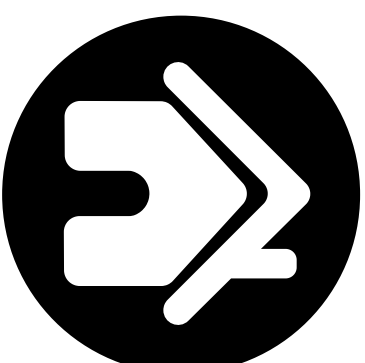
POCKET MONEY



PHONE



HOUSE / SHELTER



ROUND 02

Yes, No, Dunno!?

Description: Using a posture, answer 'yes, no or dunno' to each question.

You will need:

- Photos of postures
- Question & score sheet

How to: Introduce the three postures to your group.

'YES' = Make a Y shape above your head with your arms

'NO' = Make an X shape across your body with your arms

'DUNNO' = Make a shrugging shoulders emoji

Read each question aloud. Invite participants to answer *YES*, *NO* or *DUNNO* by striking the appropriate posture.

Recording: Record the scores for each question on the scoresheet provided.

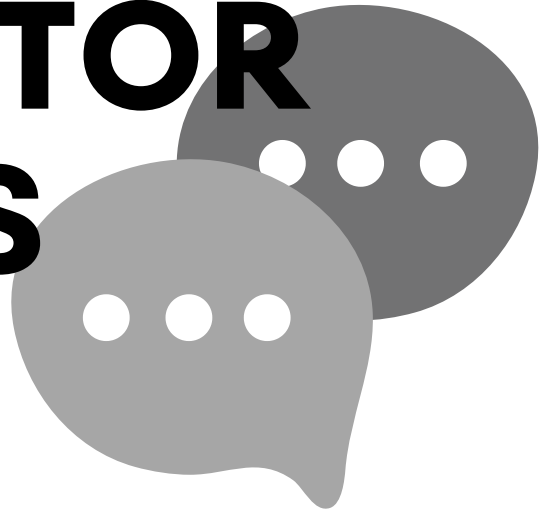
Questions:

1. Do you ever talk about poverty at school?
2. Do you ever talk about poverty at church?
3. Do you think God cares about poverty?
4. Do you think getting rid of poverty is connected to faith?
5. Have you ever donated food to a food bank?
6. Have you ever given away clothes, shoes or toys?
7. Have you ever helped to raise money for charity?

~

Go Deeper (optional): If time allows and is appropriate for your group, have a discussion about why participants answered 'yes or no' to different questions.

FACILITATOR PROMPTS



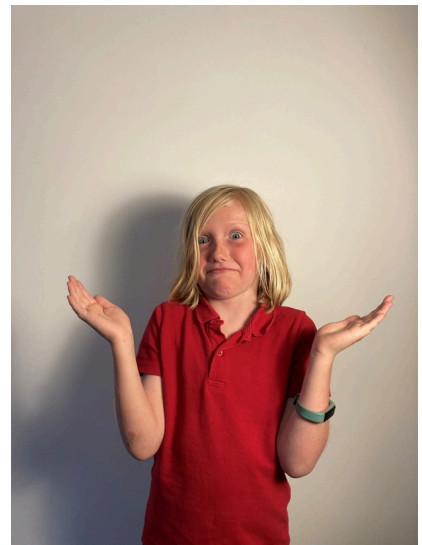
The Postures

'YES' = Make a Y shape above your head with your arms

'NO' = Make an X shape across your body with your arms

'DUNNO' = Make a shrugging shoulders emoji

If anyone in the group struggles to form these shapes with their body or are visually impaired, adapt the activity for **ALL** participants. Participants could simply reply 'yes, no or dunno' or point to a corresponding picture card.



Yes No Dunno



ROUND 02

Yes, No, Dunno!?

Question & Scoresheet	YES	NO	DUN NO
<i>Example scores for group of 10 participants</i>	6	3	1
1. Do you ever talk about poverty at school?			
2. Do you ever talk about poverty at church?			
3. Do you think God cares about poverty?			
4. Do you think getting rid of poverty is connected to faith?			
5. Have you ever donated food to a foodbank or charity?			
6. Have you ever given away clothes, shoes or toys to charity?			
7. Have you ever helped to raise money for charity?			

ROUND 03

Poverty Map

Description: Complete the worksheet...

You will need:

- Worksheet for each participant **OR** pair **OR** per group
- Colouring pencils or felt pens

How to: Options! Complete this round individually, in pairs or as a group.

Distribute and explain the worksheet. Introduce the task and each cause of poverty. Ask if anyone has any questions.

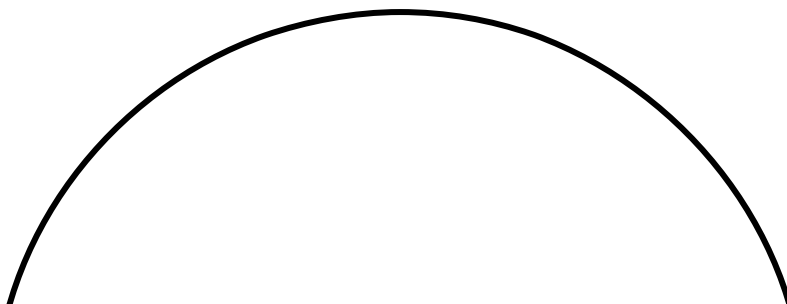
Invite participants to either complete the worksheet individually or discuss in pairs, or as a small group and complete a shared worksheet.

Recording:

- photograph each completed worksheet **OR**
- post completed worksheets (email Matt for address)

~

Go Deeper (optional): If time allows and is appropriate for your group, have a discussion about the causes of poverty and how participants could take action.



FACILITATOR PROMPTS



Round Three

You may like to introduce the causes of poverty... say something like...

"Poverty is a very complicated thing. In the United Kingdom, there are many reasons why people live in poverty. This map shows 8 things that may cause poverty"

You may like to quickly explain each of the 8 causes... for example...



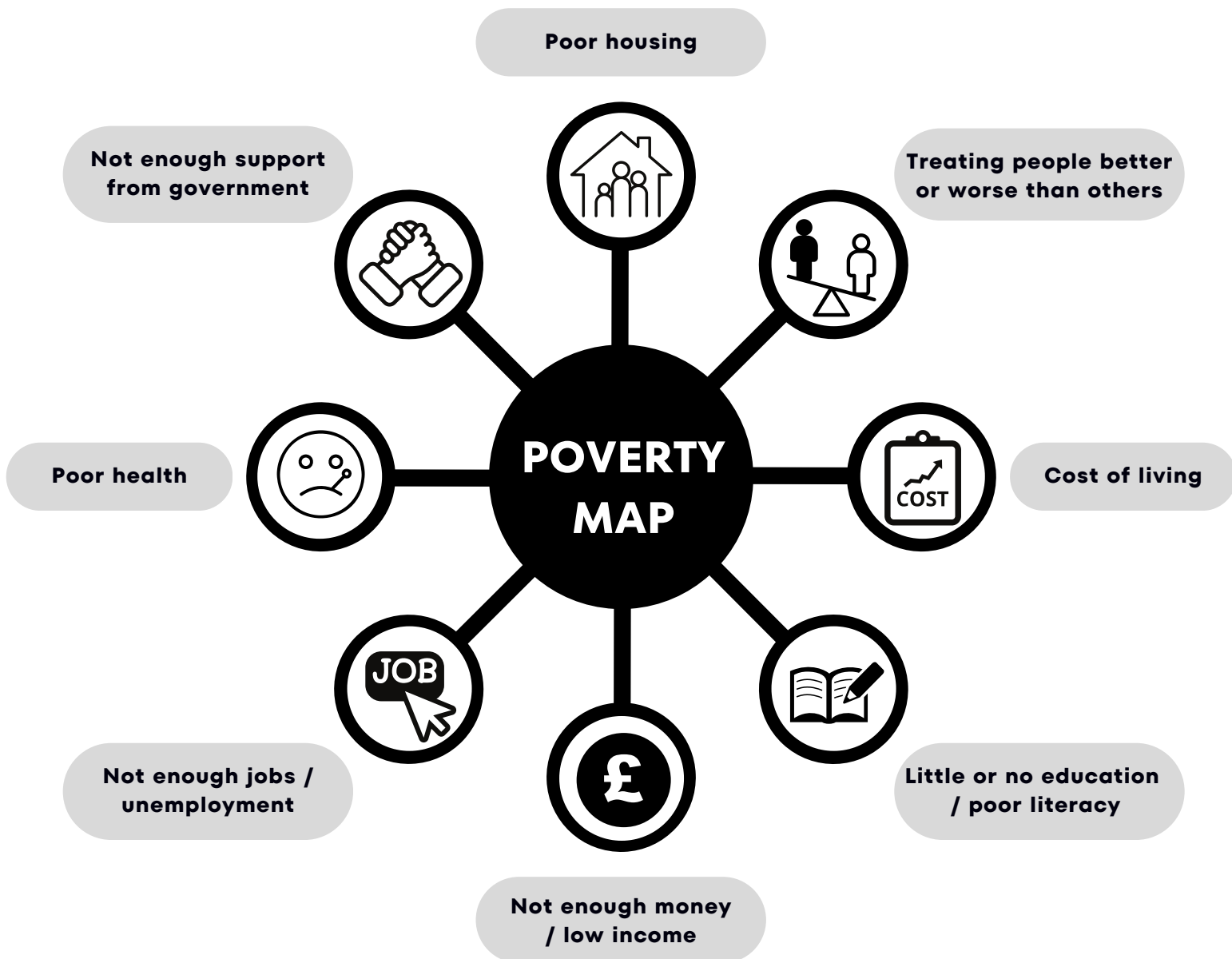
"treating people better or worse... because they are a boy or girl. Because of age, background, race or religion"

"Poor housing... when families don't have enough space or their house is not good enough to live in or needs fixing"



If reading is a barrier, encourage participants to use the icons and images on the worksheet.

Here are some causes of poverty in the UK. What do you think are the **top three** causes of poverty? Colour in **three** circles on the map below.



If you completed this activity as group...
...how many people in your group?

REFLECT ION (suggested)

Take a moment to pause at the end of your session.

Invite participants to take a moment in silence.

In the silence, encourage participants to be thankful for what they have and to think of those in need. If appropriate, end the time of silence with a short prayer.

Thank You Please Prayer

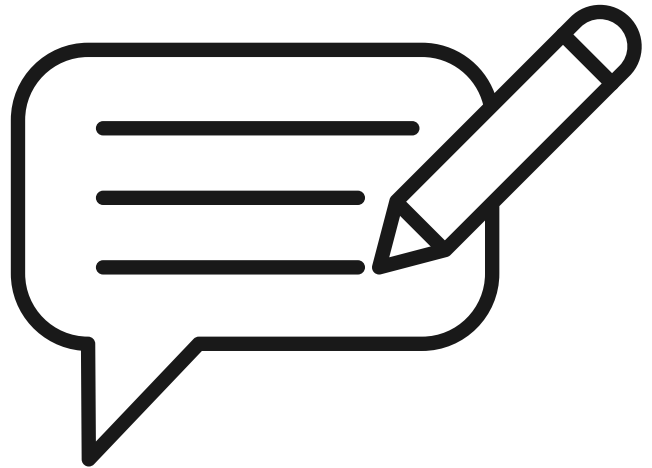
God, we thank you for all the good things in our lives –
friends and family, food and fun, health and home.
God, help us celebrate these things.

God, we pray for all the need we see around us -
broken relationships, broken systems, broken lives.
God, please meet these needs with love.
Amen.

In Primary schools, it may be appropriate to give each participant a note to take back to their class teacher saying something like...

I participated in a discussion around poverty, specifically considering wants and needs, and causes of poverty. At the end of the session we took some time to reflect.

FACILITATOR SPEED BACK



Alongside the photos and notes from your listening group, please copy and paste the three questions below into an email and briefly answer. Email feedback to Matt Long > matt.long@leicestercofe.org by **Friday 6th December**

Questions:

1. Where did you meet? (*Name of church / school / group*)
2. How many children / young people in your group?
3. Age range and makeup of group?
(*Gender, ethnicity, Special Educational Needs & Disability*).

~

Optional Feedback: we would love to hear your reflections on the listening group? What worked well? What didn't? What would you change? Ideas?

All (brutally honest) feedback is super useful!