Solutions

SESSION	SLIDES	WORKBOOK
50 min	14	Pages 42–46

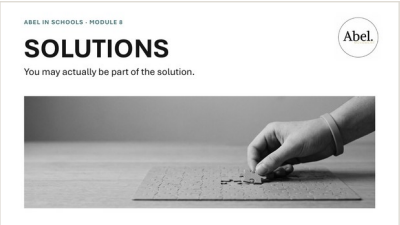
A note to facilitators

This guide is here to make the session simple, not to script it. You know your students. Let their questions and ideas shape the discussion, and feel free to spend longer where they are engaged. The aim is for students to own the work.

At a glance

Purpose	Move from noticing a need (Service) to building one realistic first step.
Resources	Abel Resource Hub video (optional); workbooks (pages 42–46; Activity 1 steps are on pages 43–45); pens.
Outcome	Each student or group identifies a real problem, a small action, support needed and a mentor check-in.

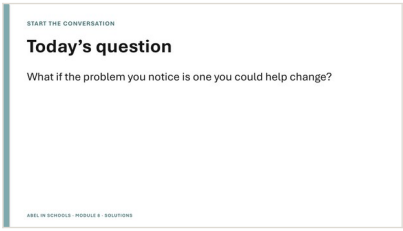
Slide by slide



START THE CONVERSATION · SLIDE 1 · 1 MIN

Welcome

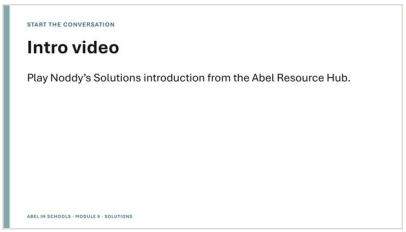
Introduce the central message: young people can be part of real solutions. No one has to fix everything.



START THE CONVERSATION · SLIDE 2 · 2 MIN

Opening question

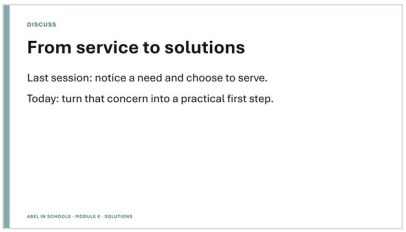
Ask students what changes when we believe we can contribute rather than simply observe.



START THE CONVERSATION · SLIDE 3 · 3 MIN

Intro video

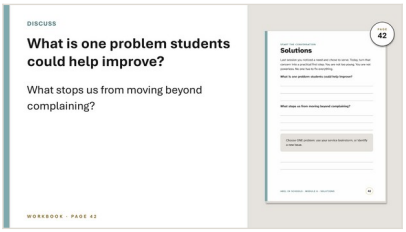
Play Noddy's Solutions introduction from the Abel Resource Hub, if available.



DISCUSS · SLIDE 4 · 3 MIN

From service to solutions

Recall the problem or act of service students identified in the previous session. Invite them to carry it into today's activity.



DISCUSS · SLIDE 5 · 4 MIN WORKBOOK · PAGE 42

Conversation

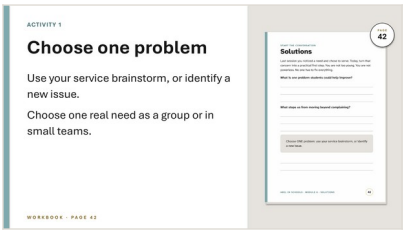
Choose one or two questions: What is one problem students could help improve? What stops us from moving beyond complaining? Students can note their answers on workbook page 42.



DISCUSS · SLIDE 6 · 2 MIN

Young people can make a difference

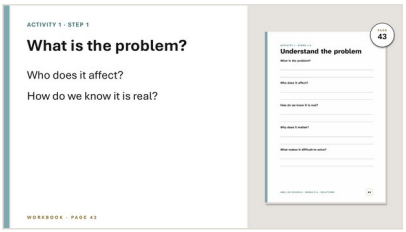
Explain that meaningful change often starts small, with a supportive community and permission to try, learn and adjust.



ACTIVITY 1 · SLIDE 7 · 4 MIN WORKBOOK · PAGE 42

Choose one problem

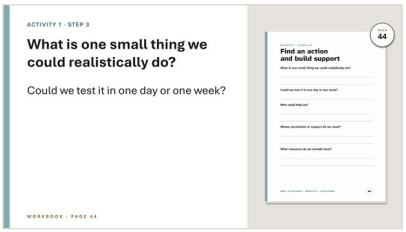
Students work alone, in pairs or small groups. Choose ONE real issue, ideally from the Service brainstorm.



ACTIVITY 1 · STEPS 1–2 · SLIDES 8–9 · 7 MIN WORKBOOK · PAGE 43

Understand the problem

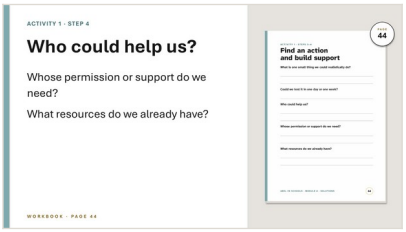
Use Activity 1 on workbook page 43: what is happening, who is affected, how do we know and why does it matter? Encourage listening before assuming a solution.



ACTIVITY 1 · STEP 3 · SLIDE 10 · 6 MIN · WORKBOOK · PAGE 44

Find a practical action

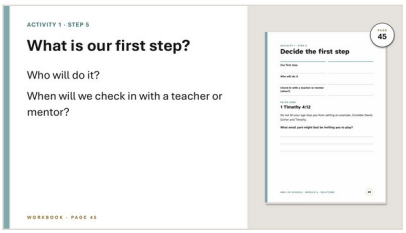
Ask each group to suggest ONE manageable action. Could they trial it this week? Help them scale ideas down.



ACTIVITY 1 · STEP 4 · SLIDE 11 · 5 MIN · WORKBOOK · PAGE 44

Build support

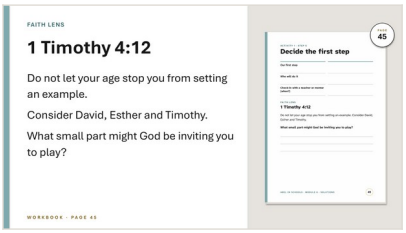
Who already works on this issue? Who could help? What permissions, materials or adult support are needed?



ACTIVITY 1 · STEP 5 · SLIDE 12 · 4 MIN · WORKBOOK · PAGE 45

Decide the first step

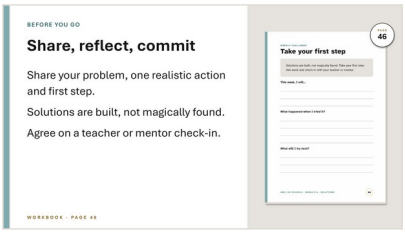
Have students record an action, an owner and a teacher or mentor check-in on workbook page 45. The goal is a realistic beginning, not a finished project.



FAITH LENS · SLIDE 13 · 4 MIN · WORKBOOK · PAGE 45

1 Timothy 4:12

Read or paraphrase 1 Timothy 4:12. Discuss young people as examples, such as David, Esther and Timothy. Ask: What small part might God be inviting you to play?



BEFORE YOU GO · SLIDE 14 · 5 MIN · WORKBOOK · PAGE 46

Share, reflect, commit

Groups share the problem, first step and support needed. Reinforce: solutions are built, not magically found. Students complete workbook page 46: 'This week, I will…' Arrange a follow-up.

Additional discussion questions

Why might young people feel their ideas do not matter? • What makes a solution realistic? • Why does community matter for change? • Who might already be helping?

What success looks like

Students can name a genuine need, explain who is affected, suggest a small action, identify who can help and agree on a practical first step. Progress matters more than a perfect plan.

Facilitator reminder

Support students to work safely and respectfully. Projects involving vulnerable people, fundraising, public communication or off-site activity need appropriate school approval and adult oversight.