Building Your Skills
Discover: Building your Skills

The Aim:
To develop the skills to work cooperatively with others to make a difference in your life and in your company.

Learning Outcomes:
By the end of the course you will be able to:
- Understand what different roles we play in groups, and how we can change.
- Work with others in a way that strengthens the group and also gets the task done.
- Use these experiences to make a difference in our own companies.

Participants:
Open to young people in Year 4 of the Company Section, or older, working towards the President’s Badge or any young person, who would benefit from developing building their team skills and negotiating skills.

Resources:
- Flipchart
- Pens
- Teamwork Table and exercises
- TV Programme Challenge role cards
- Handout: Tips on Negotiation and Influencing
- Leaflets and promotional material (available from Regional Offices)

Timing:
5 hours training time, including optional break

Group Size:
Due to the participative nature of the training a minimum number of 12 participants is suggested.

Suggested Programme:

Weekend Option
9.45am: Arrivals and check in
10.00am: Session 1: Welcome, introductions and learning outcomes
10.15am: Session 2: Roles
11.00am: Session 3: TV Programme Challenge
11.30am: Session 4: Teamwork
12.15pm: Break
1.00pm: Session 5: Negotiation steps to success (optional)
2.00pm: Session 6: Making a difference
2.30pm: Session 7: Opportunities in the BB
3.00pm: Goodbyes.

Two Evening Option

Evening 1
6.45pm: Arrival
7.00pm: Session 1: Welcome, introductions and learning outcomes
7.15pm: Session 2: Roles
8.00pm: Session 3: TV Programme Challenge
8.30pm: Session 4: Teamwork
9.15pm: Devotions and depart

Evening 2
6.45pm: Arrival
7.00pm: Session 5: Negotiation steps to success
8.00pm: Session 6: Making a difference
9.00pm: Session 7: Opportunities in the BB
9.30pm: Devotions and depart
**Session 1 (15 minutes): Welcome and introduction ice-breaker. Learning outcomes (just call them “what we are going to achieve”)**

Welcome the young people to the day. Take a few minutes to settle them by going through the structure of the day – breaks, lunch arrangements (if you are having a lunch). If the venue is new to some of them, give the location of fire exits, toilets etc.

**Key training tip!**
Try and make the training room attractive and stimulating. Use posters or banners on the walls, or have some appropriate music playing as people arrive. You could also have bowls of brightly coloured sweets around the room. Use your imagination and make the setting relaxed and welcoming. When working with groups where the young people are from different companies, you will need to enable them to relax and trust you and each other. This can be achieved by starting with “low risk” activities that are non-threatening, and then moving progressively to more challenging activities.

The ice-breaker should be one of “low risk” to the group, but that serves the purpose of getting to know each other’s names and a small amount about each person – we have lots of examples of these in our adult training courses, or you can choose one from the table in the Resources section.

**Set the Groundrules:** Most young people will be familiar with these from school. Ask them to say what would help to make the day a positive experience for them, and then write their suggestions onto the flipchart. You can get the ball rolling if necessary with suggestions like:

- Listen to each other
- Criticism should be constructive (give an example)
- Respect the views of others, but if you disagree, say so and why
- Support each other and particularly anyone who is finding any parts of the day hard
- No swearing
- No racist/sextist/offensive jokes or comments

**Session 2 (45 minutes): Roles**

Link into the first exercise by saying we all play different roles in our lives. Get the group members to talk about what roles they have, and how they think or behave differently in them. (Friend/group member/son/brother/grandchild/group leader/BB member/football fan/football team member/boyfriend/etc) Make this part an informal discussion, but praise and encourage all contributors.

Pick an exercise from the “Teamwork Table” that addresses “co-operation” and “teamwork”.

Brief the young people on what the exercise is intended to be about and check that everyone understands what they are doing. If necessary run the exercise in two or three smaller groups, each with a facilitator available.

When the exercise is complete, ask for feedback. For example:

- What went well?
- What went wrong? Why?
- What roles did people take?
- How were those roles decided? Verbally agreed? Just drifted into them? One person dictating?
- How did it feel to be in your role? (ask individuals)
- How could you have changed things?
There are many more questions that will help the young people make sense of the experience. You can adapt the feedback to what you observed, but the important thing is to listen to the answers, and give praise and encouragement to group members when they give you their feedback.

Key learning point!
Bring this session to a close by saying that to some extent we are naturally inclined and best suited to certain roles (we all have our own unique strengths and weaknesses) and to some extent we can choose and even change the roles we adopt.

Ask them to think about the following roles in their lives:
- Home
- School
- BB

And what areas they would like to change. All they have to do is think about that at this stage.

Session 3 (30 minutes): TV programme challenge (or “who gets the remote…?)

This session builds on the last session’s work on roles and introduces the skills of negotiation and compromise.

Key training tip!
The TV programme challenge is designed to develop the skills of negotiation and also to introduce the concept of compromise. These skills are important for young people to develop in order to be able to participate in the running of their companies, battalions and regions. (This should be made clear to the young people present, so they are persuaded of the genuine intent of the BB to welcome them into decision-making and power.) The trainer should introduce this session by saying we are going to practice these skills in a light-hearted way, but then try and make links with their own lives and where they can use them to achieve their own goals.

Split the group into smaller groups of four.

Issue the handout with the list of TV programmes. The list below can be adapted to give the current popular soap or reality show, but the categories are as follows:
- Documentaries
- Films
- The news
- The weather
- Quiz shows
- Soaps
- Travel
- Chat shows
- Cartoon
- Sport
- Sitcoms
- Educational
- Cooking
- Dramas
- Police series
- Music
- Variety reality shows
Give each person from each group a different role card (you can copy these from the resources section). The participants read the card and remember their identity and preferences. They can choose to be male or female. They don’t show each other their role cards, but they do give their identity (and can give themselves names).

Give out copies of a current TV guide (Radio Times or Sky magazine).

The object of the exercise is to discuss the programmes being shown and come to an agreement about what will be watched. They can only have a limited time of viewing, for example, a Saturday from 6pm to 10.30pm.

Remind people they must take on the role on the card and forget about what they would really like to watch!

**Role card 1**
You are a 15 year old teenager. You like action films and sport programmes. You don’t mind factual programmes like the News or documentaries but you hate soap operas and romantic films. You like films that are violent. You think they are exciting.

**Role card 2**
You are a parent. You like anything that is funny. You don’t like violence on TV. You like all sport except football. You love music and documentaries. You prefer watching programmes that are less than an hour because you always have a lot of things to do.

**Role card 3**
You are a grandparent. You like to watch documentaries and soap operas. You always fall asleep in films. You don’t like sport very much but you like football. You like watching programmes that make you laugh.

**Role card 4**
You are a 14 year old teenager. You love sport and all films. You hate documentaries and news programmes. You don’t mind comedy programmes. You don’t like soap operas unless they are about young people.

After 10 to 15 minutes, ask the groups to stop and take feedback. Ask about both the **process** (how was the agreement reached? Who felt pleased/unhappy/not listened to/ etc) and the **outcome** (what was the end result? Was it fair? Did everyone get something of what they wanted?)

**Key learning point!**
Emphasise again the skills of **negotiation** (if I have this, I will give you that etc) and **compromise** (we may have great skills in influencing others but do we know when to include the needs of others?)

Now link this learning point to group members’ own situations. Ask for examples of where they would like to achieve something or change something at home, school or BB.

Try and encourage one or two people to share with the group and get the others to chip in with suggestions.
Session 4: (45 minutes) Two more exercises from the “Teamwork Table”

Choose another couple of short exercises from the table to work as an energiser and to further demonstrate the skills of teamwork, cooperation and problem solving.

Key training tip!
Always remember to de-brief after an exercise, or any learning will be lost. This is best done quickly and informally after the experience. Move around the groups and ask “What went well?” “What didn’t go so well?” “Why?” “What would you do differently if you did it again?” “What have you learned about yourself?” Most young people will be familiar with these sorts of questions being asked of the contestants of reality shows like Big Brother and other survival show formats. You could even carry a fake microphone, or set up a diary room chair!

Lunch (optional break of 45 minutes, or you can start earlier and finish before lunch)

Session 5 (1 hour): Negotiate and Influence

Session 5 is optional. If you feel it is inappropriate for your group, or is too long for your programme, then select a different exercise from the “Teamwork Table”.

The afternoon session is all about young people making a difference in their companies and uses the learning from the morning sessions. The focus is on encouraging young people to take a more active role in the running of their own company as well as taking opportunities to get involved in national and international BB events.

Key training tip!
You will need to have a resource table with promotional material for KGVI, FF, Crossover, Turning Point, New Horizons, The Gathering, any current international projects etc. Also make sure you are able to give clear information (and encouragement) on how to be active and involved in battalions and regional committees.

Firstly, as it is the post-lunch energy dip, pick a lively and fun energiser from the “Teamwork Table”, or use one of your own. The object is to revive energies and to have fun.

Introduce the next session called “negotiate and influence”.

Say that we want young people to make a difference and to share the power and decision-making with the leaders in their company. Give examples of some things that young people might want to do, but that might need them to negotiate and influence (remind them of the TV programme game, and how it is important that people’s feelings and needs are as important as getting what you want.) This is called process and outcome.

Some examples of things they want to change, or achieve in their companies might be:
- To organise a particular event that hasn’t been done before (disco with non-alcoholic bar and invitations to friends, or even girls!)
- To convert a store room into a chill-out room with sofas and music system
- To fund-raise for a pool table or games console

You can use a flip chart or Powerpoint presentation to show the following information.
Show the following 4 steps on your flip chart or screen, and talk them through each step:

- Set your objective – identify what you want to achieve
- Identify the other person’s needs (this might be the captain, officer-in-charge or chaplain). Find out what the other needs are.
- Identify what you are willing to give up – know what you are willing to give up or where you can compromise as well as what you are unwilling to give up.
- Prepare to meet with the other person – it’s the only way to progress.

Now give everyone a sheet of A4 paper and a pen. Get them to draw round one of their feet. Get them to work in groups of four and to put lines of feet in front of them. Explain that each foot represents a step to success!

Ask one each of the small groups to agree to work on one person’s issue of something they would like to change or achieve in their own company (if they have real difficulty coming up with a BB example, then they can use a situation from home or school but try and make it real not invented.)

Working as a group, get them to use each of the four steps on the screen to work towards a successful outcome, and as each step is agreed they can place a foot on one of the footprints.

When each group has completed the four steps, ask for feedback and help them to re-think any steps where you think they need support.

Finish this session with a general discussion on where young people feel they have no influence, and encourage them to use the four steps in their own situations.

Issue the handout on “Tips on Negotiation and Influencing”

**Negotiation and Influencing**

- **Have an alternative** – the more options the better
- **Aim high** – never start from the bottom and work up, that will not result in you getting the best deal!
- **Let the other side go first** – Sneaky! Find out their concerns first and have answers and solutions ready
- **Find out the other side’s requirements from the start**
- **Don’t forget the bigger picture** – don’t get carried away by success on a smaller point. Aim for a win-win situation
- **Keep accurate notes** – this will help you remember what has been agreed, who said what and when things are supposed to happen

**Good luck!**

**Session 6 (30 minutes) Making a Difference**

Follow the instructions for the “You Can Make a Difference” exercise from the “Teamwork Table”

**Session 7 (15 minutes): Opportunities in the BB**

Take 15 minutes to give out the leaflets from the resource table, and sell the idea that they can get involved both inside their own companies and in the wider BB.
Session 8 (15 minutes):

Finish the day with another high-energy exercise, either from the “Teamwork Table” or you can use one of your own.

**Key training tip!**
You could hold this event at an activity centre as they often provide lots of teamwork challenges that could be built into your programme.

Finally, recap on the day’s main learning points and encourage the young people present to use their new skills soon. Tell them that the sooner they put all of this into practice the greater the chance that these skills become part of who they are and what they do. They can be successful people who **do** make a difference!

Remind them to take leaflets and information from the resources table and say goodbyes.
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Resources
# Teamwork Table

## RESOURCES

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Required</th>
<th>Suitable for …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Group</td>
<td>10 mins</td>
<td>I</td>
</tr>
<tr>
<td>6 Count</td>
<td>10 mins</td>
<td>I</td>
</tr>
<tr>
<td>Aeroplanes</td>
<td>10 mins</td>
<td>I</td>
</tr>
<tr>
<td>Age and Company Order</td>
<td>10 mins</td>
<td>I C</td>
</tr>
<tr>
<td>Command Performance</td>
<td>10 mins</td>
<td>I C</td>
</tr>
<tr>
<td>Balloonball</td>
<td>10 mins</td>
<td>I C T</td>
</tr>
<tr>
<td>Word Search</td>
<td>10 mins</td>
<td>I C T</td>
</tr>
<tr>
<td>Hopes and Fears</td>
<td>10 mins</td>
<td>I C</td>
</tr>
<tr>
<td>The House</td>
<td>20 mins</td>
<td>C T PS</td>
</tr>
<tr>
<td>All Tied Up</td>
<td>20 mins</td>
<td>C T PS</td>
</tr>
<tr>
<td>Six in a Row</td>
<td>20 mins</td>
<td>T Co</td>
</tr>
<tr>
<td>Brick</td>
<td>20 mins</td>
<td>T PS Cr</td>
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<tr>
<td>Compass Walk</td>
<td>20 mins</td>
<td>T Tr</td>
</tr>
<tr>
<td>Win or No Win</td>
<td>20 mins</td>
<td>T Tr C Co</td>
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<tr>
<td>Letters</td>
<td>20 mins</td>
<td>T C Co</td>
</tr>
<tr>
<td>Broken Squares</td>
<td>20 mins</td>
<td>T Co C</td>
</tr>
<tr>
<td>Focus Ball</td>
<td>30 mins</td>
<td>T P Co</td>
</tr>
<tr>
<td>Create a Game</td>
<td>45 mins</td>
<td>T C Co Cr</td>
</tr>
<tr>
<td>Time for Bed</td>
<td>45 mins</td>
<td>T C PS Cr</td>
</tr>
<tr>
<td>Towering Success</td>
<td>45 mins</td>
<td>T C Cr R</td>
</tr>
<tr>
<td>You Can Make a Difference</td>
<td>30 mins</td>
<td>T C Cr P PS</td>
</tr>
</tbody>
</table>

**Key:**
- C - Communication
- Co - Co-operation
- Cr - Creativity
- I - Icebreaker
- P - Planning
- PS - Problem Solving
- R - Best use of Resources
- T - Teamwork
- Tr - Trust
Name: Our Group
Time: 10 minutes
Aim: To get the to find out a bit about each other
Equipment: Sheet of A3 paper per group
Pens
Instructions: On the sheet of A3 paper provided to your group draw a badge/shield or emblem, which tells you something about each member of the group.
This should include for each member:
Name    Company      Favourite thing about BB       Hope for the future
Debrief: Feedback to main group something about their badge.

Name: 6 Count
Time: 10 minutes
Aim: Quick icebreaker, which stretches people’s minds and bodies
Equipment: None
Instructions: Get the group to count to 6. Put movement to the count by raising your left hand above your head and down to your side. You hand should go up on 1, 3 & 5 and down on 2, 4 & 6. Change to your right hand. It goes up on 1, straight out to the side on 2, down on 3, up on 4, straight out to the side on 5 and down on 6. Now try both arms together, the left still going up and down, the right up, out and down. Start slowly till participants pick it up.
Debrief: The activity gets the brain working as well as the body. Already everyone is working on the same task at the same time.

Name: Aeroplanes
Time: 10 minutes
Aim: To get the group to find out a bit about each other.
Equipment: Sheet of A4 paper per person
Pens
Instructions: On the sheet of A4 paper provided write down things about yourself:
Name    Company      Favourite food      Favourite leisure activity      Why you joined the BB
Fold the sheet into a paper aeroplane and throw it to the centre of the room. Collect an aeroplane that is not your own, find the owner and then introduce them to the rest of the group.
Debrief: None
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**Name:** Age and Company Order  
**Time:** 10 minutes  
**Aim:** To explore alternative means of communication  
A possible way to divide the participants into groups, with a mix of companies in each of the groups.  
**Equipment:** None required  
**Instructions:** Without talking from when I say GO you have five minutes form a straight line with participants from the lowest numbered company at the left and those from the highest numbered company at the right. Within your companies arrange yourselves from youngest on the left to eldest on the right.  
**Debrief:** Go down the line checking company number and date of birth. What would have made task easier?

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**Name:** Command Performance  
**Time:** 10 minutes  
**Aim:** To meet everyone in the room  
**Equipment:** Copies of the Command Performance sheet, see Template 1 – one per person  
Pens/pencils  
Labels with numbers for all participants, starting with 1 and going up to the number of people in the group, stuck on as they arrived.  
**Instructions:** Ask each participant to write their own number in the space provided on the sheet then continue to add numbers up to the highest and then start back at 1. e.g. if there were 18 people in the group and I was 15, I would start at 15 then write 16, 17, 18 and then start 1, 2, 3 etc.  
Once you have done that go and find the person with the number and complete the task with them. All tasks should be completed but do not have to be done in order.  
**Debrief:** Hopefully everyone will have met each other – perhaps you will remember certain people due to having done something silly with them.

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**Name:** Balloonball  
**Time:** 10 minutes  
**Aim:** To get participants working as part of a team  
**Equipment:** 4 equal numbers of 4 colours of balloons  
8 large rubbish bags  
4 areas marked off as goal boundaries  
**Instructions:** Mark out goal boundaries in 4 separate areas, clearly marked with one of the 4 colours of balloon. Place all the balloons in a container and get each person to choose one, this will help select teams. Ask participants to blow up the balloon and then space themselves around the
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game area. Each team should nominate 2 players to be in the goal area, their balloons being passed on to another player in the team. The object is to get all your own colour balloons to your own goal area by passing alone. There are two team roles: movers – can hit any balloon but cannot move around the room, they can pivot on one foot, as in basketball. Movers are not allowed in the goal area. Balloons must be batted and not handed off. And stuffers – put the balloons in the rubbish bags. They cannot leave the goal area. Any colour balloon entering the goal are must be put in a bag, regardless of colour.

After 5 minutes, or when all balloons are in bags scores should be calculated. One point for each of your team’s own colour balloon collected and one point deducted for every balloon from another team.

**Debrief:** Highlight the advantages of working together as a team and having a plan of action worked out before the game started.

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### Word Search

**Name:** Word Search  
**Time:** 10 minutes  
**Aim:** team working  
**Equipment:** 6 x 6 letter grid
- Paper / pen / pencil

**Instructions:** Split into teams of 8 and from there nominate 2 members to work as individuals, the remaining 6 to work as a team. Each individual and team has five minutes to find as many words in the grid as they can.

**Debrief:** Compare the results of those working as individuals to those working as a team. Hopefully the team should have more words, although this may not always be the case as some individuals will have an aptitude for this type of mental challenge.

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### Hopes and Fears

**Name:** Hopes and Fears  
**Time:** 10 minutes  
**Aim:** to pick up any apprehension for the tasks ahead  
**Equipment:** Strips of pink and blue paper
- Two containers for collecting strips
- Pens/pencils

**Instructions:** Group sit in a circle, each person writes a hope and a fear or worry about the course. Write hope on blue paper and fear/worry on pink paper, then place into the containers. Pass the containers around the circle so that each person can remove one piece of paper from each. In turn, read out the feeling expressed.

**Debrief:** If appropriate discuss the hopes and fear that have been identified. Stick the papers on to a larger sheet for reference in the final evaluation session.
Name: The House
Time: 20 minutes
Aim: Encourage teamwork, problem solving and emphasise communication technique
Equipment: 30 - 40 foot rope
Instructions: Ask the group to pick up the rope. Tell them they can slide their hands along the rope, but they can’t let go or trade places on the line. Their task is to form a house or an envelope, without the rope doubling back on itself. You may need to provide a sketch of the end product for them to see.

Debrief: How did the team approach the task? Did they plan a strategy before starting or just get stuck in? Did anyone take the lead? Were all members allowed their say and play an equal part in the task? What was difficult about the task?

Alternative: With a smaller group or if you do not have a rope available the exercise can be completed by issuing paper and pen/pencil and getting the team to instruct one person to draw the shape without lifting the pen/pencil from the paper and without retracing a line.

Name: All Tied Up
Time: 20 minutes
Aim: Encourage teamwork, problem solving and emphasise communication technique
Equipment: 30 - 40 foot rope
Instructions: Split the team into 2 groups Ask each group to pick up one end of the rope. Tell them they can slide their hands along the rope, but they can’t let go or trade places on the line. Their task is to tie a reef knot, without letting go of the rope. You may need to explain to the group how to tie a reef knot.

Right over left and under, left over right and under.

If the group manage the exercise quickly set them a task to untie the knot without letting go of the rope.

Debrief: How did the team approach the task? Did they plan a strategy before starting or just get stuck in? Did anyone take the lead? Were all members allowed their say and play an equal part in the task? What was difficult about the task?
Name: Six in a Row
Time: 20 minutes
Aim: Teamwork, co-operation
Equipment: 6 x 6 grid
    Coloured counters for each team member
Instructions: Your goal is to get the highest score possible.
    6 in a row is worth 100 points
    5 in a row is worth 50 points
    4 in a row is worth 25 points
    Diagonals do not count
    The same counter cannot count in both a horizontal and vertical line.
    Total the score at the end of the round.
    Play several games with the first player changing each time.
Debrief: Importance of knowing the goal – maximising your score, not scoring more than anyone else.

Name: Brick
Time: 20 minutes
Aim: Teamwork, problem solving and creativity
Equipment: 4 sheets of A4 paper
    Sellotape
    Brick or similar weight object
Instructions: The team has 10 minutes to support the brick at least 10 cm off the ground or table, using only
    the materials provided.
Debrief: How well did the group work together? Did the group have a plan before they started building?
    Did someone take the lead during the exercise? Was everyone involved, including quieter
    members of the group? What would they do differently the next time?

Name: Compass Walk
Time: 20 minutes
Aim: Trust, independent v team performance
Equipment: Marker cone or traffic cone
    Large spot, either a polythene games one or on paper and laminated
    Blindfolds – one per member of group
Instructions: Place the spot with the cone on top some distance away from the start line, where the group are
    lined so they can all see the target. Ask each member to place the blindfold on, remove the cone
    but leave the spot. The group will move forward and stop when they think they have reached the
    spot, at this point they may remove the blindfold but stand still and remain silent. Take a look
around and see where you are in relation to the goal. Gather round the spot to talk about strategies.

Give the group a few minutes to come up with a plan. This time they may work as a group and can speak although will still be blindfold. The starting place and the goal will remain the same.

Debrief:
Ask the group to compare the two exercises. Which one was easier and why? What would have helped make the task easier?

Name: **Win or No Win**  
**Time:** 20 minutes  
**Aim:** Teamwork, trust, co-operation v competition  
**Equipment:** 5 hoops  
Selection of beanbags, small balls  
**Instructions:**  
Arrange hoops with one in the centre of the playing area and the other four in each of the corners. Place all the other items in the centre hoop. Split the group in four, each team standing beside one of the corner hoops. The rules:
1. the object is to get all the items into your own hoop  
2. each person may carry only one item at a time  
3. you may not throw items  
4. once the centre hoop is empty, you may take items from any other hoop  
5. you may not guard a hoop  
6. you win when all items are in your hoop  
Without giving time to plan shout Go. Allow to run for 2 minutes then shout Stop. It will be unlikely that one team will have all the items. Give the group 2 minutes to discuss a strategy and restart. If more rounds are necessary for the participants to make the shift from competition to co-operation continue the sequence of 1–2 minutes of activity and 2 minutes strategising.

Debrief:  
How impossible was the first task? How did the group move from competition to co-operation?  
How well did each of the teams communicate with the others?

Name: **Letters**  
**Time:** 20 minutes  
**Aim:** Teamwork, co-operation, communication  
**Equipment:** Letters of the alphabet on A4 sheets  
Score sheets for each group  
**Instructions:**
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1. Give each group member a sheet of paper with a letter on it. Make sure that there are many vowels handed out, at least 3 of the “regularly used letters”, and only 1 Z, Q, and X handed out.

2. Tell the group members that their task is to find other people in the group that they can get with to spell out words (and they have to be actual words) and the winning person will be the person who is in the most words.

3. To make words, the group members must make a line, hold their letters above their heads and get the activity leader(s) attention. The word must be spelled correctly and must be spelled left to right.

4. To get a word counted, the group members must make the word, get the activity leader(s) attention and the activity leader(s) must let them know (by either yelling something or pointing at them or saying the word back to them) that their word is legal. The group members keep track of how many words they are personally in.

5. After a group member is in a word and get counted for it, they have to keep looking for more words they can get in.

6. You can add a few dimensions to the rules to make it harder. Like saying that you can’t make any plural words or saying that all words must be a certain length (four letters or more, five or more, etc.).

Debrief: What letter scored the most? How did letters like Q & X do? Highlight making the most of what you have or a situation you are in. Although your letter wasn’t the best, when you link it with others in a team the letter becomes useful.

Name: Broken Squares

Time: 20 minutes

Aim: Explore co-operation, team working, non-verbal communication

Equipment: You will need five coloured squares per group.
Cut the squares as shown in Template 2.
Then divide into five packs (food bags or envelopes).

Instructions: Each member of the group receives a pack (if there are less than five members in the team then packs 4 and/or 3 can be left lying in the middle for anyone to use).
The object is to construct five squares all the same size.
However, this must be completed in silence.
You may offer your pieces to the rest of the group, but you may not take someone else’s piece without it first being offered to you.

Debrief: Stop thinking as individuals and work as a team
Restrictions are placed on people who work as part of a team
Give up some of your personal power to complete a task when you need the support of the rest of the group.
Although annoying you sometimes have to work at the pace of the group

Notes: Enforce the no talking rule

Name: Focus Ball
Time: 20 minutes
Aim: Team work, planning
Equipment: One volleyball sized ball per team
Instructions: Each team should have 6 to 8 members, flexible dependant on total group size
1. Have the group members split up in teams of at least 5 and no more than 8. Each team gets a ball and needs enough floor space to get in a wide circle (anywhere from right next to each other in the circle up to 10 feet in diameter).
2. Explain that their objective is to tap (using only their fingers, not their palms or fists, etc) the ball from team member to team member.
3. They cannot tap the ball to either of the two people standing directly to their left and right
4. The ball must touch everyone in the circle before it comes back to the person who started.
5. If the ball touches the ground, then they must stop and wait for the next “timing”.
6. The competition starts when the activity leader starts the time.
7. The winning team will be the one who keeps the ball off the ground the longest.
8. Team members will mostly be responsible for making certain they follow the rules in steps 2-5.
9. Once a winning time has been established, then you let all teams try again. You can continue this process as long as time allows. I would suggest having between 3 – 7 “timings”.
10. You can allow the teams to plan for a set number of minutes at the first and between each timing. This helps emphasise the need for and benefits of having a plan to accomplish a task.
11. Debrief: This activity teaches what a team can accomplish when they work together, because everyone has to put in as much effort as the next person or the team will fail. It also is a great activity to teach how planning is essential in completing a task effectively.

Name: Create a Game
Time: 50 minutes
Aim: Teamwork, co-operation and creativity
Equipment: Any selection of games equipment – couple of items per group
Instructions: Each team is given items of games equipment, the amount dependent on the activity leader. The team will have 20 minutes to come up with a new, 5 minute, game, using only the equipment that has been given to them. The game should be easily explained and have as set of rules. After the planning time the whole group come back together and each individual team will explain their game and get the other teams to play it.
Did the other teams enjoy the game? Was everyone kept active throughout the game? Was best use made of the equipment provided? Did everyone in the team have an opportunity to have their say in the development of the new game?

Name: **Time for Bed**

Time: 45 minutes

Aim: Teamwork, communication, problem solving and creativity

Equipment: Teams of at least 6

Bag of 15 12” balloons per group

Instructions:

1. Everybody needs to be in a team of at least 6 people.
2. The teams need to sit in a circle (chairs or floor).
3. The teams each get one bag (15 12” balloons) of balloons.
4. The bag stays closed until the activity leader says they can be opened.
5. Each team must take 5 minutes to plan how they are going to build a bed of balloons strong enough to hold the tallest person on their team off the ground for one minute.
6. After the 5 minutes of planning, the teams can open the bags and begin the construction.
7. After the 5 minutes of planning, everybody competing must put their strongest hand behind their back and that hand cannot be used at any time during the construction or the competition. The only exception to this rule is for the person that is going to lie on the bed. As they are being put on the bed and while they are on the bed, they can use their other hand for balance.
8. The teams can do a few trial runs to see if they have built their bed strong enough to hold the person off the ground.
9. When they are ready to compete, they must locate a “time keeper” (preferably the activity leader) and the timekeeper will be the judge.
10. The rules for putting the person on the bed are: the balloons must be put in place like they will be with the person lying on them. Once in place, they cannot be touched. Then the person who is going to lie on the bed, is lifted onto the bed by the team. Once the person is on the bed with no one touching them and not touching the ground, the time starts.
11. The actual winner of the competition will be the team that uses the fewest number of balloons to hold their person off the ground. So, once a team is timed, they can plan more and try again with fewer balloons.

Debrief: How well did the group work together? Did the group have a plan before they started building? Did someone take the lead during the exercise? Was everyone involved, including quieter members of the group? What would they do differently the next time?
Name: **Towering Success**

**Time:** 45 minutes

**Aim:** Teamwork, communication, creativity and best use of resources

**Equipment:** Pack of equipment per group:
- 2 copies of a newspaper
- 4 sheets of A4 paper
- 12 paper clips
- 4 straws
- 3 metres of string
- 4 balloons
- 4 elastic bands
- small roll of sellotape
- scissors
- egg (real or creme)
- Tape measure for judge

**Instructions:**
Using only the contents of this package, you have 10 minutes to plan and 30 minutes to build a freestanding tower to support the egg as high as you can. No construction should take place during the 10 minute planning time. The tower must touch the floor and should stand without being held by any members of the group at the end of the 30 minute construction period.

**Debrief:**
How well did the group work together? Did the group have a plan before they started building? Did someone take the lead during the exercise? Was everyone involved, including quieter members of the group? What would they do differently next time?

**Notes:**
Sellotaped to the floor or a table is not free-standing!

Name: **You Can Make a Difference**

**Time:** 30 minutes

**Aim:** To get the young person thinking how they can make a difference in The Boys' Brigade

**Equipment:** Copies of Template 3 – one for each participant

**Instructions:**
Working with a partner (preferably not from your own company) consider the following and share:
- The things you do in your company – might involve the programme and activities you are involved in or if you have a role with younger members, etc.
- The things you would like to do – make a list
- What can you do to bring about a change to do these things

As the leader, draw out the issues being raised and find out how other group members would deal with them. Look at strategies to influence change.

**Debrief:**
Encourage participants to take responsibility for the things they would like to see. Remember the session is entitled, “You can make a difference”. Young people should really feel that they are able to do so. You could highlight real life examples from Companies where individuals or groups of young people have determined an outcome and made a real difference for themselves or other people.
Template 1

Command Performance

Place your name and number here ___
Introduce yourself to ___
Shake hands with ___
Give ___ a shoulder massage
Compliment ___ on their shoes
Recite a nursery rhyme to ___
Tell ___ what your favourite TV programme is
Get ___ to laugh
Introduce ___ to someone else in the room
Tell ___ your favourite time in the BB
Compare arm spans with ___
Tell ___ what your favourite animal is
Maintain a straight face in front of ___ for 5 seconds
Do a “high five” with ___
Sing a song to ___
Wink at ___
Find out ___’s favourite sport
Tell ___ what company you belong to
Recite the BB object to ___
Find out where ___ went on holiday this year
Tell ___ what your favourite band
Broken Squares

Template 2

Pack 1: I, H, E
Pack 2: A, A, A, C
Pack 3: A, J
Pack 4: D, F
Pack 5: G, B, F, C
## You Can Make a Difference

<table>
<thead>
<tr>
<th>Things I do in my company …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things I would like to do …</td>
</tr>
<tr>
<td>What can you do to bring about a change to do these things …</td>
</tr>
</tbody>
</table>
TV Programme Challenge

Role cards.
Photocopy this page onto card and cut out the role cards.

Role card 1
You are a 15 year old teenager. You like action films and sport programmes. You don’t mind factual programmes like the News or documentaries but you hate soap operas and romantic films. You like films that are violent. You think they are exciting.

Role card 2
You are a parent. You like anything that is funny. You don’t like violence on TV. You like all sport except football. You love music and documentaries. You prefer watching programmes that are less than an hour because you always have a lot of things to do.

Role card 3
You are a grandparent. You like to watch documentaries and soap operas. You always fall asleep in films. You don’t like sport very much but you like football. You like watching programmes that make you laugh.

Role card 4
You are a 14 year old teenager. You love sport and all films. You hate documentaries and news programmes. You don’t mind comedy programmes. You don’t like soap operas unless they are about young people.
Handout: Tips on Negotiation and Influencing

- **Have an alternative** – the more options the better

- **Aim high** – never start from the bottom and work up, that will not result in you getting the best deal!

- **Let the other side go first** – Sneaky! Find out their concerns first and have answers and solutions ready

- **Find out the other side’s requirements from the start**

- **Don’t forget the bigger picture** – don’t get carried away by success on a smaller point. Aim for a win-win situation

- **Keep accurate notes** – this will help you remember what has been agreed, who said what and when things are supposed to happen

Good luck!