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Programme Modules
The Boys’ Brigade recognises the importance of having properly trained leaders with the relevant skills, knowledge and attitudes needed to ensure competent and effective work with young people.

In May 2000 a group, consisting of staff and volunteers from around the UK, were tasked with designing training for leaders in Boys’ Brigade companies, that built on the strengths of the previous scheme (Officer Basic Training).

The group, the Youth Leader Training Working Group, has based this training scheme on the principle of what we do in BB companies is equal in importance to why and how we do it. Therefore, this training programme contains core modules that concentrate on the values and methods of Christian youth work, as well as programme modules that are designed to communicate how to plan and carry out the activities that create a valuable and enjoyable experience for the children and young people who come to BB.

The National Training Organisation for Youth Work (PAULO) has published the National Occupational Standards for Youth Work, and these were used in the design of the training, as they define best practice for those leaders who work primarily with the over 11’s. The National Occupational Standards for Playwork (published by SPRITO) were used in designing training for those working with the under 11’s.

Youth Leader Training is designed to support the object and mission of the BB by acknowledging that a Christian commitment underpins the work of each BB company. It’s purpose is to develop leaders to deliver the mission by equipping them with the skills and knowledge needed to work effectively with children and young people.

The main theme of Youth Leader Training is the building and maintaining of trusting relationships with children and young people. From this basis flow the other aspects of Christian youth work; faith development, safe working practices, participation and empowerment and equal opportunities. There are modules in this training pack which cover all these issues.

There is evidence to show that although a residential course has the added benefits of informal learning through networking and conversations outside of sessions, there are a substantial number of leaders who are unable to attend residential training. The materials for Youth Leader Training can be presented in a way that allows training to be delivered in whole days, half days or sessions of 90 minutes. The pages that follow contain guidance for Training Convenors or others who are involved in the planning, delivery and administration of training.

**Aim, Learning Objectives and Learning Outcomes**

When delivering Youth Leader Training, trainers should ensure that the overall aim is referred to at appropriate points during the course. Certainly, the aim should be immediately visible in the pre-course joining instructions that are sent to participants, should be visible at the commencement of a course (either on a flip chart or OHP) and be referred to at the beginning of each day if Youth Leader Training is being run over several days. We also need to ask participants at the end of the training if they feel the aim and objectives have been met. This is part of the evaluation process.

**Aim of Youth Leader Training**

- To enable participants to deliver the BB mission by equipping them with the skills, knowledge and attitudes to work effectively with children and young people

(See OHP at the end of this introductory section)

**Learning Objectives and Outcomes**

Each of the sessions of Youth Leader Training has an **objective** of what is to be achieved (linked to the overall aim) and a set of **learning outcomes**, which attempt to define what the participant will get out of the session. These are expressed as skills, knowledge and understanding.

Trainers should, as part of their preparation for a course, show the objective and the learning outcomes for each session and make sure that these are effectively...
communicated to the group. It has been demonstrated that people learn and retain more when the scene has been set in this way.

Each session should be concluded with a recap of what the group has just done, and a reminder of what you and they set out to achieve, so re-present the objective and learning outcomes and ask the group if they feel they have been achieved. If anything major has been missed, or even if people would welcome more time on a specific area, then at least you can try to find some way of meeting their needs, rather than waiting for the written evaluation, in which case it is often too late to do this.

**The Core Modules**

**Module 1.** The BB and the Wider Voluntary Youth Work Movement.

Objective:
To understand the role of a BB leader and explore where the BB fits in the wider youth work movement:

Learning outcomes:
At the end of this session participants will be able to:
- Name some other voluntary youth organisations and define the main similarities and differences between these organisations and the BB
- Identify what a BB leader needs in terms of skills, knowledge and attitudes in order to work effectively with young people
- Name the four core values of youth work and understand how these form the framework for the content of Youth Leader Training

**Module 2.** Building Relationships with Young People (For those working with the over 11’s)

Objective:
To explore the role of a BB officer and to develop the skills needed to build trusting relationships with young people.

Learning outcomes:
At the end of this session participants will be able to:
- Understand the nature of the relationship between a BB leader and a young person
- Identify why it is important to build relationships with young people
- Understand how a range of methods and approaches can be used to build trusting relationships

**Module 3.** Building Relationships with Children and their Parents and Carers (For those working with the under 11’s)

Objective:
To enable participants to help all children feel at ease and secure in the BB setting and to help carers and parents to feel welcome.

Learning outcomes:
At the end of this session participants will be able to:
- Identify the different types of family background
- Identify the points of good practice required in building relationships with children and their parents and carers
- Understand why and how to establish the boundaries of acceptable behaviour
- Identify ways to reinforce positive behaviour, challenge negative behaviour and support those who may be affected

**Module 4.** Working Effectively with Young People (For those working with the over 11’s)

Objective:
To define what is meant by participation and empowerment and how these principles can be applied in BB work.

Learning outcomes:
At the end of this session participants will be able to:
- Understand the concepts of participation and empowerment and how they can be used in our work with young people
- Identify the different levels of participation and define at which levels the BB operates
- Identify ways of increasing levels of participation in companies
Module 5. Contributing to a Child's Development through BB activities (For those working with the under 11's)

Objective:
To enable participants to understand how BB activities contribute to children's social, physical, intellectual and emotional development.

Learning Outcomes:
At the end of this session participants will be able to:
- Define what we hope to achieve in our work with the under 11’s
- Identify new ideas for activities by sharing skills and knowledge with the group
- Plan a programme that provides a balanced approach in child development terms

Module 6. Faith Development

Objective:
To enable participants to assist young people in the exploration of their spiritual selves and the Christian faith.

Learning outcomes:
At the end of the session participants will be able to:
- Have a basic awareness of the concepts of spirituality, faith and religion
- Use age-relevant activities to communicate the Christian faith
- Develop the skills to respond appropriately and sensitively to questions asked by children and young people

Module 7. Equal Opportunities

Objective:
To enable participants to work with young people in a way that is fair and just, and to be able to identify and challenge discrimination wherever it occurs in the course of BB activities.

Learning outcomes:
At the end of the session participants will be able to:
- Identify the main areas of disadvantage in the BB and how they are reflected in society at large

Module 8. Child Protection and Safety Issues

Objective:
To enable participants to protect young people and themselves by raising awareness of child protection issues and ensuring that activities are organised safely

Learning outcomes:
At the end of this session participants will be able to:
- Identify a range of scenarios that are common in BB work and have implications for safety and child protection
- Understand the importance of policy and procedures for safety and child protection
- Understand how to ensure a safe environment for BB activities
- Conduct risk assessments for a range of BB activities

Guidance notes for Trainers and Training Convenors

Most of the material in Youth Leader Training is designed to be delivered in a participative style, using a mix of:
- Discussion
- Participative learning exercises
- Video
- Case study and
- Sharing of personal experience.

Each session is designed to develop the skills, knowledge and attitudes needed for participants to be effective in their roles as BB officers. The learning outcomes for each session should be given to the participants at the beginning of the training and the session evaluated against these outcomes and the objectives.

For participative training to be effective, it is important to limit the size of the group to a maximum of 20. If this were not practical, then it would be advisable to divide into smaller groups wherever possible during the training.
Youth Leader Training

The eight core modules
This folder contains the eight core modules and then the various programme modules for the different company sections:
- All participants do modules 1, 6, 7 and 8
- Participants who work with Anchor and Junior sections would also do modules 3 and 5
- Participants who work with Company and Senior Sections would also do modules 2 and 4

Co-training
Where practical it is recommended that trainers work in pairs, this takes some of the pressure away from what can be a very challenging role at times. It also gives variety to the participants and can be useful when facilitating discussions. However, co-training requires careful preparation and trainers should agree in advance which exercises they will deliver. It is also valuable to have debriefing times after sessions to review the way the training went and to flag up improvements that could be made in future.

The training materials
Youth Leader Training is fully supported by trainers notes, handouts, OHPs, and related reading matter for participants to take away. However, it is not a script, and cannot be delivered as a lecture. The learning objectives and learning outcomes are the only parts of this material that are “fixed”, and experienced trainers will often adapt the materials to suit their particular style, group and local context. This is fine and the materials should be constantly monitored and evaluated to ensure continuing relevance.

Modules 2 and 8 use videos to support the learning outcomes; they are:
- “Young Men Talking about Talking” distributed by Youth Clubs UK (Module 2) and
- “Working With Young People” distributed by National Association of Clubs for Young People (Module 8).

Both of these videos are held by each District in England and Wales and by the five Regions. Battalions may wish to purchase their own copies, which are available at a discounted rate from BB Headquarters.

Course Planning and Administration
When planning a course, Training Convenors should make sure that the following arrangements are made:
- Venue - ideally it should be welcoming, clean, adequately equipped and easily accessible. The ability to provide participants with tea, coffee and a light lunch will make the training experience more positive and enjoyable.
- Staffing - the eight core modules should be delivered by Brigade Training Officers.
- Brigade Tutors or people known by the organisers who are good at a particular topic, and able to train others, can be used to deliver the programme modules.
- Joining instructions - information sent to participants in advance of the training event should be clear, in good time and should be written in a way that makes people feel interested and enthusiastic about the training.

Course organisers should aim to send out course joining instructions to participants at least three weeks before the start of the course together with a letter of welcome from the battalion or district. These should be sent directly to the participants and not via the company captain or section officer. The joining instructions should include the following:
- Dates and timings for the course and the arrival time; if it is intended to hold the course over various dates, all the dates should be given
- A copy of the programme
- The aim of Youth Leader Training
- The venue of the course, travel directions and any parking arrangements
- Whether meals and/or refreshments are to be provided
- A response form asking participants if they have any specific requirements to enable them to participate in the training, i.e. handouts in large print, wheel chair access to the venue, crèche, etc.
- Any particular dietary needs, e.g. vegetarian, vegan, nut allergy, etc.
- Details of where and when to return the form
- The name and contact details of someone if
participants have any queries or questions about the arrangements for the course.

Copies of the Officers’ Handbook and Safety Handbook should be sent to participants with the joining instructions.

Officers’ Handbook and Safety Handbook
It is recommended that a copy of the Officer’s Handbook and a copy of the Safety Handbook be provided to all participants undertaking their Youth Leader Training. Those organising courses are encouraged to include the cost of these publications in the course fees. Both publications are available from BB Supplies. The Officers Handbook is usually updated annually shortly after Brigade Council.

Structuring a session
It is known that the learning process is aided by having clear goals and frequent reviews of what has been learned.

It is important, therefore, to always start a session by communicating the learning objectives. Spend a little time clarifying what is about to be undertaken then move into delivering the session. After each exercise do a short recap on the main learning points and the themes that were coming up in discussion. (Even if questions were raised that, for whatever reason you could not answer, flag up these questions in your recap, and what needs to be done to resolve the questions)

At the end of the session, return to the learning outcomes on the flipchart or OHP and ask people the open question, “Did we meet the outcomes for that session?” It is important for the trainer to emphasise the “we”, as learning is a two way process. When you come to evaluate the session more formally, your group will have had the chance to say whether the training has been useful to them. This method of evaluation also avoids the potentially hurtful process whereby some trainers feel that they have failed if the evaluations are not all positive. We will also be asking people to evaluate their own contributions and participation in the training in order to emphasise the two-way nature of learning.

Equipment needed for the modules
The resources and equipment needed for each module are shown in the trainers’ notes. Training Convenors should note that the requirements for the eight core modules are as follows:

- Module 1: Flip chart, OHP
- Module 2: Flip chart, OHP, TV and video player
- Module 3: Flip chart, OHP
- Module 4: Flip chart, OHP
- Module 5: Flip chart, OHP
- Module 6: Flip chart, OHP
- Module 7: Flip chart, OHP
- Module 8: Flip chart, OHP, TV and video player

It should also be noted that Module 7, Equal Opportunities, contains a quiz with statistical information about the BB. The answers may alter from one year to the next, and trainers should contact BBHQ at the beginning of each new session to check that they have the most current information.

Prior knowledge and experience
It can be assumed by trainers that the participants coming to Youth Leader Training will have a range of experience of the BB, and there will probably be a mix of people in terms of knowledge of BB structures and policies.

Everyone, however, should have had some form of induction at their own company, before coming on Youth Leader Training. The induction checklist for new helpers covers the following subjects:

- The role to be undertaken, what tasks are to be carried out
- Where to go for support or advice
- Location and use of equipment
- The building, toilets and where to get refreshments
- The aims of the BB and ways of working
- Opportunities for training
- Child protection guidelines and confidentiality
- Health and safety
- Introductions to other volunteers and young people
- What to do in an emergency
Remember though, that induction for some people may have been some time ago, and certainly the module on Child Protection and Safety is intended to give more depth of understanding than that gained in a short one to one session with the company captain.

**Course Programming**

All of the eight core modules of Youth Leader Training last for 90 minutes, except module one, which is of one hour’s duration. The programme modules are designed to last between 45 and 60 minutes.

The minimum number of programme modules for the various sections that should be taken is three, but most districts and battalions will want to offer more than the minimum, and the choices available to participants will vary according to the skills of the trainers and tutors available.

It is recommended that if battalions are only offering the minimum number of programme modules, then these should be the relevant sectional award, Games and Physical Activities and Worship. Emergency First Aid is the only compulsory programme module.

A course run over three days might be planned as follows, with afternoons devoted to programme modules:

**Day One.**  
1. The BB and the Wider Voluntary Youth Movement  
2. OPTION: Either: Building Relationships with Young People (over 11's) or Building Relationships with Children and their Parents and Carers (under 11’s)  
3. Programme modules

**Day Two**  
4. OPTION: Either: Working Effectively with Young People (over 11’s) or a Contributing to a Child’s Development through BB Activities (under 11’s)  
5. Faith Development  
6. Programme modules

**Day Three**  
7. Equal Opportunities  
8. Child Protection and Safety Issues  
9. Programme modules  
10. Emergency First Aid

Periods for devotions, meals, breaks and refreshments, small tutor groups or informal networking can be built in, according to the needs and preferences of the battalions or districts.

**Small Tutor Groups**

Many battalions and districts have used small tutor groups as a way of consolidating the learning at training events and to discuss how the participants have applied the learning in their own companies. If the training is conducted over two or three Saturdays, for example, Training Conveners may wish to programme time in for participants to meet with trainers more informally in groups of between five and eight.

The meetings would not normally last for longer than an hour, and although informal, should still have a structure and purpose.

The tutors facilitating these groups can structure the meetings by allotting time to the following issues:

- What has been learned from the core modules and programme modules that is most useful?  
- How will (or has) the learning be(en) applied in the company or section?  
- What areas or subjects still need clarifying or discussing?  
- What could make the course more valuable or enjoyable for the participants? (If the tutor group is being held at a mid point in the course.)

Small tutor groups are optional and can be a positive addition to a course programme if they are structured and carried out effectively.
Evaluation

A proper evaluation of Youth Leader Training would involve contact with participants several months after they had completed training and returned to their companies. This is really the role of the captain, who should, by talking to the new officer, and by observing him or her working with young people identify where the training had met it's aims, and where there was a need to develop further in some areas.

However, as trainers, it is possible to at least evaluate whether or not the learning outcomes for each module where met.

Each module has an instruction to trainers to show the learning outcomes at the beginning and end of the training period, and at this stage the evaluation process is interactive, and the group members are invited to say whether or not they feel that the outcomes were met.

Although this is not a scientific method, it does at least give trainers and participants the opportunity at the time to clear up any outstanding points, to ask questions or to be referred on to other sources of information. It also helps ensure that the formal evaluation carried out at the end of the course is more likely to be positive as the trainers have given themselves the opportunity to fill any gaps in the learning content at the time.

The evaluation form itself is shown overleaf and is photocopiable or can be adapted if necessary to fit the local context. This form should be completed at the end of each day's training if the course is being run on a day basis. These evaluations are really only of use if the individual forms are shared with all the trainers who delivered the core modules and, if appropriate, a discussion held on how to respond to any comments in order to make improvements to the training.
The Boys’ Brigade
Youth Leader Training

Evaluation

Please help us by completing the questions below:

☒ Practical arrangements. Please comment on the pre-course information and overall organisation of the course.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

☒ Venue. Please comment on the suitability of the venue, catering and accommodation.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

☒ How well did the training meet the learning outcomes?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What did you learn or re-learn that was especially useful to you?

How do you feel about your own contributions over the course of the training?

What further training needs have you identified for yourself as a result of this training?

Thank you for participating in Youth Leader Training, and for completing this evaluation.
September 2001

Introduction

Resources

OHP’s

OHP 1

Aim of Youth Leader Training
Aim of Youth Leader Training

☐ To enable participants to deliver the BB mission by equipping them with the skills, knowledge and attitudes to work efficiently with children and young people.
The BB and the Wider Voluntary Youth Work Movement

Objective
To define youth work and understand where the BB fits into the wider youth work movement.

Learning Outcomes
- Name some other voluntary youth organisations and define the main similarities and differences between these organisations and the BB
- Identify what a BB leader needs in terms of skills, knowledge and attitudes in order to work effectively with young people
- Name the four core values of youth work and understand how these form the framework for the content of Youth Leader Training
Objective:
To define youth work and understand where the BB fits into the wider youth work movement.

Learning outcomes
At the end of this module, participants will be able to:
- Name some other voluntary youth organisations and define the main similarities and differences between these organisations and the BB
- Identify what a BB leader needs in terms of skills, knowledge and attitudes in order to work effectively with young people
- Name the four core values of youth work and understand how these form the framework for the content of Youth Leader Training

Resources:
- Flip chart & pens
- OHP 1: "Learning Outcomes"
- OHP 2: "The Four Core Values of Youth Work"
- OHP 3: "The Themes of Youth Leader Training"
- Laminate cards describing various youth organisations.
- Post-it notes.

Timing:
One hour.

Exercise 1: Where does the BB fit into the wider voluntary youth work movement? (30 minutes)

Show OHP 1: "Learning Outcomes"

This exercise enables participants to find out about other youth groups and the similarities and differences between them and the BB. Throughout this exercise the trainer should focus on the BB and ensure that the participants focus on the information about the BB.

The trainer explains the purpose of the exercise and hands each participant an A4 sized, laminated card which, on one side, has the name and logo of a youth organisation, and on the other side a brief description of that organisation. (If you have more participants than cards, ask participants to share)

The 12 cards are:
- National Federation of Youth Clubs
- Salvation Army Youth Section
- UK Youth
- YWCA
- Methodist Association of Youth Clubs
- The Guides' Association
- The Girls' Brigade, Young Farmers' Clubs
- The Scout Association
- Air Training Corps
- Youth for Christ
- YMCA
- The Boys' Brigade

The information on the reverse of the card will include:
- Size, in terms of membership
- Purpose
- How long established
- Whether free to young people or on subscription
- Single or mixed gender
- National or local
- Uniformed or non-uniformed

The trainer then asks each participant to say which card they are holding and one piece of information about the
Then ask the group members to arrange themselves into a continuum showing the following:

1. Oldest established through to youngest, then
2. Largest in membership through to smallest, then
3. Most expensive to join through to most inexpensive

Next, ask the group members to form clusters to show whether the organisation is for young women, young men or mixed. Then ask the group members to cluster showing whether they are uniformed or non-uniformed and then whether Christian or non-Christian. The trainer should always focus on the position of the BB.

Key Training Tip!
In order for participants to get the most out of this exercise, the trainer should promote discussion on the relative benefits and limitations of the differences between the different youth organisations. The purpose of the exercise is to establish the concept of the uniqueness of the BB whilst at the same time acknowledging that we are part of a larger movement working with young people.

Move into the following exercise using the “Agreement Line”. At one end of the room stick a piece of flip chart paper with “strongly agree” written on it, and at the opposite end of the room, stick a piece of flip chart paper with “strongly disagree” written on it.

Explain to the group that you are going to read out some statements about youth work and The Boys’ Brigade. As you read out each statement, ask the group members to arrange themselves along the imaginary line, whether they agree, disagree or for other reasons wish to place themselves in the middle of the line. (They may be indifferent or have a view that neither agrees or disagrees with the statement.)

Then read out the following statements, giving people time to arrange themselves along the line. NB. It is a good idea to start with some light-hearted ones so that people understand the idea of moving position to indicate their opinions. Always ask for volunteers to say why they have put themselves into a certain position, but never put anyone on the spot!

Key Training Tip!
Allow time for discussion in between each question as the participants rearrange themselves along the agreement line. After you have heard some views from each end of the line and from the middle ground, give the opportunity to participants to change position if they are swayed by anything they have heard from the other group members.

In conclusion, the trainer should point to the broad diversity of the youth movement and emphasise the strengths and limitations of the BB. These can be summarised from the discussions the group has had, for example, did the group view single sex work as a strength or a limitation? Was the fact of being so long established seen as a strength or a limitation? (The answer is that most aspects of the BB method could be seen as both, depending on the local context.)

Finally, the trainer should conclude this first session by speaking of the commonality of purpose of youth organisations, i.e. youth work. The BB is a youth organisation that works from a Christian basis.

Introduce the four core values of youth work, which are referred to in later sessions of Youth Leader Training. Write the four headings on a flip chart or show the OHP slide.
The four core values of Youth Work:

- Educative,
- Participative,
- Empowering and
- Promotes equality of opportunity

Explain that whilst the first of the four principles of youth work is that it is educative, this differs substantially from the education received at school or college. Education at school or college is known as formal education and has a legal basis. Youth Work is known as informal education, not that it is informal or casual in its delivery but that young people come into youth work organisations on a voluntary basis and they are free to join and leave as they wish.

Thank the group and move to the next exercise.

**Exercise 2: Defining Youth Work**

(30 minutes)

The trainer gives a brief introduction, that this exercise encourages participants to think about the qualities needed to work effectively with young people.

The trainer asks for a show of hands if participants identify as “youth workers” or not. Allow some discussion about this, and if the point arises, say that our mission of bringing young people to Christ is aided by adopting youth work methods.

Divide group into three sub-groups, give each group a pad of post-it notes, preferably in three different colours, or a sheet of flip chart paper and pens.

Set the following task:

- Group A will discuss what they think a BB leader needs to know and write these ideas onto separate post-it notes which are then stuck onto a piece of flip chart paper.
- Group B will discuss what they think a BB leader does and write these ideas onto separate post-its which are then stuck onto a piece of flip chart paper.
- Group C will discuss what they think are the attitudes that a BB leader needs to hold, and write these onto separate post-its which are then stuck onto a piece of flip chart paper.

After five minutes (having given a two minute warning of deadline) the trainer sticks the three flip chart sheets onto the wall and invites the groups to look at the work of the other two groups.

The groups should come up with something similar to the following:

**Knowledge (what we need to know)**

- The aims of the BB and the relationship with the church
- Their own particular role within the company
- BB policies and procedures (child protection, health and safety, etc)
- BB curriculum, badges and awards
- Some aspects of youth culture

**Skills (what we do)**

- Plan a programme
- Organise activities
- Take groups away on trips and residential
- Listen to young people
- Mentoring
- Conduct formal or informal worship
- Resolve conflicts
- Build relationships
- Assist young people to find their own solutions to problems

**Attitudes (how we approach the work)**

- Non-judgemental
- Positive about young people
- Understanding of and committed to equality issues
- Ability to trust
- Empathy
- Open-mindedness
If the groups do not come up with the sort of examples listed above (particularly with regard to the attitudes we need to hold) then the trainer should introduce the concepts, for example, non-judgementalism, and ask the group what that means in practice and if they have personal experience of when they found it hard to be non-judgemental. It is worth spending some time exploring the attitudes needed for effective youth work as this aspect is probably more important (but harder to train in) than the skills and knowledge required.

The trainer summarises each sheet, draws out any themes and gives time for any questions, comments and discussion.

**Key Training Tip!**

Explain that what we call “competence” is made up of the skills, knowledge and attitudes needed to do a job to the required standard. As BB leaders we need to know what it is we are trying to achieve and the appropriate training and experience can help us to develop the competences to be a really good youth worker. Return to the lists they have produced and point out which aspects we will be covering as part of Youth Leader Training.

The trainer emphasises that the skills, knowledge and attitudes needed to work with young people are what the group is here to explore over the period of training. The trainer should remind the group what the main themes in Youth Leader Training are.

**The Themes of Youth Leader Training:**

- Building relationships with young people.
- Working effectively with young people.
- Assisting young people in the exploration of their faith/spiritual selves.
- Planning programmes and activities.

Summarise by returning to the objective and learning outcomes for this module and ask if there are any further questions or comments.

Thank the group for their participation and bring the session to a close.
RESOURCES

OHP's

OHP 1 Learning Outcomes
OHP 2 The Four Core Values of Youth Work
OHP 3 Themes of Youth Leader Training
Aim of Youth Leader Training

☐ To enable participants to deliver the BB mission by equipping them with the skills, knowledge and attitudes to work efficiently with children and young people.
Learning Outcomes

At the end of this module, participants will be able to:

☐ Name some other voluntary youth organisations and define the main similarities and differences between these organisations and the BB.

☐ Identify what a BB leader needs in terms of skills, knowledge and attitudes in order to work effectively with young people.

☐ Name the four core values of youth work and understand how these form the framework for the content of Youth Leader Training.
The Four Core Values of Youth Work

The four core values are common to all youth work organisations.

Youth work is:

☐ Educative,

☐ Participative,

☐ Empowering and

☐ Promotes equality of opportunity.
The Themes of Youth Leader Training

- Building relationships with young people.
- Working effectively with young people
- Assisting young people in the exploration of their faith / spiritual selves.
- Planning programmes and activities.
RESOURCES

Support Materials - The BB and the Wider Voluntary Youthwork movement

Laminated Cards:
National Federation of Young Farmers’ Clubs
Salvation Army
UK Youth
YWCA
MAYC - the Methodist Church Serving Young People
The Guide Association
The Girls’ Brigade, England and Wales
The Scout Association
Air Training Corps
Youth for Christ
YMCA
The Boys’ Brigade
Building Relationships with Young People
(For those working with the over 11's)

Objective
To explore the role of a BB officer and to develop the skills to build trusting relationships with young people.

Learning Outcomes
☐ Understand the nature of the relationship between a BB leader and a young person
☐ Identify why it is important to build relationships with young people
☐ Understand how a range of methods and approaches can be used to build effective relationships.
Objective:
To explore the role of a BB officer and to develop the skills to build trusting relationships with young people.

Learning outcomes
At the end of this module participants will be able to:
- Understand the nature of the relationship between a BB leader and a young person
- Identify why it is important to build relationships with young people
- Understand how a range of methods and approaches can be used to build effective relationships.

Resources:
- Flip chart
- Pens
- TV/VCR
- OHP 1: "Learning Outcomes"
- Video: "Young Men Talking about Talking"
- Handout 1: "Main points from the video"

Exercise 1: What impact does the youth work relationship have on young people? (20 minutes)

Show OHP 1: "Learning Outcomes"

Introduce the exercise by emphasising that whatever activities are done in a company, the key to good BB work is the relationship we develop with the young person. This session is designed to enable participants to think about what we need to do and understand in order to build those relationships.

The first exercise enables the participants to understand the role of the BB leader in the life of a young person.

Explain the purpose of the exercise, and on a flip chart showing the words "young person" in a circle in the centre, invite the group to come up with the adults that may come into contact with young people.

Trainer writes up the suggested categories of adults on a flip chart or slide. Do not spend too long on this; we are only concerned with adults that have some sort of relationship with young people rather than a list of people that they meet. Try to convert the suggestions into "categories" as they come up. The flip chart should look something like this:

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Social worker  Police  Minister  Parents/Carers

BB officer

Young person

Other youth workers

Relatives

Doctors  Parents of friends  Teachers
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Trainer then asks the group to say what is the main difference between the role of the youth worker/BB officer and the other adults that may interact with young people.
Key Learning Point:
BB officers (or other voluntary youth leaders) choose to spend time with young people on a voluntary basis. Ask the group to think why that is such an important fact. The trainer should emphasise the potential impact that the voluntary nature of the role can have on young people, and reinforce how this can be a powerful statement to a young person.
It is equally important to emphasise that young people choose to come along to BB and they will probably have chosen to because of the programme.

It can be off-putting to young men to be faced with an adult who wishes to "sit down and talk"! The video offers some ideas for starting points.

Although the sort of youth work shown in the video is different from more traditional BB work, it is clear from watching the video that there are many similarities regarding the relationships we aim to build with young people.

Acknowledge that there are BB companies that work with young women as well and that this would require a different approach; but that for the purpose of this exercise we are focusing on the approaches we can use to build relationships with young men.

Ask the group to make notes as they watch the video, on anything that is said that they feel is relevant to the work we do in the BB. Say that there will be a handout summarizing the main points.

Show the video "Young men talking about talking" (16 minutes)

At the end of the video, ask participants to get into three's and using the notes they made while watching the video, discuss the following questions, which should be written onto a flipchart:

- What are we trying to achieve with our work with the over 11's?
- Why is it so important to build relationships with young men as part of our BB work?
- What methods and approaches can we use to build and maintain effective relationships with young men?

Exercise 2: Building relationships with young people (60 minutes)

Explain that we are going to watch a video about four different organisations that work with boys and young men.

It is important that the trainer sets the scene properly before showing the video, and makes clear the following points:

- Young men are often viewed as difficult, uncommunicative and unwilling to reveal their thoughts and emotions. Part of our work in the BB is to help young people to extend their ability to communicate with each other and with adults.

- It is equally important to emphasise that young people choose to come along to BB and they will probably have chosen to because of the programme.

- Allow time for a short group discussion on what motivates the members of the group to work with young people - what they get out of it and what they find difficult or frustrating.

Ask the group the question why they chose to get involved with work with young people. If a structured discussion is appropriate, then list on a flipchart what the participants give to the BB and what they get back. This can be a valuable exercise for participants in identifying their motivation and role in working with young people in a Christian context.
Key Training Tip!
Tell the group that they have 15 minutes for this exercise and you would like them to start their discussions by sharing with each other where they have felt it has been difficult to build relationships in their companies, and also examples of where they feel they have had successes. When they have spent some time discussing their own experiences, ask them to focus on the three questions you have written on the flipchart. Ask one person in each three to jot down the main responses to the questions to provide some feedback.

After 15 minutes ask the groups to finish their discussions and then take feedback from the groups (going round each group taking one point from each three until you have the main points relating to each of the questions).

Key Learning Point!
The trainer should make sure to emphasise the point that we are **sowers not reapers** and we need to be realistic about what we can achieve with the over 11’s. Although we may make interventions from time to time, we are there as facilitators, and not there to map a path for young people, although there may be times when we act as guides. One way to get this message across may be to ask how they would prefer to be remembered by young people - as adults who helped them to explore their options and opinions, or as adults who told them what to do and think.

Finish the exercise by issuing the handout listing the main points from the video.

Issue Handout 1: "Main points from the video"

Main points from the video

- We need to be able to use games, resources and activities in order to find our "starting points" for relationship building with young men.
- The most successful youth work can be based on good relationships rather than the most expensive facilities.
- We need to decide when it is appropriate to challenge what young men say, and when to encourage them to express their feelings (even if it may be in language we do not like).
- Young men are often viewed as difficult, uncommunicative and unwilling to reveal their thoughts and emotions. Part of our work in the BB is to help young people to extend their ability to communicate with each other and other adults.

Conclude the module by a recap of the two exercises and return to the learning outcomes you displayed at the start of the module. Ask the group if they feel the learning outcomes have been achieved and if there are any further questions or comments.

Thank the group for their participation and bring the session to a close.
Learning Outcomes

At the end of this module participants will be able to:

- Understand the nature of the relationship between a BB leader and a young person.

- Identify why it is important to build relationships with young people.

- Understand how a range of methods and approaches can help to build effective relationships.
RESOURCES

Handouts

Handout 1: Main points from the video
Main points from the video

- Young men are often viewed as difficult, uncommunicative and unwilling to reveal their thoughts and emotions. Part of our work in the BB is to help young people to extend their ability to communicate with each other and other adults.

- It can be off-putting to young men to be faced with an adult who wishes to "sit down and talk"! The video offers some ideas for starting points.

- Although the sort of youth work shown in the video is different from more traditional BB work, it is clear from watching the video that there are many similarities regarding the relationships we aim to build with young people.

- Acknowledge that there are BB companies that work with young women as well, and that this would require a different approach; but that for the purpose of this exercise we are focusing on the approaches we can use to build relationships with young men.
Objective
To enable participants to help all children feel at ease and secure in the BB setting and to help carers and parents to feel welcome.

Learning Outcomes
☒ Identify the different types of family background
☒ Identify the points of good practice required in building relationships with children and their parents and carers
☒ Understand why and how to establish the boundaries of acceptable behaviour
☒ Identify ways to reinforce positive behaviour, challenge negative behaviour and support those who may be affected
Objective:
To enable participants to help all children feel at ease and secure in the BB setting and to help carers and parents to feel welcome.

Learning outcomes
At the end of this session participants will be able to
- Identify the different types of family background
- Identify the points of good practice required in building relationships with children and their parents and carers
- Understand why and how to establish the boundaries of acceptable behaviour
- Identify ways to reinforce positive behaviour, challenge negative behaviour and support those who may be affected

Exercise 1: What is family? (30 minutes)

Explain that this exercise helps people to think about what we mean by “family” and how an understanding of the realities of family life can help in our work with children.

Set the scene by asking the group to think about the different types of family they are aware of. Ask them, with a partner, to jot down as many different types of family they can think of.

Quickly go round the pairs and get them to say one type of family each. Do not write these onto a flipchart.

Show the OHP: “Family”

Family
The possible settings for “family” to happen in, are listed in the Something to Celebrate Church of England Synod report as:

- Stepfamilies
- Married couples with children
- Married couples without children
- Single parent families
- Single person households
- Elderly people
- Lesbian and gay partnerships
- Extended families
- Families with ill or elderly relatives
- Families without work
- Homeless families
- Student and young adult households
- Foster families
- Widows and widowers
- Families and friends
Key Learning Point!
Point out that the children who come to BB may be from different types of family set up, and may or may not be living with one or both biological parents. We shouldn’t assume that whoever brings the child to BB is a parent, and we can’t make assumptions about the type of family background either. It is also worth making the point that for some children, the make-up of the family may change significantly during childhood, sometimes several times.

In pairs, ask participants to come up with a definition of “family”, after five minutes ask one person from each pair to read out their definition. Pull out the main themes like “belonging”, “loving”, “nurturing”, “safe” and also any negative concepts that may have come out.

Summarize by concluding that the children we work with will have a range of experiences of family life, and that we should welcome all children and their parents and carers equally. Our work with children will be more effective if we are aware of an individual child’s circumstances, but it is not for us to make judgements about them.

Exercise 2: Welcoming children and their parents and carers (30 minutes)
This exercise enables participants to identify what they can do to make children and adults welcome in the company.

Ask the group to get into smaller groups of three, and say that we are going to spend some time thinking what it is like to be five years old again!

Ask the group to imagine that they are a five year old child, and what their hopes and fears would be in coming to BB for the first time. After 5 minutes ask them to feed back their discussion and write the hopes and fears onto a flip chart in two columns.

Now ask them to think about the parent, what are her/his hopes and fears, for themselves and for the child? Again, give 5 minutes discussion time and 5 minutes feedback time.

Stick both flipchart sheets onto a wall where everyone can see them.

Now ask them to think about what practical things we can do to allay some of the fears of both parent and child, and to make both feel relaxed and welcome. Give 5 minutes for this, and take feedback.

The list should contain some of the following:

Effective Welcomes

- Be friendly and approachable
- Talk to the child and the adult
- Ask the parent if she/he needs to tell you anything about the child’s particular needs that evening
- Offer the option for the parent to stay for a while if the child is nervous
- Find the child something interesting to do while the others are arriving
- Give clear and accurate information to the parent
- Respect any wishes the parent may have within agreed company procedures
- Respect any confidential information as long as the child’s welfare is maintained
- Show the child care, consideration and respect at all times
- Encourage the child to ask questions, offer ideas and make suggestions, and pay careful attention to these
- Give attention to individual children in a way that is fair to them and the group as a whole
- Communicate with the child in a way that is clear and appropriate to their age, needs and abilities
Issue Handout 1: “Effective Welcomes”

Ask the group if they have any examples of difficult situations they have overcome (or not!) when welcoming children and their parents or carers for the first time.

Conclude the session by saying that the welcome for both children and parents is crucial, and how first impressions (good or bad) are so important.

Link to the next exercise by saying that we need to encourage positive relationships between leaders and children, and between the children themselves.

Show OHP 3: “Discussion questions”

- “What is the most difficult aspect of working with the under 11’s?”
- “What is the most rewarding aspect of working with the under 11’s?”

After 10 minutes, take some general feedback from around the room, but do not write onto the flipchart.

Ask the group how many of them have an agreed approach in their company for dealing with anti-social behaviour, ie what difficulties have they experienced and how have they attempted to resolve them.

Try to determine whether anyone can give an example of where the children themselves have contributed to setting the boundaries for behaviour, and used systems of rewarding “good” behaviour as well as penalising “bad”.

If none of the group members can give examples of this, offer some simple examples of how to involve the children in setting boundaries, and using systems to reinforce cooperative and caring behaviour. These could include, for example “Anchor Boy Ground rules” that they have helped to draw up, and star charts where stars are given for politeness or caring behaviour.

Issue Handout 2: “How to help children to relate positively to each other”

- Actively encourage the children to adopt and apply the ground rules (ground rules that the children have drawn up themselves are more likely to be adhered to)
- Actively encourage and reinforce positive behaviour (using star charts, for example)
- Promptly challenge negative behaviour and support those children who have been affected by it.

Exercise 3: Helping children to relate positively to each other (30 minutes)

This exercise enables participants to understand how they are contributing to children’s development as group members, and to explore some of the practical ways of identifying and keeping within acceptable boundaries of behaviour. It is important for the trainer running this session to stress that there are no magic solutions in dealing with challenging behaviour, but that we can learn a lot from talking to each other and sharing experiences.

Set the scene by reminding the group that part of the function of Anchors and Juniors is to encourage children to be with others in an informal setting and to develop a sense of group identity as well as personal identity.

Part of this process involves recognising acceptable boundaries of behaviour and respecting other people, even though they may be different with different needs and capabilities.

It is important for both adult leaders and the children in a group to know where the boundaries are drawn, and to understand that different codes of behaviour operate in different settings.

Ask the group to get into groups of three and discuss the questions:

- "What is the most difficult aspect of working with the under 11's?"
- "What is the most rewarding aspect of working with the under 11's?"

After 10 minutes, take some general feedback from around the room, but do not write onto the flipchart.

Ask the group how many of them have an agreed approach in their company for dealing with anti-social behaviour, ie what difficulties have they experienced and how have they attempted to resolve them.

Try to determine whether anyone can give an example of where the children themselves have contributed to setting the boundaries for behaviour, and used systems of rewarding “good” behaviour as well as penalising “bad”.

If none of the group members can give examples of this, offer some simple examples of how to involve the children in setting boundaries, and using systems to reinforce cooperative and caring behaviour. These could include, for example “Anchor Boy Ground rules” that they have helped to draw up, and star charts where stars are given for politeness or caring behaviour.
Deal with positive and negative behaviour effectively, fairly and following company procedures (find out if there are set procedures, and if not, talk to your company captain about adopting some)

Actively encourage the children to resolve conflict for themselves

Be aware of children’s individual needs when helping them to relate to each other

Using these guidelines ask the group to return to their groups of three, and choose two of the following case studies to discuss. What, if anything, would they do in the following situations?

Issue Handout 3: Under 11’s Case Studies

The new member - A new family has moved into the area and a seven-year-old boy is coming to your company for the first time.

Swearing - You have just started as a new leader in the company and discover that everyone is constantly swearing

The inseparables - Two of your members are very close friends and won’t join in unless they are together. One evening when they are placed in different teams they create a fuss.

Racist taunts - One evening you overhear two children repeating racist rhymes to a young Asian child.

Bullying - One child is always nasty to younger children by pushing and poking etc, but is well behaved when in a group of his own age.

Shyness - One child is so shy that she will not join in any of the activities

Persistent lying - You find that one child continually lies to you and that the other children comment on this.

Sexist remarks - Although there are no girls in your company, you find that some of the boys make derogatory remarks about girls.

After ten minutes take feedback from the group and stress that it is important to challenge some behaviour and to support children who may have been affected by it.

Key Learning Point!
Sometimes the planned activities may be secondary to the process of relationship building and we need to develop judgement about when to abandon plans and deal with the dynamics within the group.

Conclude the session by stressing that building trusting relationships with children is central to the work that we do in the BB with the under 11’s and provides an essential building block for the child’s development both inside and outside the BB.

Remind people that they will be likely to be the first and in some cases the only adults to form relationships with young people in a voluntary capacity. The quality of the relationship may have a lasting impact on the young person.

Return to the learning outcomes that you displayed at the start of the module and ask if anyone has any further comments or questions.

Wish the group well with this aspect of their BB work.
RESOURCES

Support Materials

Laminated Cards: Participation Exercise
Learning Outcomes

At the end of this session participants will be able to:

- Identify the different types of family background
- Identify the points of good practice required in building relationships with children and their parents and carers
- Understand why and how to establish the boundaries of acceptable behaviour
- Identify ways to reinforce positive behaviour, challenge negative behaviour and support those who may be affected
Family

The possible settings for “family” to happen in, are listed in the *Something to Celebrate* Church of England Synod report as:

Stepfamilies.
Married couples with children.
Married couples without children.
Single parent families.
Single person households.
Elderly people.
Lesbian and gay partnerships.
Extended families.
Families with ill or elderly relatives.
Families without work.
Homeless families.
Student and young adult households.
Foster families.
Widows and widowers.
Families and friends.
Discussion Questions

“What is the most difficult aspect of working with the under 11’s?”

“What is the most rewarding aspect of working with the under 11’s?”
Handout 1: Helping children to relate positively to each other.

Handout 2: Effective welcoming.

Handout 3: Under 11’s Case Studies
Helping children to relate positively to others

- Actively encourage the children to adopt and apply the ground rules (ground rules that the children have drawn up themselves are more likely to be adhered to).

- Actively encourage and reinforce positive behaviour (using star charts, for example).

- Promptly challenge negative behaviour and support those children who have been affected by it.

- Deal with positive and negative behaviour effectively, fairly and following company procedures (find out if there are set procedures, and if not, talk to your company captain about adopting some).

- Actively encourage the children to resolve conflict for themselves.

- Be aware of children’s individual needs when helping them to relate to each other.
Effective welcomes

- Be friendly and approachable.
- Talk to the child and the adult.
- Ask the parent if she/he needs to tell you anything about the child’s particular needs that evening.
- Offer the option for the parent to stay for a while if the child is nervous.
- Find the child something interesting to do while the others are arriving.
- Give clear and accurate information to the parent.
- Respect any wishes the parent may have within agreed procedures.
- Respect any confidential information as long as the child’s welfare is maintained.
- Show the child care, consideration and respect at all times.
- Encourage the child to ask questions, offer ideas and make suggestions, and pay careful attention to these.
- Give attention to individual children in a way that is fair to them and the group as a whole.
- Communicate with the child in a way that is clear and appropriate to their age, needs and abilities.
Under 11’s Case Studies

The new member - A new family has moved into the area and a seven-year-old boy is coming to your company for the first time.

Swearing - You have just started as a new leader in the company and discover that everyone is constantly swearing.

The inseparables - Two of your members are very close friends and won’t join in unless they are together. One evening when they are placed in different teams they create a fuss.

Racist taunts - One evening you overhear two children repeating racist rhymes to a young Asian child.

Bullying - One child is always nasty to younger children by pushing and poking etc., but is well behaved when in a group of his own age.

Shyness - One child is so shy that she will not joint in any of the activities.

Persistent lying - You find that one child continually lies to you and that the other children comment on this.

Sexist remarks - Although there are no girls in your company, you find that some of the boys make derogatory remarks about girls.
Objective
To define what is meant by participation and empowerment and how these principles can be applied in BB work.

Learning Outcomes
☑ Understand the concepts of participation and empowerment and how they can be used in our work with young people
☑ Identify the different levels of participation and define at which levels the BB operates
☑ Identify ways of increasing levels of participation in BB companies
Objective:
To define what is meant by participation and empowerment and how these principles can be applied in BB work.

Learning outcomes:
At the end of this session participants will be able to:
- Understand the concepts of participation and empowerment and how they can be used in our work with young people
- Identify the different levels of participation and define at which levels the BB operates
- Identify ways of increasing levels of participation in BB companies

Resources:
- Flip chart
- Pens
- Blu-tac
- OHP 1: “Learning Outcomes”
- OHP 2: “Participation, why?”
- Handout 1: “The Participation Ladder”
- Handout 2: “Empowerment Case studies.”
- Handout 3: “Empowering Young People”
- Participation Ladder exercise cards

Timing:
One and a half hours.

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Show OHP 1: “Learning Outcomes”

Exercise 1: The Participation Ladder
(45 minutes)

Objective:
To show that there are many levels of participation and to identify where the group members would place their company on that ladder.

Introduce the session by reminding participants that the four core values of youth work were identified in the first session, they state that youth work is:
- Educational
- Participative
- Empowering
- Promoting equality

Show these core values on a flipchart

Explain to group members that this session will help them to understand what participation and empowerment mean, and how to promote the ideas within their own companies.

Firstly, ask the group why we are working towards the participation of young people in all areas of the BB. Get a few responses and then show the following OHP or pre-prepared flipchart:

Show OHP 2: “Participation, why?”

Participation, why?
- To give a young person a sense of belonging to the BB company and the BB nationally
- To give a young person a sense of identity, and the skills, confidence and assurance needed to participate not only in the BB but also in society at large.
Set out the two end cards of the Participation Exercise as follows (the floor is suitable, a wall is better - but you will need Blu-tac):

![Participation vs. Non-participation](image)

Get the group to sort out the other six cards and place them in order from the least participative to the most participative definition. Allow the group time to discuss where they place the cards. Ensure that everyone in the group is able to participate in the exercise.

Give the group a copy of the handout showing the Participation Ladder. Rearrange and discuss if necessary.

**Issue Handout 1: “The Participation Ladder”**

### The Participation Ladder

**Manipulation**
Young people do or say what adults suggest they do, but are not asked or informed about the issues, OR young people are asked what they think about an issue, adults use some of the ideas but do not tell them what influence they have on the final decision.

**Tokenism**
Young people are asked to say what they think about an issue but have little power or no choice about the way they express those views or the scope of the ideas they can express.

**Adult led**
Adults decide on the project and young people volunteer for it. The young people understand the project, they know who decided why and how they could be involved.

**Consultation**
The project is designed and run by adults; however, young people are consulted. They have an understanding of the process and some of their opinions are taken seriously.

### Shared decisions
Adults have the initial idea but young people are involved in every step of the planning and implementation. Not only are their views considered but they are also involved in making the decisions.

### Empowerment
Young people have the initial idea, decide how the project is carried out and are key players, not part of the support cast. The adults do not direct but offer their expertise for young people to consider.

Then ask the group members to say where they think their BB Company or their section is on the scale. As a guide, it is unlikely that BB work would be at level six all the time. Allow time for discussion.

Write the following questions onto a flip chart and ask the group to consider, in groups of three:

- What are the blockages to introducing more participation, on the part of the leaders and on the part of the young people?
- How could they go about overcoming these blockages?
- What action could they take to introduce more participation in their own companies or sections?

Give 10 minutes for this discussion and then ask each group to summarize briefly their findings (there is no need to record the feedback onto a flipchart, just listen and recap the main themes at the end of the feedback).

### Key Training Tip!
It is useful to point out at this stage that some leaders may encounter resistance from their fellow officers if they return from training bursting with new ideas. We do not want people to feel deflated if their ideas are not met with understanding and enthusiasm. Suggest that participants who would like to improve levels of participation think of a strategy for doing so. One good way is to identify who, in the company would be like-minded and begin to talk to these people first before trying to gain the support of those who may be more suspicious of their ideas.
Key Learning Point!
Participation can happen on many levels. The BB aims to involve young people in the company. The challenge is firstly to identify a shared commitment to participation in the company, and secondly to develop a plan to achieve realistic levels. Care needs to be taken so that all young people have the opportunity to participate, some may respond and others not. It is hoped that by providing the opportunity, young people will grow in confidence and learn from what they do.

Thank the group and offer a five minute break if appropriate, and return to look at “empowerment”.

Exercise 2: Empowerment Case Studies
(45 minutes)

Introduce the exercise by acknowledging that “participation” and “empowerment” are sometimes difficult to distinguish and that it is easy to confuse the two.

One way of viewing them is to think of participation as the process and empowerment as the outcome. (Write this onto a flip chart) On a new piece of flip chart paper, write up the six headings from the Participation Ladder.

Ask the group to get into groups of three to consider the following BB scenarios and answer the questions.

Issue Handout 2: “Empowerment Case Studies”

Empowerment Case studies
Participants will be asked to discuss these case studies in small groups using the Participation Ladder. It is suggested that participants work in groups of three for ten minutes to discuss two or more of the following case studies; and then briefly feedback their findings to the rest of the group.

Empowerment Case Study 1
Five of the Seniors in your Company ask if it might be possible for them to use a redundant room on the church premises as a BB clubroom. The room is in a very poor state of repair and has become a place where junk is stored. You and the other two officers in the Company are already very busy and do not really have the time to undertake more work in clearing and preparing the room.

- At what level on the Participation Ladder could this project be pitched?
- What steps would need to be taken to get the project off the ground?
- What important role would you or one of the other officers undertake as the project progresses?

Trainer’s notes: This project can be used to increase the level of empowerment in the Company. Steps would include permission to use and redecorate the room, finding out if anyone else in the company is interested in getting involved, finance for the project, who will do what tasks, etc. The leader(s) would need to work in a facilitating role.

Empowerment Case Study 2
The Company Section runs a fairly traditional programme with a mix of BB award scheme topics, devotions, and games. There are fifteen boys aged 12 to 15, two officers (one of whom is you), and one instructor. Several of the older boys approach you to say that they are getting fed up with the usual programme, which is planned and delivered by the section staff.

- Where does this case study fit on the Participation Ladder?
- What could be done to increase the level of empowerment?
- What steps would need to be taken?

Trainer’s notes: This case study fits under the adult led heading of the model. Efforts could be made to include the interests of the boys in the programme by way of some consultation about what parts might need to be changed. What skills and interests do some of the older boys have that might be used to deliver parts of the section programme? The officer would need to speak to his/her fellow members of staff.
Empowerment Case Study 3
Your Company Section usually goes on a camping holiday to the coast for a week in the summer each year, alternating between two campsites every year. Twenty Company and Senior boys went to the last camp along with four staff. The planning for the camp and the delivery of the programme is usually undertaken by the four staff and three older Seniors; these Seniors run the on-site games and sports. Early in the new session, a group of boys speak to you about next year’s camp asking if it would be possible to go somewhere else instead.

- Where does this case study fit on the Participation Ladder?
- What could be done to increase the level of empowerment?
- What steps would need to be taken?

Trainer’s notes: This case study fits under the consultation/adult led headings of the model. Efforts could be made to find out if others feel the same way. Could those attending the camp be involved more in the planning and running of the event? Some consultation could be undertaken to find out what activities the boys might wish to do on a camp, e.g. what menus could be provided.

Empowerment Case Study 4
Your Company and Seniors meet together once a week; there are usually twelve boys present and three staff. Several of the boys speak to you about the possibilities of including regular trips and visits in the programme, perhaps one per school term. They suggest ice-skating and ten pin bowling for starters.

- How might these ideas be used to good effect using the Participation Ladder?
- What important role would you or one of the other officers need to undertake in support of their ideas?

Trainer’s notes: This fits under the shared decisions heading on the Participation Ladder. These ideas could be used to increase the levels of empowerment within the company. Enquiries would need to be made to see if the boys were interested in getting involved in the planning and delivery of trips and visits. Efforts should be made to find out if the other boys are interested in including these ideas in the programme. The officers would need to undertake the role of facilitators for particular trips and visits.

Empowerment Case Study 5
Your Battalion decides that it would be a good idea to have one young person aged under 18 on its Seniors committee of seven people so that the views of Seniors within the Battalion could be fed into its decision making.

- Where does this case study fit on the Participation Ladder?
- What could be done to increase the level of empowerment of Seniors within the Battalion?
- What important role would several of the other officers need to undertake in support of this work with Seniors?

Trainer’s notes: This case study fits under the tokenism heading on the Participation Ladder. Efforts could be made to include a number of Seniors on the committee; there could be some consultation about what the needs of Seniors are in the Battalion. The officers on the committee would need to undertake the role of facilitators for particular pieces of work.

After 10 or 15 minutes, ask the groups to stop what they are doing, and go through each case study in turn, asking different groups for their feedback. There is no need to write anything onto the flipchart, but try to link the exercise to real examples of where people have had successes or disappointments with their own attempts to empower young people in their companies. Refer back to the last exercise where they identified the blocks to participation (from leaders and young people) and try to centre the discussions on possible solutions.

Finally, say that we are going to spend whatever time is left (there should be about 10 or 15 minutes) to work in pairs to plan a strategy of how to introduce participation and empowerment into their own work in the BB.
Ask everyone to think of one or two things they would like to achieve, working with young people in a more participative way. Ask them to write these goals onto a piece of paper. Then, underneath these goals, ask them to write who or what might be an obstacle to achieving these, and what they can do about the obstacles (if anything). Then ask them to write down who or what may be supportive and helpful, and how to harness this support.

Finally, in pairs they should share what they have written and give support or suggestions to each other.

Key Training Tip!
The trainer should stress that the final exercise is confidential within the pairs, as people may be talking about other officers in their companies, and it would not be fair to repeat the conversations outside the training room.

Issue Handout 3:
“Empowering Young People”

Bring the module to a close by returning to the learning outcomes you displayed at the beginning, and ask participants if there are any further questions or comments.

Thank the group and wish them well in this area of their work.
RESOURCES
OHP’s
OHP 1
OHP 2
Learning Outcomes
Participation...Why?

Sure
Steadfast

September 2001
Module 4
Resources
Learning Outcomes

At the end of this session participants will be able to:

- Understand the concepts of participation and empowerment and how they can be used in our work with young people.

- Identify the different levels of participation and define at which levels the BB operates.

- Identify ways of increasing levels of participation in BB companies.
Participation... Why?

- To give a young person a sense of belonging to the BB company and the BB nationally

- To give a young person a sense of identity, and the skills, confidence and assurance needed to participate not only in the BB but also in society at large.
RESOURCES

Handouts

Handout 1  The Participation Ladder
Handout 2  Empowerment Case Studies
Handout 3  Empowering Young People
Non-participation
Tokenism

Young people are asked to say what they think about an issue but have little power or no choice about the way they express those views or the scope of the ideas they can express.
Manipulation

Young people do or say what adults suggest they do, but have no real understanding of the issues OR young people are asked what they think, adults use some of the ideas but do not tell them what influence they have on the final decision.
Empowerment

Young people have the initial idea, decide how the project is carried out and are key players in its planning and delivery.

The adults do not direct but offer their expertise for young people to consider.
Consultation

The project is designed and run by adults, however, young people are consulted. They have an understanding of the process and their opinions are taken seriously.
Shared decisions

Adults have the initial idea but young people are involved in every step of the planning and implementation. Not only are their views considered but they are also involved in making the decisions.
Adult led

Adults decide on the project and young people volunteer for it. The young people understand the project, they know who decided why they could be involved and why adults respect their views.
Participation
THE PARTICIPATION LADDER

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulation</td>
<td>Young people do or say what adults suggest they do, but have no real understanding of the issues or young people are asked what they think, adults use some of the ideas but do not tell them what influence they have on the final decision.</td>
</tr>
<tr>
<td>Tokenism</td>
<td>Young people are asked to say what they think about an issue but have little power or no choice about the way they express those views or the scope of the ideas they can express.</td>
</tr>
<tr>
<td>Adult led</td>
<td>Adults decide on the project and young people volunteer for it. The young people understand the project, they know who decided why they could be involved and why adults respect their views.</td>
</tr>
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</tr>
</tbody>
</table>
EMPOWERMENT CASE STUDIES

Case Study 1
Five of the Seniors in your Company ask if it might be possible for them to use a redundant room on the church premises as a BB clubroom. The room is in a very poor state of repair and has become a place where junk is stored. You and the other two officers in the Company are already very busy and do not really have the time to undertake more work in clearing and preparing the room.

- At what level on the Participation Ladder could this project be pitched?
- What steps would need to be taken to get the project off the ground?
- What important role would you or one of the other officers undertake as the project progresses?

Case Study 2
The Company Section runs a fairly traditional programme with a mix of BB award scheme topics, devotions, and games. There are fifteen boys aged 12 to 15, two officers (one of whom is you), and one instructor. Several of the older boys approach you to say that they are getting fed up with the usual programme, which is planned and delivered by the section staff.

- Where does this case study fit on the Participation Ladder?
- What could be done to increase the level of empowerment?
- What steps would need to be taken?

Case Study 3
Your Company Section usually goes on a camping holiday to the coast for a week in the summer each year, alternating between two campsites every year. Twenty Company and Senior boys went to the last camp along with four staff. The planning for the camp and the delivery of the programme is usually undertaken by the four staff and three older Seniors, these Seniors run the on-site games and sports. Early in the new session, a group of boys speak to you about next year’s camp asking if it would be possible to go somewhere else instead.

- Where does this case study fit on the Participation Ladder?
- What could be done to increase the level of empowerment?
- What steps would need to be taken?

Case Study 4
Your Company and Seniors meet together once a week; there are usually twelve boys present and three staff. Several of the boys speak to you about the possibilities of including regular trips and visits in the programme, perhaps one per school term. They suggest ice-skating and ten pin bowling for starters.

- How might these ideas be used to good effect using the Participation Ladder?
- What important role would you or one of the other officers need to undertake in support of their ideas?

Case Study 5
Your Battalion decides that it would be a good idea to have one young person aged under 18 on its Seniors committee of seven people so that the views of Seniors within the Battalion could be fed into its decision making.

- Where does this case study fit on the Participation Ladder?
- What could be done to increase the level of empowerment of Seniors within the Battalion?
- What important role would several of the other officers need to undertake in support of this work with Seniors?
EMPOWERING YOUNG PEOPLE

- Our Mission Statement talks about ‘empowering boys and young people by involving them in decision making at all levels of the organization.’ It also pledges to widen leadership opportunities.

- In 1991 the UK Government ratified the UN Convention on the Rights of the Child which, in Article 12 establishes the principle that every Child and Young Person capable of expressing a view is entitled to have that view taken seriously. Whilst this applies to Families and Carers (including Local Authorities) is also includes Institutions and Organisations which have Young People as Members/Clients.

- In 1999 the Executive reaffirmed our Mission Statement by identifying ‘Empowering Young People’ as a Key Issue.

What do we mean?
We hear a great deal about empowerment these days, it is one of the fashionable words which one should use to prove how up to date we are. Gestures are made such as co-opting a young person to a committee or perhaps choosing one to read at the Church Parade which might be described as participation but certainly not empowerment.

The words ‘participation and empowerment’ tend to be used interchangeably but empowerment is more assertive and involves notions of power.

A way of understanding the words is to look at Participation as the process and Empowerment as the outcome. In practice, what is often claimed to be empowerment can range from tokenism at one extreme to handing over total control at the other. Therefore it might be helpful to consider what happens in your own company and see how it fits into the following spectrum.

- **Tokenism** - this tends to be a one-off involvement without follow-up of involvement in the ongoing process. Where there is a token member of a committee the young person is usually isolated and it takes massive confidence to put forward a view with force, whereas the rest of the committee are likely to congratulate themselves that they are giving a young person a say.

- **Consultation** - can be a positive process if attempts are made to obtain the views of young people and those views inform the decision making of the leaders. Too often consultation is undertaken in good faith but only those views agreed by the adults are likely to be accepted.

- **Contribution** - can be equally valuable where young people contribute to a particular project in ways which are obvious and valued. However, much depends upon who decides what the contribution will be.

- **Participation** - depends very much on how equal the partnership between the young person and the leader is and whether the young person is involved in the planning as well as the delivery.

- **Empowerment** - implies that the young person shares in the exercise of power; makes decisions; takes risks and is a key player - not a member of the support cast.

- **Control** - is where the young person is in total charge.

However our attempts at empowering young people must never lead to handing over control. That would eliminate the role of the leader and we must always remember we are in the business of Youth Work.

Perhaps we should remind ourselves of how Youth Work is defined. It is concerned with the personal and social development of young people; it is educative and involves...
intervention by adults. If it does not we might just as well not be there - this has been the weakness of some unstructured youth clubs where the leaders do little more than act as bouncers at the door, stand guard over the tuck shop cash box or ride shotgun over the table tennis table to stop it being wrecked.

There are, therefore, implications for leadership but it should be clearly understood that although empowering usually involves non-directive leadership, it also involves intervention and therein often lies the difficulty.

So much for definitions: We may talk about involving young people in decision making at all levels but this leads to the following questions:

- Are we actually doing it?
- How are we doing it?
- How can we encourage others to do it?

Perhaps, more importantly, we need to convince ourselves of the value of participation and empowerment. After all, most boys, especially teenage boys, come to BB to have some fun and be with their mates. Do they actually want to run the show?

What are the benefits

Here are a list of benefits identified by Tam Tansey of Youth Clubs UK:

1 A voice and an influence. Empowerment offers children a level of influence and an element of choice about the kind of provision offered by a service. It helps children and young people be clear about and understand their own wants and needs.
2 Updated services. The process of empowerment impels services to meet changing needs that arise from the everyday interests and problems defined by young people.
3 Child development. In being empowered, young people experience many new aspects of their own potential, including the dilemma of responsibility and the ability to prioritise.
4 Social and political education. Empowerment provides opportunities to acquire the skills of debate, communication, negotiation and individual or group decisionmaking. In itself, it represents the first steps in learning about how individual, group and even national politics work.
5 Creators not consumers. Through empowerment children are encouraged to be active in creating the services they use, rather than being passive consumers of services provided for them. It follows that any such service must be an agent for social change and not one for social control.
6 Participation in the wider society. Children with experience of participation in a safe environment will understand the process of empowerment and be better prepared to participate in decision making when they have moved into wider society.
7 Democracy. The promotion and practice of a service, which is open and accountable to its users, encourages democratic procedures and respect for the principles of democratic life.

Why is it important?

If our Young People between the ages of about 14 and early twenties can develop a sense of ownership of the Brigade there is a better chance of them remaining as leaders. Moreover it is widely accepted that young Christians grow and develop as they practice their faith and learn how to share it. Other significant reasons are:-

- decline of teenage membership
- the disappearance of many young officers after completing KGVI training
- the number who look to other organisations to provide opportunities for Christian Service

In recent years we have tried to raise the profile of young people in the organisation through projects such as
New Horizons for the reasons above but, above all, when it comes to talking to boys about the Christian faith - which is our raison d’etre - they are more likely to take notice of someone near their own age than ‘professional’ Christians which is how they often view older officers. New Horizons is a generic title for projects such as KJC (the Central Music & Drama Group); International Teams; Web Support team; Millennium Games and aspects of Firm Foundations. At an administrative level we now have young leaders closely involved in the International Forum and one occupies the chair and others make up the project team which has produced ‘Raw Deal’.

The Brigade need have no guilt about a lack of specific programmes aimed at empowering young people because, as in a number of other respects, we have a pioneering record. Our NCO system which places graded demands on young men commensurate with their age and aptitude is one of the best examples and many companies already provide opportunities for their boys to contribute positively to the development of the company.

It has been noted above that programmes which promote participation and empowerment have implications for leadership which must be acknowledged.

Implications for Leadership

Although the style of leadership is often described as non-directive, that by no means implies it is non-interventionist. It involves taking risks that they will not perform, get stage fright or choose the wrong material etc. It is important to let the group develop organically and not to act as the ‘sweeper’, to do what they do not i.e. pick up the stragglers, etc. You as the leader must watch the process very carefully and, when appropriate, encourage the individual, make the helpful comment, ask a question or draw attention to a potential problem. Above all avoid telling them what to do but you can still make suggestions if asked.

The officer must not neglect the teaching role which may be done individually or in groups. In doing this you are able to set standards and provide expertise. Occasionally you may need to intervene when the group gets stuck by making suggestions which nudge them along. You should not expect young leaders to arrive at all the solutions themselves and they will look to you for help. After all, the leaders’ experience must count for something and it must be offered. They don’t have to take the advice!

Leaders have to get used to holding back and not taking charge. It often makes them feel redundant and perhaps creates the feeling they are not doing their job.

What does empowerment do for young people?

They are able to plan from their own experience and their own perspective (i.e. choice of Programme). They grow personally and develop relationship and leadership skills. They learn how to negotiate changing leadership roles and how to assess their own role in the group.

It encourages the diffident to become assertive, the reluctant leader to come forward and the natural leader to step back. Young people learn to solve their own relationship problems in the group.

Implications for Resources

We owe it to the young people to see they are properly resourced, which respects their willingness to be involved. This might involve providing materials, advice or such things as travelling expenses. It is important that no group becomes self-selective on an ability to pay and in some cases subsidies might be required. However, the role of the officer will mainly be to provide teaching and skilled support.
Implications for the Brigade

Learned Skills become transferable which means that they are likely to become involved in other aspects of the Brigade. Moreover there is the prospect of increased commitment to the Brigade and greater chances of young people staying on in leadership roles. At the same time we increase the pool of talent for future...

How do we judge success?

We can fairly see the benefits to the organisation but there are also benefits for the Young People. Any programme designed to empower boys and young men should include the following elements:

- Acquiring new skills (Educational)
- Experience which can be used in the future in the Company? Battalion? Brigade? Church? Or perhaps employment.
- Greater responsibility
- New challenges and experiences
- Be a worthwhile activity in its own right.
- Provide an extended social circle/life

The Future

Many companies already empower their NCO's but many do not. It is therefore worth the Brigade at all levels considering ways in which it can help the empowerment of our boys. At Battalions and Brigade level there may need to be changes in constitutions but in most cases it is a change of attitude which is the key rather than changing rules.

We shall, from time to time, seek to publicise programmes within the Brigade, which empower members. The first appears in the main body of the Gazette and describes how a group of seniors turned a derelict room into an attractive and well-used clubroom. If they had simply carried out plans drawn up by the officers (and that is quite reasonable in some circumstances) they would have experienced participation. However, since they decided the décor, the content and actively raised the money, they were empowered. Any company with experience of empowerment programmes is welcome to submit an account for possible publication in a future BB Gazette.
RESOURCES
Support Materials
Laminated Cards: Participation Exercise
Objective:

To enable participants to understand how BB activities contribute to children’s physical, social, intellectual and emotional development.

Learning outcomes

At the end of this module participants will be able to:
- Define what we hope to achieve in our work with the under 11’s
- Identify new ideas for activities by sharing skills and knowledge with the group
- Plan a programme that provides a balanced approach in child development terms

Resources:

- Flip chart
- Pens
- OHP 1: “Learning Outcomes”
- OHP 2: “Typical Anchor Boy Evening”
- OHP 3: “Typical Junior section Evening”
- Handout 1: “Meeting the Needs of the Under 11’s”
- Handout 2: “The importance of play”
- Handout 3: “Play is truly the work of a child”
- Handout 4: “Types of play”
- Handout 5: “It’s Different for Boys!”

Timing:

One and a half hours.

Show OHP 1: “Learning Outcomes”

Exercise 1 (20 minutes) What do we hope to achieve with the under 11’s?

Introduce the exercise by saying that sometimes we need to step back from the work we do with Anchors and Juniors and refocus on why we do what we do, and what is the overall purpose of the BB with this age group.

On a flip chart, write up the question “What do we hope to achieve?” Ask the group to suggest all the different reasons for working with the under 11’s. Write all the responses onto the flipchart. Some of the responses may include:
- Christian education
- Learning new skills
- Developing independence
- Developing confidence
- Emotional support
- Adventure
- Developing a group identity
- Developing an awareness of the needs of others
- Developing a personal identity
- Fun
- Enjoyment
- Developing physical skills

The trainer should make sure that most of the responses on the list above appear (although different terms may be used).

Now ask the group to split into groups of three and using the list on the flip chart, think of some examples of activities that you could do with children that would meet the aims they have just identified. Give the group 10 minutes to come up with some ideas and then take feedback.
Contributing to a child’s development through BB activities
(for those working with the under 11’s)

Objective

- To enable participants to understand how BB activities contribute to children’s physical, social, intellectual and emotional development.

Learning Outcomes

- Define what we hope to achieve in our work with the under 11’s
- Identify new ideas for activities by sharing skills and knowledge with the group
- Plan a programme that provides a balanced approach in child development terms
Issue Handout 1: “Meeting the Needs of the Under 11’s”

Meeting the needs of the under 11’s?
Some examples

- Christian education
  Storytelling with morals meanings
- Learning new skills
  Fastening shoelaces, craft activities, doing up a tie
- Developing physical skills
  Coordination games, hopping, skipping, balance games
- Developing independence
  Giving a choice of activities to do,
- Developing confidence
  Praise for good behaviour, give opportunities to do things for themselves, role-play, mime, drama
- Emotional support
  Regular staffing to build up relationships, working to the needs of the group
- Adventure
  Doing unusual activities, trips out (Fire Station, Post Office), obstacle races
- Developing a group identity
  Going on trips as a unit, involving children in the review of the programme (what did they enjoy most etc)
- Developing an awareness of the needs of others
  A night spent in the “shoes” of others, Sensory impairment games
- Developing a personal identity
  Making paper faces and talking about how we are all different (even though in a uniform), looking at the different needs and interests of others.
- Fun and enjoyment
  All the above need to be carried out in a fun environment, but safely.

Point out that in order to plan a balanced programme, we need to be aware of how play and activities are truly the work of a child, and that children learn and develop through repetitive play and then move on to the next level of complexity.

Explain that you are issuing some handouts that give information on how to plan programmes that contribute to aspects of a child’s development. These can be read after the session and will help people to plan balanced programmes.

Issue Handouts 2, 3, 4 and 5:
“The importance of play”
“Play is truly the work of a child”
“Types of play”
“It’s Different for Boys!”

Exercise 2 (45 minutes) Creative solutions, the transfer wheel!

Introduce this exercise by saying that it is going to be a practical session when participants can look at what they currently do with their Anchor and Junior sections, and gain ideas from everyone else in the group.

First of all, ask participants to take a few minutes on their own to map out on a piece of paper what they would do on a fairly typical evening in their section. The trainer should then show the two OHP’s which map out a typical Anchor Boy evening and a typical Junior Section evening.

Show OHP’s 2 and 3:
“Typical Anchor Boy Evening”
“Typical Junior Section Evening”

Typical Anchor Boy Evening

6pm
Coming in activity
(something that children can join in with at any stage)

6.10pm
Choice of two craft tables
(also something that can be joined at any stage for latecomers)
Typical Junior Section Evening

6.15pm
An activity for Juniors arriving could be
- a game that can be joined as they arrived
- crossword, word searches, puzzles
- table top games

6.30pm
Open - Worship
“What happened that evening…”

6.35pm
Team Game - uni-hock challenge
(2 teams, 2 sticks, 2 goals 1 on 1 challenge to score points for each team)

6.45pm
Award Scheme crafts, quiz interests etc
Split into various group each with leaders following the Badge Scheme

7.10pm
Games
- obstacle race
- co-ordination games
- football dribbling
- hopping with bean bag balanced on foot

7.30pm
Tuck shop

7.40pm
Notices and closing prayer

7.50pm
Handover to parents and goodbyes

When everyone has mapped out a typical section night, ask them to get into a pair with another person who works in the same section (Anchors or Juniors) just to briefly compare how they run a typical evening. Ask them to discuss how they feel about the way their sections run currently, what they feel they are good at and where they feel the need for some new ideas or a different activity.

Ask each member of the group to write down a sentence defining what it is they would like to achieve in their Anchor or Junior sections in order to improve the overall experience for the children who attend.

Examples of the types of sentences would be:
“ I need to organise the arrivals and welcomes so they are less chaotic”
or
“I need some ideas for some new crafts”
or
Youth Leader Training

“"I need to think of ways to calm everyone down after the games because they never listen to the story”

Then ask the group to split into two smaller groups of equal numbers and arrange one circle of chairs facing outwards and a second circle of chairs facing inwards, so that each outward facing chair is opposite an inward facing chair.

Two circles of chairs

Name the two groups A and B, and ask group A to sit in the chairs facing outwards, tell them that they are the “consultants” who will be giving ideas, advice and sharing of experience to their “clients”.

Ask group B, the “clients” to choose a chair and sit opposite one of the “consultants”. The clients will need paper and pen to jot down any good ideas that they are given.

Before you start the exercise, explain that each client will be able to ask for ideas and advice from every consultant in the circle, so they have an excellent opportunity to learn from the combined wisdom and experience of a group of people who understand exactly the sort of work they are doing with children.

Key Training Tip!

Some newer leaders may not feel they have enough experience to offer ideas to other participants in this exercise. Reassure them that it is all right to say that they do not have any ideas, and that when it is their turn to be the client they may find that they gain some new ideas from the more experienced participants.

Explain to the consultants that they will only have a couple of minutes to give ideas or share their own experiences with each client who visits them. Again, if they don’t feel that they have any answers or that they too, are faced with a similar problem in their company, then it is perfectly all right to spend the two minutes exploring the issue and attempting to encourage the client to come up with some of their own solutions.

Tell the clients that they will have two minutes with each consultant on their specific requirement or question and then they will have to move on round the circle to face the next consultant, and so on until they have visited each consultant in the circle. (The consultants stay in their seats.) They can ask the same question or ask for ideas on the same issue, or they can have a second question to ask if they feel that would be a better use of the opportunity they are being given.

The trainer’s role after the exercise has started is to keep time and shout “change!” every two minutes. You have to quite strict about the timing, as it is important that each participant gets their full turn as a client.

When a full turn of the circle has been completed, ask group B to occupy the chairs on the inner circle and group A to be the clients on the outer circle. Repeat the exercise, giving the same amount of time to group B.

Key Training Tip!

The point of this exercise is primarily for all the participants to gain some practical ideas to refresh their own thinking and to take back to their companies. Using this “transfer wheel” exercise enables you to facilitate the swapping of ideas in a controlled and fun way. Keep the whole thing light and not deadly serious, as you don’t want people to feel failures if they can’t come up with instant solutions.

Conclude the exercise by asking the group if they feel they got some good advice and give them all a few minutes to make any final notes from the exercise. Thank the group for their participation and move into the final exercise.
Exercise 3 (20 minutes) Planning a balanced programme

Explain that this last exercise will be about planning an “ideal” company evening for either an Anchor or Junior section using:

- The information from the handout on “It’s Different for Boys!”
- The ideas for activities that meet the aims of Anchor and Junior sections
- The ideas gained from the rest of the group in the transfer wheel exercise

The idea is to look at what the participants had mapped out as their current typical evening, and to plan an improved evening that uses all the knowledge and understanding they have gained from the session.

Ask the group to work in pairs, and to map out a balanced programme for an evening using their new information and explain to their partner why they have scheduled in each activity and what BB and developmental aims it serves.

Allow 10 minutes for each person in the pair to plan a programme for an evening, and call time when they need to swap or finish. If time allows, ask the group to share what they think were really good ideas they gained in this exercise, so that they gain from other participants, not only the person they were working with.

Conclude the exercise and the session by doing a recap of what has been covered and return to the learning outcomes you displayed at the start. Thank the group and wish them well with their programme planning and work with the under 11’s.
Learning Outcomes

At the end of this module participants will be able to:

☐ Define what we hope to achieve in our work with the under 11’s.

☐ Identify new ideas for activities by sharing skills and knowledge with the group.

☐ Plan a programme that provides a balanced approach in child development terms.
Typical Anchor Boy Evening

6pm
Camera in activity
(something that children can join in with at any stage)

6.10pm
Choice of two craft tables
(also something that can be joined at any stage for latecomers)

6.30pm
Games
Physical games played either in teams or individually
(competitive or non competitive)

6.45pm
Story and discussion

6.55pm
More games or drama or music

7.10pm
Notices, prayer, points awarded during the evening

7.15pm
Handover to parents and goodbyes
Typical Junior Section Evening

6.15 pm
An activity for Juniors arriving could be
☐ a game that can be joined as they arrive
☐ crossword, word searches, puzzles
☐ table top games

6.30 pm
Open - Worship
“What happened that evening…”

6.35 pm
Team Game - uni-hock challenge
(2 teams, 2 sticks, 2 goals, 1 on 1 challenge to score points for each team)

6.45 pm
Award Scheme - crafts, quiz, interests etc
(Split into various groups each with leaders following the Badge Scheme)

7.10 pm
Games
☐ obstacle race
☐ co-ordination games
☐ football dribbling
☐ hopping with bean bag balanced on foot

7.30 pm
Tuck Shop

7.40 pm
Notices and closing prayers

7.50 pm
Handover to parents and goodbye
Handouts

Handout 1  Meeting the needs of the under 11’s
Handout 2  The Importance of play
Handout 3  Play is truly the work of a child
Handout 4  Types of play
Handout 5  It’s different for boys!
Meeting the needs of the under 11’s

- **Christian education**
  Storytelling with morals/meanings.

- **Learning new skills**
  Fastening shoelaces, doing up a tie.

- **Developing physical skills**
  Coordination games, hopping, skipping, balance games.

- **Developing independence**
  Giving a choice of activities to do.

- **Developing confidence**
  Praise for good behaviour, give opportunities to do things for themselves, role play, mime, drama.

- **Emotional support**
  Regular staffing to build up relationships, working to the needs of the group.

- **Adventure**
  Doing unusual activities, trips out (Fire Station, Post Office), obstacle races.

- **Developing a group identity**
  Going on trips as a unit, involving children in the review of the programme (what did they enjoy most etc).

- **Developing an awareness of the needs of others**
  A night spent in the “shoes” of others, Sensory impairment games.

- **Developing a personal identity**
  Making paper faces and talking about how we are all different (even though in a uniform), looking at the different needs and interests of others.

- **Fun and enjoyment**
  All the above need to be carried out in a fun environment, but done safely.
The Importance of play

Play has always been important in the development of a child. Young children as well as teenagers need to engage in play along with educational activities. Play was defined in a recent journal article as involving “a free choice activity that is non-literal, self-motivated, enjoyable and process oriented”. Critical to this definition is the non-literal, non-realistic aspect. This means external aspects of time, use of materials, the environment, rules of the play activity, and roles of the participants are all made by the children playing. They are based on the child’s sense of reality. Children who compete to make the best wooden ship are not playing. Children who are told they must use the block with “A” on it to create a word are not playing and children who are asked to label the colour of their paints instead of using them to create a picture are not playing.

More and more parents expect their young children to be learning specific academic skills. If adults develop these standards and outcomes, there is no room left for child-centred learning-play. Ironically, at the same time, we are eliminating play from the formal education of young children. Therefore, many of our children do not have access to the natural play experience their parents experienced as children. They don’t walk in the park collecting leaves, throw stones in the water to see the ever-expanding ripples, play racing-of-the-sticks under the bridge, build muddy castles on the banks of a cold stream, or create a frontier fort with their buddies. They don’t scramble up knarled trees, skip across meadows full of flowers, pick nuts from low branches, use a fallen tree as a natural balance beam, or sit on an old tractor imagining that they are leading a convoy of explorers across the Sahara Desert.
Play is truly the work of a child

First, children progress through stages of play, and through levels (complexity) of play. As children master new concepts and practice them through repetitive play, they progress to the next level. In essence, children create their own curriculum. Because children like to learn new information and want to master new tasks (ever watched a child persist in learning to ride a bike?) and because they hate to be bored, children self-diagnose what they know and what they can learn next. Play provides the ultimate curriculum for social, physical and cognitive advancement. Secondly, by using materials, interactions with others and mastery of tasks and skills to progress through levels of play, children develop a sense of control of their environment and a feeling of competence and enjoyment that they can learn. Finally, play provides a natural integration between all the brain functions and learning domains that are often missing with discrete teacher instruction. Recent brain research shows that this integration is very important to development.

Play is also a very effective way for children to accumulate a vast amount of basic knowledge about the world around them, knowledge needed for later learning in language, math, science, social studies, art and medicine. When playing with sticks in the sand a child learns about the properties of sand, how posts are used for building, the way materials must be retained from rivers, road and mountainsides, the effect of moisture on materials, the impact of wind and the nature of gravity, and ways of creating patterns, shapes and lines by drawing in the sand. A child playing with tadpoles in a pond learns about the cycle of life, the properties of water including sinking and floating, the effect of cold water on the body’s thermal system and concepts related to water safety and drowning. Children engaging in socio-dramatic play experiment with words, phrases and idioms they have heard and learn new and more complex ways to express themselves.
Types of Play

Motor/Physical Play
Motor play provides critical opportunities for children to develop both individual gross and fine muscle strength and an overall integration of muscles, nerves and brain functions. Recent research has confirmed the critical link between stimulating activity and brain development. Young children must have ample opportunities to develop physically, and motor play instils this disposition towards physical activity in young children.

Social Play
A variety of opportunities for children to engage in social play are the best mechanisms for progressing through different social stages. By interacting with others in play settings, children learn social rules such as, give and take, reciprocity, cooperation and sharing. Through a range of interactions with children at different social stages, children also learn to use moral reasoning to develop a mature sense of values. To be prepared to function effectively in the adult world, children need to participate in lots of social play.

Constructive Play
Constructive play is when children manipulate their environment to create things. This type of play occurs when children build towers and cities with blocks, play in the sand, construct contraptions on the wood working bench and draw murals with chalk on the sidewalk. Constructive play allows children to experiment with objects; find out combinations that work and don’t work; and learn basic knowledge about stacking, building, drawing, damming and constructing. It also gives children a sense of accomplishment and empowers them with control of their environment. Children who are comfortable manipulating objects and materials also become good at manipulating words, ideas and concepts.

Fantasy Play
Children learn to abstract, to try out new roles and possible situations and to experiment with language and emotions with fantasy play. In addition, children develop flexible thinking; learn to create beyond the here and now; stretch their imaginations, use numbers and words to express ideas, concepts, dreams and histories. In an ever-more technological society, lots of practice with all forms of abstraction - time, place, amount, symbols, words and ideas - is essential.

Games with Rules
Developmentally, most children progress from an egocentric view of the world to an understanding of the importance of social contracts and rules. Part of this development occurs as they learn that games like Follow the Leader, Red River, Simon Says, baseball and soccer cannot function without everyone adhering to the same set of rules. The “games with rules” concept teaches children a critically important concept - the game of life has rules (laws) that we all must follow to function properly.
It's different for boys!

The average girl

- Has more areas of the brain used for language.
- Is multitasked.
- Is brought up to have relationships with people.
- Is better at collaborative working
- Is more careful.
- Checks work more.
- Has better communication skills.
- Learns best through talking about things.
- Is more likely to underestimate ability.
- Has a longer concentration span.
- Is better in more reflective subject areas such as English.
- Tends to be overly elaborate in doing things.
- Works for long-term rewards.
- Is a good listener.
- Is more likely to lack confidence.
- Is more inclined to be a thinker rather than a doer.
- Is a more sequential learner.

The average boy

- Is better at visual and spatial tasks and is not as good at language-based activities.
- Needs to do one thing at a time.
- Is brought up to have relationships with objects and is less interested in things to do with people.
- Is more likely to have problems with reading.
- Is more likely to have problems with writing.
- Is more likely to be careless.
- Is better at taking risks.
- Is more competitive.
- Learns best through doing things rather than writing things.
- Is more easily bored.
- Is more likely to overestimate ability.
- Has a shorter concentration span and is more likely to be bored by extended times on task.
- Is better at more speculative subject areas such as maths and science. Is likely to suffer from poor reflective / analytical skills.
- Tends to miss out steps in doing things.
- Is harder to motivate.
- Seeks short-term gratification.
- Is a poor listener.
- Demands and gets more attention in class.
- Puts hands up more but frequently doesn’t think before answering.
- Wants to show off more.
- Enjoys a challenge.
- Is more inclined to be a doer rather than a thinker.
- Is a more experiential learner.
Faith Development

Objective
☐ To enable participants to assist young people in the exploration of their spiritual selves and the Christian faith

Learning Outcomes
☐ Have a basic awareness of the concepts of spirituality, faith and religion
☐ Identify age-relevant opportunities other than formal worship to communicate the Christian faith to children and young people
☐ Develop the skills to respond appropriately and sensitively to questions asked by children and young people
Bring Good News to Young People

Youth Leader Training

September 2001 Module 6

Objective:

To enable participants to assist young people in the exploration of their spiritual selves and the Christian faith.

Learning outcomes

At the end of the module participants will be able to:
- Have a basic awareness of the concepts of spirituality, faith and religion
- Identify age-relevant opportunities other than formal worship to communicate the Christian faith to children and young people
- Develop the skills to respond appropriately and sensitively to questions asked by children and young people

Resources:

- Flip chart
- Pens
- OHP 1: “Learning Outcomes”
- Handout 1: “Stages of Faith”
- Handout 2: “Answering the Difficult Questions”

Timing:

One and a half hours.

Exercise 1: Understanding the Challenge (20 minutes)

Show OHP 1: “Learning Outcomes”

Explain to the group that the focus of this module is, like previous modules, the relationship that we have with young people and there is no right or wrong way to approach the subject. Everyone will have their own style of communicating their faith. We want to give participants an opportunity to reflect on what we say about faith to young people and how we say it.

It is important that the trainer acknowledges that there are some people in training who may not have thought about their faith recently, or who may not be committed to the Christian faith, but that doesn’t mean that they cannot take a full part in this module. This module is about assisting young people to explore their spirituality. It is important that this module is structured in a way that enables everyone to feel accepted and valued in the group regardless of his or her own faith or lack of it. The trainer should emphasise that one of the skills we are developing is sensitive listening, which is equally relevant to all.

Say to the group that in order to “tune in” to this subject, you are going to ask them to think about the words, “spirituality”, “faith” and “religion”.

Write these words onto a flip chart and ask participants to call out what words or phrases come into their minds when they hear these words. You could get people into pairs for this if the responses are not forthcoming. There is not a list of the “right” answers, but you might find that participants suggest something like the following:

Spirituality
- An inner sense
- A sense of awe and wonder
- Personal journey
- The “glue” that holds life together
- A feeling that there is more to life
- Being
### Faith
- "Something you feel"
- "Belief in God"
- "Trusting"
- "A set of life values"

### Religion
- "Something you do"
- "Celebration of your faith with others"
- "A set of beliefs and practices"
- "A moral code"
- "Organised expression of faith"

---

**Key Training Tip!**

Make the point that sometimes it is easier to communicate information about a religion than to explain what we mean by “faith” or “spirituality”. This part of the training is to think about how we can begin to communicate ideas of faith to children and young people.

![Image](image.png)

Write the responses onto a grid drawn onto a flipchart, eg:

<table>
<thead>
<tr>
<th>Age</th>
<th>Method of communication</th>
<th>4 to 7</th>
<th>8 to 11</th>
<th>11 to 18+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Do use Stories Drama Song Crafts</td>
<td>Drama, their own issues</td>
<td>Discussion, 1:1, groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t use Long formal worship Abstract concepts</td>
<td>Participative activity Song Dance Questions and answers</td>
<td>Bible study Debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repetition Patronising tone</td>
<td></td>
<td>Leading devotions</td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Draw the grid shown opposite onto a flipchart and ask the group to think about how we can communicate the Christian faith differently to different age groups. You can get them to call out some suggestions as you write them up or you can ask the group to get into three’s. You are asking for the “do’s” and “don’ts” of how faith can be communicated and developed in the following age groups:

- 4 years to 7 years
- 7 years to 11 years
- 11 years to 18+ adult
Issue Handout 1: “Stages of Faith”

Move into the next exercise by saying that now we have looked at age relevant activities, we are now going to look at opportunities to build our relationships with children and young people that are naturally occurring (not planned).

Often in conversation with children and young people we are asked some difficult questions, and this next exercise gives an opportunity to think about our responses, and when it is appropriate to communicate our beliefs, or not!

Exercise 2: Answering the Difficult Questions (40 minutes)

Explain to the group that some of the best opportunities to share our faith can occur naturally, and not always through planned worship sessions. The following exercise is intended to help participants develop their responses to young people in a way that is sensitive to their age and level of development.

Key Training Tip!

Stress that we are looking for responses that allow young people to explore their own feelings and beliefs, and only if appropriate are we looking for a personal expression of faith. It is for the group to decide on the most appropriate response to the young person at the time. The trainer should stress that the response to a question or statement may be another question to encourage the young person to explore their thoughts and feelings.

Ask the group to get into 3's and give everyone a handout with the following questions and statements:

Issue Handout 2: “Answering the difficult questions”

- “My Grandma has died. Where has she gone? Will I see her again?” (7 year old)
- “My Aunty is dead. My Mum is crying all the time. I wish I could help her.” (14 year old)
- “Why am I here, what’s the point?” (15 year old)
- “My pet rabbit has died, Mum says she’s gone to heaven” (5 year old)
- “My Grandad died. I feel so sad, I wish he was still alive.” (11 year old)
- “My Dad doesn’t believe in God. Will he still go to heaven?” (7 year old)
- “I don’t believe in Jesus or God any more and I don’t want to go to church.” (14 year old)
- “If God loves everyone, why is there so much suffering in the world?” (16 year old)
- “I would like to become a Christian, what do I have to do?” (15 year old)
- “If God created the world, who created God?” (11 year old)
- “Christians are the worst hypocrites of all!” (16 year old)

Ask the group to work through the questions, or allocate different questions to different groups to consider. If it is appropriate, they could also use examples of questions they have been asked by children and young people - and discuss in their 3's what sort of support and assistance they might give.

Allow plenty of time (15 minutes) and keep 10 minutes for general feedback in the large group. The trainer can structure the feedback by asking each group to share one example of a response they felt was
Youth Leader Training

sensitive and appropriate, and then ask the whole group:

- What are the most difficult questions?
- What do we do if we don’t know the answers?
- How can we develop our relationships with young people in this respect, i.e. where we, and they, feel comfortable?

Thank the group and move onto the final exercise.

**Exercise 3: My Own Story**

*(30 minutes)*

**Note:** The following exercise offers two options. Option 1 can be used in a group where there are high levels of trust, and where the trainer senses that participants would feel comfortable in sharing something of their own faith and life story with a colleague. If the trainer feels that a safer option would be just to ask participants to think about their own journey (whether it has involved a Christian commitment or not) then move to Option 2.

**Option 1.**

Explain that the final part of the module is for them and confidential to them and their partner in the exercise. There will be no feedback in the large group.

Explain that you will be giving everyone 5 minutes quiet time to think about where (or if) they are on their faith journey. Ask them to draw a “time line” that charts the high points and low points of their spiritual journey, from birth to present day, see the example below.

Example of time line (draw on flip chart to demonstrate the task)

```
<table>
<thead>
<tr>
<th>0 years</th>
<th>teens</th>
<th>20's</th>
<th>30's</th>
<th>40's</th>
<th>etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>first committed to Christ</td>
<td>comfortable in faith</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents died</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rejected church</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

Explain that the one you have drawn is an example and you are not suggesting that everyone would have this type of experience. (To make the point clearer, you could also draw a line underneath representing someone who has had no doubts at all, and compare.)

When you show the example of a faith time line, say that for some people there have been no doubts, while for others there has never been a time of strong belief.

**Key Training Tip!**

We need to reassure participants that we are not making any judgements on personal positions of faith (or lack of it). We need to extend the same sensitivity and non-judgemental approach to the children and young people we work with.

When they have had five minutes to think about their own experiences you can invite them to get into pairs, and discuss their own journey to faith, or experiences of spiritual awareness, the joys and challenges.

Participants may wish to describe their journey in terms of people who have had an impact on their lives, or books they have read or things that have happened to them that took them closer or further away from a faith. Invite participants to share with a partner how they have arrived at this particular point in their journey of faith, and where they see the journey continuing. Stress that they can share as little or as much as they choose.

At the end of the time, thank participants for their trust in sharing with each other and remind them that there will be sessions on planning worship activities for the various sections that will be of practical help.

**Option 2.**

Introduce the exercise in the same way as Option 1, but explain that it is a voluntary exercise, done purely as individuals, with no feedback in pairs or in the larger groups. In this option you are inviting participants to sit quietly for five minutes and think about their spiritual or faith journey, if they feel they have an experience of faith, and to represent this on a time line if they wish.
If this option is chosen, it is unlikely to take 30 minutes as there is no discussion in pairs, so you could ask the group to say what sorts of experiences in life cause us to think about God or faith or to have a sense of “something bigger than us”. Some examples may include:

- Influential people
- Thought provoking books, films, poems
- Works of art
- Birth
- Death
- Loving and being loved
- Illness
- Marriage

Again, with this option, thank the group for their participation in the session and remind them that there are programme modules that will help them in planning worship activities for the different sections.

With both options, offer the opportunity for people to speak individually with the trainer afterwards, or with the course chaplain or a minister if this is appropriate in your local setting.

Summarise by returning to the objective and learning outcomes for the module and asking if there are any further questions.

Thank the group and wish them well with this aspect of their BB work.
Learning Outcomes

At the end of the module participants will be able to:

- Have a basic awareness of the concepts of spirituality, faith and religion

- Identify age-relevant opportunities other than formal worship to communicate the Christian faith to children and young people

- Develop the skills to respond appropriately and sensitively to questions asked by children and young people

- Have shared something of their own experience of faith with a colleague
RESOURCES

Handouts

Handout 1  Stages of Faith
Handout 2  Answering the Difficult Questions
1 Unordered Faith
3/4 - 7/8 years
At this stage of faith, the child imitates those who are around - especially the important adults.

At this stage, “God is like...” is more likely to be “fire” or “wind” than “a Big brother watching you” or “Grandfather”.

2 Ordering Faith
6/7 - 11/12 years
At this stage children will be keen to join and belong. They will take on the rules and faith of the group, and will be overt in expressing their commitment to the group and its believing.

Some adults are still at this stage. There is no law which forces people to move on to the next stage.

3 Conforming Faith
11/12 - 17/18 + Adult
At this stage, there is a new self-awareness and a reflective ability - which leads to a new way of relating and new kinds of relationships.

The young person tries to juggle with all the people around them who are making demands or setting standards - parents, teachers, leaders, sports coach, peer group. They find themselves asking questions about their identity which they have never had to ask before. They are faced with the question, “Who am I?”

4 Choosing Faith
This stage screams for personal uniqueness. It is no longer enough for me to be a reflection of someone else, or for my faith to be an extension of theirs. This is my faith and part of my unique being.

This is an important stage of faith, and one where a person needs plenty of support, encouragement and good personal relationships.

5 Balanced Faith
As faith seems to fall apart at the seams, it is reworked and rethought at a different level - in the light of the pain and difficulty. This reworking and recognition of difficulties in the life of faith makes us more open to the opinions and stances of other people. There is a balanced approach to faith which holds different perspectives in tension and does not seek easy or trite answers.

6 Selfless Faith
People at this stage are likely to go out to change the world, even if they die in the attempt. They recognise their place in the world community, and they carry with them the big picture, a wide vision and set of values. There is a deep commitment to find truth and to live it out among others who are to be served - without there ever being the need to arrive and find it!

In marking out the stages of faith development, this handout uses the work of James Fowler, a psychologist.
Answering the difficult questions

“‘My Grandma has died. Where has she gone? Will I see her again?’ (7 year old)

“‘My Aunty is dead. My Mum is crying all the time. I wish I could help her.’ (14 year old)

“‘Why am I here, what’s the point?’ (15 year old)

“‘My pet rabbit has died, Mum says she’s gone to heaven’ (5 year old)

“‘My Grandad died. I feel so sad, I wish he was still alive.’ (11 year old)

“‘My Dad doesn’t believe in God. Will he still go to heaven?’ (7 year old)

“‘I don’t believe in Jesus or God any more and I don’t want to go to church.’ (14 year old)

“‘If God loves everyone, why is there so much suffering in the world?’ (16 year old)

“‘I would like to become a Christian, what do I have to do?’ (15 year old)

“‘If God created the world, who created God?’ (11 year old)

“‘Christians are the worst hypocrites of all!’ (16 year old)
Equal Opportunities

Objective

☐ To enable participants to work with young people in a way that is fair and just, and to be able to identify and challenge discrimination wherever it occurs in the course of BB activities.

Learning Outcomes

☐ Identify the main areas of disadvantage in the BB and how they are reflected in society at large

☐ Challenge discrimination in young people and adults when it occurs
Objective:
To enable participants to work with young people in a way that is fair and just, and to be able to identify and challenge discrimination wherever it occurs in the course of BB activities.

Learning outcomes
At the end of the module participants will be able to:
- Identify the main areas of disadvantage in the BB and how they are reflected in society at large
- Challenge discrimination in young people and adults when it occurs

Resources:
- Flip chart
- Pens
- Blu-tac
- OHP 1: “Learning Outcomes”
- Handout 1: “Challenging discrimination case studies”
- Handout 2: “Challenging discrimination”
- A4 size quiz questions
- Set of “identity cards”
- Sheet of “step forward” instructions

Timing:
One and a half hours.

Show OHP 1: “Learning Outcomes”

Exercise 1: Who can do what?
(30 minutes)

Introduce the whole session by saying that we are going to take a very broad look firstly at disadvantage in Britain generally. Say that the first exercise is aimed to explore how being of a certain identity or background can mean that you do not have access to all levels of society. It is not, and is not intended to be a reflection of the reality of being part of the BB. This will be explored in the second exercise.

Reassure the group that we are aware that in the past, some equal opportunities training undertaken by some organisations has left people feeling attacked or guilty. However, we are not here to apportion blame but to look at where we are successful in the BB and where we need to make improvements, both in how we relate to young people and how we can challenge discrimination.

Explain that the first exercise will help us to focus on some of the groups of people who experience disadvantage in Britain today. Say that this exercise is a wide view and we will be looking at how these areas of disadvantage are reflected in the BB in the next exercise.

Issue the identity cards.

There are ten cards with a different identity written on each. Give one to each group member, and if there are more than ten people in your group, ask participants to pair up and share the identity.

Ask your group to line up at one end of the room and all face in one direction. Explain that you are going to read out a series of statements preceded by the instruction “step forward if you...” Those sharing a card will need to agree whether they think the identity they are holding can step forward or not.
The identities are:

☐ A 17 year old male with Downs Syndrome
☐ A 23 year old heterosexual woman
☐ A 16 year old single mother (unemployed)
☐ An 18 year old black woman with HIV
☐ A 23 year old white male
☐ An 18 year old white female
☐ A 19 year old black male
☐ A white female wheelchair user
☐ A gay man of 45 years
☐ An unemployed 57 year old Bengali woman who speaks little English

The statements are:
Take one step forward if you can:

☐ Find employment without facing discrimination
☐ Take out life insurance
☐ Enjoy an evening out at the cinema or theatre
☐ Kiss and hold hands with your partner in public
☐ Find suitable rented accommodation fairly easily
☐ Go into a pub on your own with confidence
☐ Make a decision on your partner's hospital treatment if they were seriously ill
☐ Be out on the streets without undue fear of harassment
☐ Find images of your particular identity in adverts on television or in magazines
☐ Find yourself or someone like you in a senior management position

☐ The rate of unemployment among people registered with disabilities is twice that of the working population as a whole
☐ People with HIV may find it difficult to take out life insurance
☐ Same sex partners cannot be treated as next of kin when deciding on hospital treatment if seriously ill, or to register a death

When you have read all the statements out and participants have decided whether or not they could take steps forward, ask them in turn to read aloud to the rest of the group what is printed on their card. Ask the group to note who was able to take the most steps and who hardly moved at all.

If the trainer feels confident to do so they can encourage some discussion on issues of age, race, sex, disability and sexual orientation and how the various issues act to disadvantage people. One thing to avoid is a discussion centred on the notion of a “hierarchy” of disadvantage, for example it would not be useful to encourage a debate on whether people with disabilities are more discriminated against than other people. It may be pointed out, however, that many people experience multiple disadvantages, so we cannot compare the extent of discrimination of different groups with any real meaning.

Some Training Tip!
Some of the statements are intended to generate some thought about whether or not someone can step forward, while others are clearer and can be backed up with evidence or fact.

Here are some facts that can be used to help the exercise progress:

☐ The level of unemployment among black people is almost twice that of white people
☐ In most organisations, men tend to be found working in higher graded jobs in both male and female dominated occupations
Exercise 2: How well are we doing in the BB? (30 minutes)

Introduce this exercise by linking it to the previous one. Explain that we have just looked at how having different identities can impact on our experiences and opportunities in life, and now we are going to focus on how accessible our own organisation is and what we can do to be more inclusive.

Key Training Tip!

Again, try to reassure the group that this session is not intended to be negative about people’s experiences in the BB, but to try and be realistic about the facts (where we have them) and to begin to look for ways to improve our record on equal opportunities.

At this stage the trainer should make the point that we don’t know how well the BB is doing in ensuring equality of opportunity unless we keep statistics and take action if the figures show us that certain groups are under-represented. Explain that this is why we ask for details of gender, ethnic origin and disability or impairment on the company returns and then we can be aware of whether or not the figures reflect the general make up of the church and wider community.

The trainer should prepare eight A4 size pieces of paper with each of the quiz questions at the top.

Stick the quiz questions onto the wall with Blu-tac, giving plenty of room between each one so groups of three or four can gather round. Ask the group to get into smaller groups of three or four and explain that they have 10 minutes in total, to go to each question, decide as a group what answer to give and write their answer onto the paper. Ask them to guess at the answer in each case, as it is unlikely that they will have this sort of information. Each group should write its guess onto the sheet, and at the end of the 10 minutes, the trainer asks the group to return to their seats.

The trainer then goes to each question sheet and reads out the different answers and congratulates the group who gets nearest to the right answer on each one. The trainer should allow and encourage any comments that arise as a result of hearing the answer.

Key Training Tip!

The answers in the quiz were correct at the time of going to print. However, these figures will need to be checked on an annual basis with BB Headquarters.

Equal Opportunities Quiz

Q. What percentage of BB leaders are from an ethnic minority?
A. 0.09% (Overall level of estimated numbers of ethnic minorities in the UK is 7%)

Q. What percentage of young people in the BB are from an ethnic minority?
A. 4% (Overall level of schoolchildren in the UK who are from an ethnic minority is 12%)

Q. What percentage of adult leaders in the BB are women?
A. 60%

Q. What percentage of company captains throughout the UK are women?
A. 12%

Q. What percentage of regional committee members are women?
A. 17%

Q. How many women are on the Brigade Executive?
A. 1

Q. What are the five most common disabilities or impairments among children and young people?
A. Asthma, Dyslexia, Dyspraxia, Speech and Language impairment, Deaf and Hearing impaired

Q. In which of the following organisations are gay leaders banned?
Guides (UK)  Guides (USA)  Scouts (UK)
Scouts (USA)  Boys’ Brigade  Girls’ Brigade
A. Only in the Scouts in the USA is there an outright ban.
When the correct answers have been written up by the trainer, say to the group that the BB is developing ways to try and address the under representation of women in senior roles and the under representation of black officers in companies, and it is something we can all keep in our minds and be aware of.

**Key Learning Point!**

The statistic for the numbers of young people from ethnic minority communities that are in the BB, although still low, is a much more encouraging figure and would be roughly the same as the representation in other voluntary youth organisations. In some respects we are starting from a positive basis but need to be trying to improve continuously.

**Key Training Tip!**

The trainer may need to deal with comments like “But we don’t have any black people in our area” to which the response is that our figures show that the degree of under representation is high throughout the BB, both in levels of low ethnic minority population (eg SW England: 2%) as well as areas where ethnic minorities are higher (eg Inner London: 55%).

Stress the point that although numbers are important, and we need to ensure that anyone who wishes to join the BB is welcomed, it is equally important to provide fair and just treatment to those who have joined. It is also the duty of BB leaders to challenge discriminatory remarks or jokes even if there is no one present who could be the butt of that remark. This is the link into the next exercise.

**Issue Handout 1: “Challenging discrimination”**

Talk through the content of the handout with the group, making sure you stress the purpose of making a challenge, and how making people feel bad or “ticked off” will not produce any long-term changes in attitude.

Then ask the group to get into smaller groups of three or four and, using the method explained in the handout, to discuss ways of dealing with the situations described on the handout “Challenging discrimination, scenarios”.

**Exercise 3: Challenging discrimination (30 minutes)**

Explain that this exercise is to help us to intervene or challenge when we hear people (young people, fellow officers or even friends and family) make discriminatory remarks.
Issue Handout 2: “Challenging Discrimination, scenarios”

Challenging discrimination, scenarios

Think of some ways of dealing with the following situations...

Situation A
A group of young people in your company make racist jokes every time you meet up, both in and outside of BB evenings. What, if anything do you do?

Situation B
A female leader in your section tells you that she feels intimidated by a male instructor who comes in once a month to do canoe building with the young people. He often makes overtly sexual comments to her. What do you say to her? How can you support her to deal with this?

Situation C
At a battalion meeting an officer from another company to yours voices a strongly held view that homosexuality is a sin, and we should not welcome gay young men into leadership. A fierce row breaks out; you are concerned that young people are not damaged by the way the debate is conducted. What can you say?

Situation D
A young boy of 13 with moderate learning difficulties is coming to your company for the first time next week. You have met him and his parents, and they are all keen for him to take part. You overhear a small group of boys laughing about him and imitating the way he speaks. What do you do?

Give ten minutes for the groups to work through the situations described on the handout and then ask for feedback in terms of:

- What situations were the hardest to deal with and why?

- What responses were thought to be effective and why?

Conclude the session by saying that it is not easy to make effective challenges, and we need to practise the techniques if we are going to win allies and shift attitudes and behaviour.

Recap on what you have covered in this module and return to the learning outcomes you displayed at the start. Ask if anyone has any questions and comments.

Wish everyone well with this aspect of their work in the BB and thank them for their contributions to this session.
Learning Outcomes

At the end of this module participants will be able to:

❐ Identify the main areas of disadvantage in the BB and how they are reflected in society at large

❐ Challenge discrimination in young people and adults when it occurs
RESOURCES

Handouts

Handout 1: Challenging discrimination Case Studies

Handout 2: Challenging discrimination

Resources
Challenging discrimination
Case Studies

Situation A

A group of young people in your company make racist jokes every time you meet up, both in and outside of BB evenings. What, if anything do you do?

Situation B

A female leader in your section tells you that she feels intimidated by a male instructor who comes in once a month to do canoe building with the young people. He often makes overtly sexual comments to her. What do you say to her? How can you support her to deal with this?

Situation C

At a battalion meeting an officer from another company to yours voices a strongly held view that homosexuality is a sin, and we should not welcome gay young men into leadership. A fierce row breaks out; you are concerned that young people are not damaged by the way the debate is conducted. What can you say?

Situation D

A young boy of 13 with moderate learning difficulties is coming to your company for the first time next week. You have met him and his parents, and they are all keen for him to take part. You overhear a small group of boys laughing about him and imitating the way he speaks. What do you do?
Challenging discrimination

In equality work, think of the world as being full of allies and potential allies. It is pointless preaching to the converted! When you hear a discriminatory remark, rather than feeling anger or despair, try to welcome the opportunity to try and win an ally!

It is important to remember that prejudice is often implanted into us at an early age, some of us have managed to rid ourselves of most discriminatory views, but most of us, if we are honest still have work to do on ourselves as we go through life. Therefore we need not feel “morally superior” to someone who is outspoken in their prejudice, but we can choose to try to give a gentle challenge.

A harsh challenge often produces guilt or resentment- neither of these reactions will win you an ally.

Try the following approach next time you wish to challenge a point of view:

- Give the person your full attention. By listening with respect you earn yourself a hearing!
- Decide whether or not you are going to challenge, (you cannot fight every battle!)
- Abandon the moral high ground and get alongside the person. They are saying what many people think, but have learned not to say.
- Use “we” and not “you” when challenging, for example. I wonder why we have come to think that Jewish people are mean?
- Be creative, use humour; seek reasons for views

Congratulate yourself afterwards, whatever the outcome. It takes real courage to tackle discrimination.
RESOURCES

Support Materials

Sheet 1.1
Sheet 1.2
Sheet 2
Sheet 3

Quiz Questions
Quiz Answers
“Identity Cards”
“Step Forward” Instructions
Equal Opportunities quiz questions

Q. What percentage of BB leaders are from an ethnic minority?

Q. What percentage of young people in the BB are from an ethnic minority?

Q. What percentage of adult leaders in the BB are women?

Q. What percentage of company captains throughout the UK are women?

Q. What percentage of regional committee members are women?

Q. How many women are on the Brigade Executive?

Q. What are the five most common disabilities or impairments among children and young people?

Q. In which of the following organisations are gay leaders banned?

	Guides (UK)    Guides (USA)    Scouts (UK)

	Scouts (USA)   Boys’ Brigade   Girls’ Brigade
Equal Opportunities Quiz Answers

A. 0.09% (Overall level of estimated numbers of ethnic minorities in the UK is 7%)

A. 4% (Overall level of schoolchildren in the UK who are from an ethnic minority is 12%)

A. 60%

A. 12%

A. 17%

A. 1

A. Asthma, Dyslexia, Dyspraxia, Speech and Language impairment, Deaf and Hearing impaired

A. Only in the Scouts in the USA is there an outright ban.
“Step forward” instructions

- Find employment without facing discrimination
- Take out life insurance
- Enjoy an evening out at the cinema or theatre
- Kiss and hold hands with your partner in public
- Find suitable rented accommodation fairly easily
- Go into a pub on your own with confidence
- Make a decision on your partner’s hospital treatment if they were seriously ill
- Be out on the streets without undue fear of harassment
- Find images of your particular identity in adverts on television or in magazines
- Find yourself or someone like you in a senior management position
Objective
☐ To enable participants to protect young people and themselves, by raising awareness of Child Protection issues and ensuring that activities are organised safely.

Learning Outcomes
☐ Identify a range of scenarios that are common in BB work and have implications for safety and child protection
☐ Understand the importance of policy and procedures for safety and child protection
☐ Understand how to ensure a safe environment for BB activities
☐ Conduct risk assessments for a range of BB activities
Objective:
To enable participants to protect young people and themselves, by raising awareness of Child Protection issues and ensuring that activities are organised safely.

Learning outcomes
At the end of this module participants will be able to:
- Identify a range of scenarios that are common in BB work and have implications for safety and child protection
- Understand the importance of policy and procedures for safety and child protection
- Understand how to ensure a safe environment for BB activities
- Conduct risk assessments for a range of BB activities

Exercise 1: Video: “Working with Young People” (50 minutes)
This exercise enables participants to identify the procedures to ensure that young people and leaders are protected when engaged in BB activities.

Show OHP 1: “Learning Outcomes”

Exercise 1: Video: “Working with Young People”
This exercise enables participants to identify the procedures to ensure that young people and leaders are protected when engaged in BB activities.

Introduce the video by saying that it shows a range of scenarios that could be common in BB work and that raise issues of child protection and safety. Ask that participants jot down brief notes and questions on the issues raised. Explain that there will be an opportunity to discuss the video afterwards.

Show video (10 minutes)

Ask the group to get into groups of three and give them the handouts on the four case studies. Invite people in their groups of three to firstly discuss their own experiences of similar situations to the ones in the video, and how they felt their colleagues in the BB supported them. Then move on and discuss the scenarios 1, 2, 3 or 4 on the handout. Questions are printed on the handout. The groups have 20 minutes to share experiences and to consider the scenarios from the video.

Issue Handout 1: “Child Protection and Safety Scenarios”

Child Protection and Safety Scenarios

Case study 1: Incident in the changing room
- Behaviour of boys in dressing room
- Lack of supervision until one volunteer arrives
Key Learning Point!

The trainer should emphasise that Child Protection procedures are primarily for the protection of children and young people and, if adhered to, also provide protection to leaders from false allegations of abuse or poor practice. However, it is extremely important for new officers to know that false allegations, although extremely damaging to individuals where they occur, are very rare. Police statistics show that false allegations of abuse represent about 2% of all allegations.

Key Training Tip!

The most valuable learning to be achieved from this session is the importance of forward planning, teamwork and just thinking about how to avoid mishaps. Child safety is paramount and we must be realistic about the incidence of child abuse in our society. However, the vast majority of volunteers in youth work are not abusers and we do not wish to put people off or make them feel paranoid about the risks. The key to a successful session is to strike the right balance by reassuring participants, but also stress the importance of following procedures.

Issue BB guidelines and cards on child protection procedures.

Thank group and move to next exercise.

Exercise 2: Safety and Risk Assessment (40 minutes)

Introduce this exercise by saying that it is aimed at enabling participants to place safety at the centre of all BB activities by encouraging the use of risk assessments.

Explain to the group that this session can only scratch the surface of the subject of safety, but that everyone will be issued with the BB publication “Safety Handbook” which they are expected to read.

- Possible bullying
- Did the volunteer touch the boy in some way?
- What does your company do if young people use language like “bastard” and “pervert” to a volunteer?
- How do you proceed from an allegation?

Case study 2: Injury at a football game
- Did the injury result because young people are mucking about and not taking the game seriously?
- Is the foul a consequence of the volunteer’s failure to control overly aggressive play?
- Should a volunteer be left alone with a young person to administer First Aid?
- Are volunteers working together?

Case study 3: Mountain biking accident
- Dealing with an accident can be difficult. Does your company have procedures?
- Could the accident have been prevented?
- What about the level of supervision preceding the accident?
- What are the priorities for volunteers at the scene of an accident?
- How should parents be advised?
- What are the needs of the other (uninjured) young people?

Case study 4: Allegation of abuse
- What are the special requirements for residential activity?
- What about the numbers and genders of volunteers with access to dormitories?
- How do volunteers break up a fight?
- What do you think is the reality of false allegations of abuse?

Take feedback from the groups on their findings.
After 15 minutes ask them to stop and get feedback from each group in turn on several activities. (Make the feedback fairly quick, you will not need to do them all as some of the hazards are similar.)

It is important that they understand the concept of risk assessment and how important it is to build it into their routines of programme and activity planning. Again refer the group to the “Safety Handbook”, which spells out the specific precautions for various activities. Finally finish with a safety quiz, questions below, keeping them in their groups of three and awarding small prizes (Mars bars or something similar) to the winning team.

Safety Quiz
Questions (award one point for each correct answer)

1. The appropriate Regional Headquarters must always be notified at least 28 days in advance for any overnight camp or holiday. True/False.

2. What is the minimum age requirement for driving a minibus and under what conditions?

3. A boy (under 14) travelling in a car is not wearing a seatbelt. Who is responsible?
   a. the boy       b. the officer       c. the driver

4. It is a regulation that when officers take young people away from their company, qualified first aider must be present at all times. True / False.

5. Give four examples of the information that should be recorded in the accident book after an incident.

6. When driving a car towing a trailer, what is the maximum weight allowed with a normal driving licence?
   a. up to 500Kg       b. up to 750Kg       c. No limit

7. How often should a safety audit be carried out on the premises that a company customarily operates in?

8. What are the required staffing ratios for a BB company?
   a. 1:5       b. 1:7       c. 1:8

### Show OHP 2: “Guiding principle for Safety in the Company”

**Guiding Principle for Safety in the Company**

It is the duty of the Company Captain to satisfy himself/herself that all individuals who are given any element of responsibility for children and young people are competent.

He/she must also be satisfied that in all activities due consideration is given to the safety of children, young people and staff.

What this session will focus on is a method of accident prevention called risk assessment.

On an OHP show the following list of a range of typical BB activities.

### Show OHP 3: “Typical BB activities”

**Typical BB Activities**

- Camping trip
- Football training
- Anchor Boy Crafts
- Drama
- Indoor games
- Orienteering
- Gymnastics
- Seniors social night out
- Junior Section cooking
- Junior section visit
- Swimming trip

### Issue “Activity Risk Assessment” forms

Hand out the Activity Risk Assessment forms and ask participants, in groups of three to identify the possible hazards and precautions taken for as many of the activities as they can. They have 15 minutes. Alternatively, the trainer could allocate two or three to each group, so all activities are covered.
Answers

1. False.
Notification of the holiday must be sent, using the forms provided, direct to Regional Headquarters as follows:
- one or two nights duration - at least 14 days in advance.
- more than two nights - at least four full weeks (28 days) in advance.

2. 21 years, not for hire or reward and D1 licence entitlement (with some exceptions) is required.

3. C, the driver

4. False. (It is strongly recommended that someone has a working knowledge of first aid)

5. Date, time, full name & address of person(s) involved, where the accident happened and a brief description of the accident, details of immediate treatment, notes on any later treatment/doctor/hospital visit.

6. B, up to 750Kg

7. Annually

8. None of these. There are no prescribed staffing ratios for any BB activity. The number of adults required will depend upon the age of the boys, the type and location of activity and the needs of the individual boys involved.

Hazard Spotting Exercise

As an alternative to the quiz, and if the venue allows for it, it is possible to construct a hazard spotting exercise. This is organised along the lines of a treasure hunt, where small teams compete to win the most points by answering the questions on a sheet, for example “where are the fire extinguishers and first aid box located?” Teams are also asked to identify deliberately placed potential hazards in a room along with any naturally occurring ones. NOTE: Care should be taken in making sure the hazards are not likely to present a real risk to participants, and the exercise should be properly supervised.

Whichever exercise is chosen, end the session by issuing each participant with the “Safety Handbook” and stress the importance of reading it, and making notes of any matters or questions they wish to raise with their company captain.

Recap on what you have covered in this training module and return to the learning outcomes that you displayed at the start. Ask if there are any further questions or comments.

Thank the group and close the session.
Learning Outcomes

At the end of this module participants will be able to:

☒ Identify a range of scenarios that are common in BB work and have implications for child protection

☒ Understand the importance of policy and procedures for child protection

☒ Understand how to ensure a safe environment for BB activities

☒ Conduct risk assessments for a range of BB activities
It is the duty of the Company Captain to satisfy himself/herself that all individuals who are given any element of responsibility for children and young people are competent.

He/she must also be satisfied that in all activities due consideration is given to the safety of children, young people and staff.
Typical BB Activities

- Camping trip
- Football training
- Anchor Boy Crafts
- Drama
- Indoor games
- Orienteering
- Gymnastics
- Seniors social night out
- Junior Section cooking
- Junior section visit
- Swimming trip
RESOURCES

Handouts

Handout 1  Child protection and Safety Scenarios

Handout 2  Risk Assessment Form
Child Protection and Safety Scenarios

Case study 1: Incident in the changing room
- Behaviour of boys in dressing room
- Lack of supervision until one volunteer arrives
- Possible bullying
- Did the volunteer touch the boy in some way?
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- Could the accident have been prevented?
- What about the level of supervision preceding the accident?
- What are the priorities for volunteers at the scene of an accident?
- How should parents be advised?
- What are the needs of the other (uninjured) young people?

Case study 4: Allegation of abuse
- What are the special requirements for residential activity?
- What about the numbers and genders of volunteers with access to dormitories?
- How do volunteers break up a fight?
- What do you think is the reality of false allegations of abuse?
# RISK ASSESSMENT FORM

**FOR VISITS, HOLIDAYS & ACTIVITIES**

**PART A (To be completed before event)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff</th>
<th>Helpers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Group</td>
<td>Numbers</td>
</tr>
<tr>
<td>Mode of Transport</td>
<td>First Aid Provision</td>
</tr>
</tbody>
</table>

**Possible Hazards**

(continued overleaf)

**Precautions Taken**

(continued overleaf)

**Are Current Brigade Regulations being met?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
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</tbody>
</table>

**Has the regional Headquarters been notified of this holiday/expedition?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>h</td>
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</table>

**Have Parental Consent Forms been used for any overnight event?**

(Please initial and date when each condition is satisfied.)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

**Date:**

**Signed:**

**Position:**
Programme Modules

Compulsory module for ALL participants
☐ Emergency First Aid

Anchor Boys
☐ Worship for Anchor Boys
☐ Anchor Achievements
☐ Games for Anchor Boys
☐ Anchor Boy Crafts
☐ Drama and Mime for the under 8’s
☐ Music for Anchor Boys

Anchor Boys and Juniors
☐ Programme Planning for Anchor Section and Junior Section Staff
☐ Story Telling for Anchor Boys and Junior Section

Juniors
☐ Worship for Juniors
☐ Junior Section - “Go for Gold” Achievement Scheme
☐ Games and Physical Activities for Juniors
☐ Junior Section Crafts
☐ Drama and Mime for the Under 11’s
☐ Music for Junior Sections

Company
☐ “Get the Credit” and Advanced Awards
☐ Target Awards
☐ Basic Drill and Ceremonial
☐ Music for Company Sections
☐ Games and Physical Activities for Company

Company and Seniors
☐ Worship for Company and Senior Sections
☐ Global Youthwork and the BB
☐ Drama and Mime for the Over 11’s

Seniors
☐ Planning and Participation for Seniors
☐ Simulation Games
☐ Duke of Edinburgh Award
This is a compulsory topic for all participants undertaking Youth Leader Training. This session should be run after the core module on ‘Child Protection and Safety’ as the material on Emergency procedures builds upon the use of risk assessments.

It is strongly recommended that those organising courses arrange for this session to be delivered by a qualified trainer or tutor from St John Ambulance, Red Cross, or other such organisation. As a minimum, the trainer or tutor delivering this session should have a first aid certificate. It may be possible when planning the course to include sufficient time so that participants gain a recognised Basic Introductory First Aid qualification.

**Session Time**

60 minutes

**Aim**

To make officers aware that, should an accident happen while they are in control of a group of boys, they are responsible for ensuring that prompt emergency first aid procedures are applied.

**Learning Outcomes**

At the end of this session, a participant will be able to:

- Understand the four basic elements of emergency first aid
- Understand the need for speedy and well-informed decisions to be made and acted upon
- Understand the need for agreed emergency procedures

**INTRODUCTORY FIRST AID**

- To remove the patient from likelihood of further injury.
- To restore breathing.
- To arrest bleeding.
- To summon assistance.

Full details of introductory first aid can be found in the first aid handbook published by St Andrew's and St John Ambulance and the British Red Cross.

**EMERGENCY PROCEDURES**

(10 minutes)

**Note to the Trainer:**

Emergency procedures are set out in the Safety Handbook and are based on information provided by the Department for Education and Skills in July 2001. It is recommended that those planning courses include the cost of a Handbook for each participant in the course fees. It will be helpful to your session if you know beforehand whether this publication has been provided. The Handbook includes a section on Emergency Procedures.

It is important that this session is not delivered in a style that weighs heavy on the perception that serious accidents will always happen. The session should focus on what to do if an accident does occur. Care should be taken to manage the situation where one or more participants want to voice their anecdotes to the group.

**Equipment needed for the session:**

- OHP, screen, extension cable
- A copy of the current Safety Handbook (to use as a visual aid and act as reference)

**Introduction:**

With careful planning of BB activities and holidays, any potential areas of risk can be highlighted so that officers and other helpers are aware of likely dangers. The core module on ‘Child Protection and Safety’ looked at the use of simple risk assessment forms for BB events, activities and holiday. Participants may wish to recap on...
their notes and handouts from that session at a convenient time. There are sections on emergency procedures and risk assessments in the Brigade Safety Handbook. The purpose of this brief session is to ensure that officers are aware of the need for agreed emergency procedures especially for activities that take place away from the company meeting place.

General (use OHP 1)

Leaders in charge of young people have a duty of care to make sure that the young people are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Leaders should not hesitate to act in an emergency and to take life-saving action in an extreme situation. Emergency procedures are an essential part of planning. If an accident happens, the priorities are to:

- Assess the situation
- Safeguard the uninjured members of the group
- Attend to the casualty
- Inform the emergency services and everyone who needs to know of the incident.

The group leader will usually take charge in an emergency and needs to ensure that emergency procedures are in place during the planning stages for an activity or holiday.

Emergency procedures framework (use OHP 2, this can also be used as a handout)

If an emergency occurs, the main factors to consider include:

- Establish the nature and extent of the emergency as quickly as possible
- Ensure that all the group are safe and looked after
- Establish the names of any casualties and get immediate medical attention to them
- Ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures
- Ensure that a leader accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together
- Notify the police if necessary

- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence
- Keep a written account of all events, times and contacts after the incident
- Complete an accident report form as soon as possible
- No one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to the Regional Headquarters
- No one in the group should discuss legal liability with other parties
- Accidents should be reported to The Brigade Business Centre

After a serious incident

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other young people or leaders have been affected. In some cases, reactions do not surface immediately. It may be helpful to speak to the minister of your church or contact local community support services and seek professional advice on how to help individuals, and the company as a whole, cope with the effects of a serious incident.

To end, summarise the session on emergency procedures, referring participants to the Safety Handbook

Key learning point
No amount of planning can guarantee that a BB activity, visit or holiday will be totally incident free, but careful planning and attention to safety matters can reduce the number of accidents and lessen the seriousness of those that do happen.
Emergency Procedures

General:

☐ Leaders in charge of young people have a duty of care to make sure that the young people are safe

☐ Emergency procedures are an essential part of planning

☐ If an accident happens, the priorities are to:

☐ Assess the situation

☐ Safeguard the uninjured members of the group

☐ Attend to the casualty

☐ Inform the emergency services and everyone who needs to know of the incident
Emergency procedures framework

If an emergency occurs:

- Establish the nature and extent of the emergency
- Ensure that all the group are safe and looked after
- Establish the names of any casualties and get immediate medical attention to them
- Ensure that group members who need to know are aware of the incident and that they are following the emergency procedures
- Ensure that a leader accompanies casualties to hospital and that the rest of the group are adequately supervised and kept together
- Notify the police if necessary
- As soon as possible write down relevant facts and witness details
- Keep a written account of all events, times and contacts after the incident
- Complete an accident report form as soon as possible
- No one in the group should speak to the media
- Media enquiries should be referred to the Regional Headquarters
- No one in the group should discuss legal liability with other parties
Session Time
45 to 60 minutes

Aim
To enable leaders to deliver varied worship sessions to 6-8 year olds.

Learning Outcomes
At the end of this session, the participants will be able to:
- demonstrate how different activities can form part of worship
- be more confident in delivering worship to 6-8 year olds
- follow more holistic and interactive approaches to worship within a structured programme of activities
- find appropriate sources of material for Anchor Boy worship.

Equipment required for the session:
- Flip chart and pens

Activity 1 (5-10 mins)
Get the group to suggest what they think is important when planning a worship session for 6-8 year olds.

The suggestions should be written on a flip chart so that the groups can use them for the next task.

Notes to the trainer:
Devotion sessions should feature on every company’s programme on a regular basis, but often this is not the case. There are many reasons for this happening, but it is mainly that people struggle for ideas or confidence in leading this type of session is limited.

The following eleven points should be considered by the participants when planning a worship session for 6-8 year olds.
- It should not be assumed that all children within the group would have parental support or encouragement on a spiritual level.
- Spiritual activities may not lead to eventual church affiliation, and in most cases will not.
- This could be a child’s first encounter with spiritual teaching; therefore, it should not be assumed that the group/individual have any previous knowledge of the Bible.
- Emotional maturity in children varies and therefore worship may be received at different levels of openness and understanding.
- Choosing the correct environment for worship is important for both the deliverer and the recipients to feel comfortable.
- For 6-8 year olds visual aids are important.
- If delivering a talk or story be conscious that it should not last longer than 10 minutes as an 8 year old’s attention rarely exceeds this.
- Use language that is pitched at the correct age and ability of the group.
- Be clear of the message that you are trying to convey.
- The timing of the session should be considered, the leader should be prepared to change the timing of devotions depending on the mood of the group.
- Worship can and should be FUN.

The purpose of the activity is to get the group to think about all of the things that can be done during a worship session and by devoting a whole evening programme to a parable it enables the group to think of the content of each section of worship.
Activity 2 (20 mins)

Ask the group to split into two groups.

The task for the group is to produce an evening’s programme based around the theme of a parable (give some examples). The group should think about the message that they are trying to convey to the participants.

The programme could include:
- opening
- story or reading
- mime or drama
- songs (action songs)
- games
- activity
- prayer/closing

The length of the evening is 75 minutes.

The group should think about the ability of the participants and list the resources that will be required to carry out this programme. Each group should then feedback to the other.

Resources:
- Bibles (Youth Versions would be preferred)
- Children’s story books (some based on bible stories if available)
- Hymn/song books
- Tapes/CDs
- Mixture of craft and resources books
- Games books
- Handout
- BB Gazette- Training Supplement
- Anchor Boys Programme Books

Opening and Closing Worship

The positioning of worship within a programme can determine the whole evening activity. If worship is taken at the beginning of the evening it will tend to be shorter, and may comprise of a short story and a prayer. There are no set ways of opening and closing a session and is dependant on each individual group.

If the opening was to determine the whole programme it may be appropriate to open with a story and a short discussion to allow the participant to understand what the theme of the evening is going to be.

The closing of an evening with a short worship period may consist of a hymn and a prayer and many groups will have a vespers that they have chosen to share.

It is important that all worship that is done with 6-8 year olds is short and lively.

Storytelling

For 6-8 year olds stories will be a better way of conveying information or moral teaching, this is for a number of reason including the accessibility of the language. The language used may be much simpler than if a reading were taken directly from the Bible, there may also be pictures to illustrate the story, which will encourage the participants to become imaginative with the whole concept and meaning of the story.

If as a leader you are not too keen on reading a story to the group there is the option of tapes with stories on that could be used.

Hymns and Songs

Whilst there may be a need for BB members to be able to use a hymns book, leaders need to remember that many of the children will not be able to read to the level required for hymns. For 6-8 year olds there are more benefit in using action songs, not only is this more fun it also means that they are physically occupied.

If there is a need to teach a song or hymn to the group it may easier to teach if there is some form of musical accompaniment, even if this is a tape. It may also be useful to find out if the Anchor Boys are being taught any hymns or songs at school.

Worship for Anchor Boys can incorporate a number of elements. All of the below can be used to build an entire evening’s programme around a spiritual element.
Prayers
During a prayer session it is important that the language is kept simple and the topic relevant to the work that has been carried out with the group that evening. There are many books available which contain a selection of suitable prayers. An activity that takes just a few minutes to do would be to ask the participants to write someone down for whom they would like to pray and as a leader you could read out the names. This would allow the young people to feel that prayer was special to them.

Mime and Drama
This could involve the group acting out what happened in the story, or playing charades of given stories or people from the Bible; example David and Goliath.

Games
The games could be based around sharing, helping or teamwork. There are many games that can demonstrate any of the above.

Activity or Craft Work
There are numerous crafts that can be done and related to a theme from the Bible, this includes cooking (Easter baskets), painting (hand prints, relating to Jesus and healing hands), clay animals (Noah’s Ark) etc. Further examples can be found in the Anchor Boy Programme books.
Session Time

Session Time: 45 to 60 minutes

It is recommended that this session should be divided into two parts:
- an introduction of no more than 10 minutes,
- practical work by participants

Aim

to enable new leaders to understand the Anchor Boy Achievement Scheme.

Learning Outcome

That at the end of this session participants will be able to:
- know the age group for which Anchor Achievements are available;
- know the purpose and overall requirements of Anchor Achievements;
- know how to plan for and programme Anchor Achievements in their own Sections;
- know the availability of Anchor Achievement publications for both staff and boys.

Equipment needed for the session

- Copies of the support resources.
- Practical examples of Anchor Boy Achievement material.

Age Group

Explain that Anchor Achievements are normally undertaken in the last year in the Anchor Boys. All boys should be able to gain a certificate regardless of ability, but some may need more help and time than others.

Purpose and place

In encouraging the boy to look forward to moving up into the Junior Section, or preparing him for the exciting things to come, emphasise the importance of good planning and preparation to make sure that the Achievements are not only a challenge but an enjoyable and exciting part of the programme.

Explain that in order to maintain enthusiasm and interest in boys, the content of the Anchor Achievement work must follow the activities laid down and not overlap with the Junior Section Achievement Scheme. Encourage participants to familiarise themselves with the outline and general content of the Achievement Scheme, and to liaise with the Junior Section in their own Companies. There must be an obvious progression from Anchor Achievements to the Junior Section Achievement Scheme, in keeping with the ages and abilities of the boys concerned.

Requirements

Show the BB publications for Anchor Achievements, both for boys and Officers, and the Certificate to be awarded on completion. Go through the various requirements, either having the list on a chart or overhead projector, or giving all participants a copy of their own. Encourage the participants to use additional material suitable for the ages concerned, and suggest regular use of material included in the Gazette Training Supplement, and resource material available from the BB Supplies.

Practical Work

For this part of the session, allow time for the participants to familiarise themselves with the available material, and possibly complete some of the work required.
Taking the Achievements

For this part of the session, allow time for the participants to familiarise themselves with the available material, and possibly complete some of the work required.
Encourage the use of imaginative methods, and give examples.
The same imagination, activity and fun should apply to Anchor Achievements as in other activities for this age group. Many ideas are available in the Anchor Boy Programme books.
Use several pre-prepared examples of the Achievements that participants can try out.
E.g. Feeding the Birds - have bird food available.
Talk about where to put food - out of reach of cats - visible from house windows.
Look at pictures of birds that may come for food, supply each boy with a small packet of food and encourage them to feed the birds and report the following week using pictures so they may be able to recognise any birds they saw. Bird food may be supplied as a birdcake (Anchor Achievement Leaders Handbook). RSPB - Birds from your Window; Bookshops and libraries have many books with good colour pictures of garden birds.
Tell the Time - Use the clock face game.
Put out a circle of chairs or skittles to represent a clock face. Divide the boys into two groups representing the hands of the clock. Call out a time and two boys come out and lie on the floor to represent the hands of the clock. If the hall floor is unsuitable for lying down, they may sit on the chairs. Involve the other Boys to ascertain if the time shown is correct and change boys to correct any errors. Keep times to 15 minute intervals.
Stress the need for simple, clear explanations and the use of characters and topics familiar to the boys concerned.
Encourage discussion, in small groups, on the amount of time required (e.g., whether a 10 minute period should be included each week, or every other week, etc.) to cater for all abilities.
If time permits, get the participants to prepare a programme for 8 meetings to cover some of the Anchor Achievement material.
Session Time

45 to 60 minutes

Aim

To demonstrate a varied programme of games that meet the developmental needs of 6-8 year olds.

Learning Outcomes

At the end of this session participants will:
- be able to provide games for 6-8 year olds
- be confident using team games and group games
- have a greater knowledge of resources that are available to them
- be able to share ideas with other course participants.

Equipment required for the session:
- Flip chart
- Pens
- BB resource material
- Books with games ideas
- Games equipment, balls, cones etc.
- Handouts from Youth Leader Training Module 5

Notes for the trainer:

There are many factors that need to be considered when placing games on any Anchor Boy programme. These include:
- the needs of the group and individuals within the group
- the emotional or physical needs
- safety
- the empowerment and encouragement of children
- should be stimulating and should encourage the growth of a child's confidence and self-esteem
- games should be as inclusive as possible for all members of the group

The positioning of games within an evening's programme can serve a dual role, they could be a reward for something the group have achieved or they can be used to enable the group to 'let off steam' prior to a task that requires concentration.

Activity 1

The group should identify the purpose of games and their developmental importance in working with 6-8 year olds.

N.B. The tutor should record the comments on a flip chart for use in the next activity. The answers from the group should include responses similar to the list above.

Activity 2

Participants should be encouraged to share examples of games that have had a positive response from their 6-8 year olds. Split the group into three and each group should come up with examples that fit into these five categories.

Constructive Play
Social Play
Physical Play
Fantasy play
Games with Rules

Obtain feedback from the groups for each of the above headings. Write these up on a flip chart. If time allows, each group should share one game, the whole group should play the game.

Activity 2

Review

Following the participation of the group in some form of game, the group should assess the suitability of the game for Anchor Boys. The discussion could also focus around the ability of the group and how they feel about how comfortable it was for them to play and compare this with an Anchor Boy’s experience.

Resources

- BB Resource Centre publications
- BB Gazette - Training Supplement
## Objective
To enable leaders to include craft in their short and long-term planning of programmes.

## Learning outcomes
At the end of this session participants will be able to:
- Understand the value and place of craft in the Anchor Section
- Have a knowledge of a wide variety of resource material that is available for craft work.
- Gain the necessary experience to enable them to work with a group of Anchor Boys for a variety of craft activities.
- Look at and understand the different levels of craft.

## Resources
Whatever crafts are chosen by the trainer or tutor to use in this session (see examples in following pages).
Remember! craft work can be very expensive and resources can be collected over a long period of time.

## Session Time
45 to 60 minutes

## Introduction
The trainer should introduce the session by explaining that crafts can be a valuable teaching tool as well as fun. Crafts are designed to stimulate the learning experience of our young people. Craft should be practical for as much of the time as possible, enabling Anchor boys to experience the thrill of actually producing something themselves. Small groups are always best when working on craft projects.

When thinking about craft in Anchor Boys, there is often a wide ability range within just a small group and consideration must be taken into account of the reading ability, literacy and co-ordination of these boys. Children with special needs may need to have special arrangements so that they do not feel left out or different to the others.

Specific activities are enclosed along with a resource list of publications which have been tried and tested. The list of publications is endless and the good leader is always looking for new ideas.

Use the time to try out various craft activities with the group, and always ask the group to say what development needs are being met by the activity, e.g. hand-eye coordination, independence, group or individual identity etc. Also ask the group how they might adapt the activities to make them accessible to children with a range of ability and needs.

### Anchor boy crafts

### List of Publications
- Anchor Boy programmes - Books 1,2,3 - available from BB Supplies
- Salt Magazine from Scripture Union - bi-monthly
- Bible Story Puzzle Books (3 different ones) - Published by Candle Books Ltd, Wendover Road, Aylesbury, Bucks HP22 5BL
- Spot the Difference - Published by Candle Books Ltd
- Fun Food Factory by Nanette Newman
- Tricks & Games with Paper published by Angus and Robertson
- The Art of 3-Ils - CPAS published by Scripture Union
- Create a Treasure by Diane Grebing, Concordia Publishing House, 3558 S. Jefferson Avenue, St Louis, MO63118-3968.
- Jigsaw by Christine Wright published by Scripture Union
Truffle Sweets
For about 20 truffles you will need:

1. 3oz (75g) of cream cheese
2. 1 teaspoon milk
3. 4oz (100g) icing sugar
4. 4 oz (100g) drinking chocolate powder
5. vermicelli (chocolate sprinkles and drinking chocolate powder for decoration.

a. Mix together the cheese and milk.
b. Stir in the icing sugar and chocolate powder
c. Mix well
d. Roll the mixture into marble-sized balls
e. Cover with chocolate powder and vermicelli.
f. Put in fridge and leave to harden for one hour.

If you want to make this at Christmas, your craft for the week before could have been a pretty box for the sweets.

PomPom Sheep
There are many references to sheep and shepherds throughout the Bible. Make this pompom sheep when you are explaining about the parable of

The Lost Sheep (Luke Ch.15:1-7).

The finished craft article can be used as a paperweight or a shelf decoration. A nice Easter gift instead of chickens.

What you Need
1. flat rocks
2. white craft pompom (medium and small)
3. glue
4. small scraps of black paper
5. small plastic eyes (optional) (available from craft shops)

Where to get cheap and super materials for your activities -
Step by Step, Lee Fold, Hyde, Cheshire, SK14 4LL
Telephone +44(0)845 300 1089 e-mail: sbs@stpbystp.demon.co.uk
Before you Start

You could take the boys on a visit to the beach to find as many smooth flat rocks as possible.

What to do

1. Glue two medium sized pompoms side by side on the rock. Be sure the pompoms are touching each other.
2. Glue a small pompom onto one of the larger ones. This will be the head of the sheep.
3. A small circle of black paper may be glued onto the face which will represent the muzzle and little snips could be added for ears and eyes (or you could buy some plastic eyes for authenticity.
4. Once the sheep are made, the story can be told and the sheep illustrating the meaning of The Lost Sheep. Focus on how much God cares for us.

Memory Verse - Rejoice with me; for I have found my sheep which was lost....

Making Easter Bonnet Cookies

These charming little cookies are really good to look at and boys will enjoy making them.

You will need:
- Clean Hands
- Digestive Biscuits
- Marshmallows
- Lemon curd
- Ready to roll white or pink icing
- Apple or strawberry flavoured laces
- Sugar flowers and jelly diamonds

1. Place a little lemon curd in the middle of the biscuit, then top with a marshmallow.
2. Using a 10cm (4in) round cutter, cut out circles of the ready to roll icing and use to cover the biscuit.
3. Trim the edges.
4. Tie round the hat apple or strawberry laces (available in Woolworths) to resemble ribbons.
5. Decorate with sugar flowers and jelly diamonds (available from all supermarkets.)
6. Ready to take home.

Tip: It's better to cut out your icing rounds beforehand and place little rounds of greaseproof paper between them and keep them in the fridge. It is not usually white when the boys have finished with it.

Snowstorm

This is a lovely gift for a brother, sister or friend.

You will need:
1. a small glass jar with lid (peanut butter jars are excellent)
2. plaster of Paris
3. two small twigs with branches
4. plastic snowman cake decoration
5. teaspoon

To Start:

a. mix 3 heaped tablespoons of plaster of Paris with enough water to make a thick mixture. Spoon it into the bottom of the jar.
b. stand your twigs and snowman firmly in the mixture. Leave overnight or until the following week to harden.
c. pour cold water into the jar until almost full.
d. put 1 tablespoon of desiccated coconut in the water.
e. screw the lid on tightly (you could have painted the lid the week before)
f. gently shake the jar up and down for a magical snowstorm.
Spicy Pot Pourri

This makes a good present for Christmas or birthdays

You will need:
1. 1 orange
2. cinnamon stick
3. brown paper
4. knife
5. cloves
6. piece of netting (old net curtain is ideal)
7. ribbon

To Start:
- peel an orange with a knife trying to keep it whole
- cut the peel into small squares and leave them on a sheet of brown paper in a warm dry place to dry out. (perhaps this could be done one week and completed the next)
- cut the cinnamon stick into small chunks
- mix equal amounts of dried orange peel, cinnamon and cloves
- cut a circle (16cm across) from the netting
- place a large spoonful of the spicy mix in the centre of the circle
- gather up the sides and tie the bundle with ribbon

Dingle Dangle Skeleton

1. Fold a piece of white drawing paper 16cm x 12 cm in half.
2. Draw ½ skeleton at folded edge, cut out.
3. Use black crayon or marker to draw eye sockets etc.
4. Use black thread to hang it from a drinking straw or small stick.

There is a poem to go with the Dingle Dangle Skeleton. Use for a little bit of Drama.

Dingle Dangle Skeleton

I'm a dingle, dangle skeleton
I don't like wearing hats
But I can shake my hands like this,
And I can shake my feet like that.

I'm a dingle dangle skeleton
I don't like wearing hats
But I can clap my hands like this,
And I can stamp my feet like that.

I'm a dingle dangle skeleton
I don't like wearing hats
I can bend forwards like this,
And bend back like that

I'm a dingle, dangle skeleton
I don't like wearing hats
I can walk around like this
And I can run around like that.
Objective

To enable participants to use drama and mime in their programme with the under 8’s.

Learning outcomes

At the end of the session participants will have:

- Explored the use of drama and mime practically, which will enable them to use this within their programme.
- Considered how to ensure that the activities they plan will not exclude members with differing abilities.

Resources

- Copies of handouts 1 to 4
- Copies of list of resources and publications
- Tambourine or drum as ‘stop sign’
- Blindfolds for activities
- Prepared cards for tasks

Session Time

45 to 60 minutes

Introduction

The trainer should introduce this session by explaining that drama and mime are exceptionally popular activities with young people. The activities undertaken allow young people to develop self-confidence and control. Tasks frequently encourage negotiation, co-operation and teamwork; above all these sessions can be fun and allow leaders to see young people in a different light. However, because drama and mime do allow this freedom of expression and creativity it is important that the leaders who are offering these sessions have control.

This session is structured around four handouts, which are summarised below, and are reproduced in full over the following pages.

Handout 1: Preparation

(10 minutes to read and discuss)

This shows the steps that leaders need to take before and during a drama and mime session to ensure that there is control. Discuss handout briefly and take questions etc.

Handout 2: Ideas for practical work with the under 8’s

(20 minutes to try out some activities)

This gives participants some ideas for mime and drama work, using the techniques from handout 1 (warm-up, stop sign etc) try out some ideas with your group. Remember to create the same atmosphere of respect and security that you would with a group of children.

Handout 3: Performance drama and worship

(10 minutes to read and discuss)

This handout gives pointers for those leaders who may wish to produce a show or play with their sections. It has a different emphasis but may be valuable for leaders and children. Discuss the hand out and participants share resources and ideas they might have.

Handout 4: Using drama for different learning outcomes

(10 minutes to read and discuss)

Discuss this hand out and if time allows use one of the suggestions as a practical activity

Conclusion (5 minutes)

The trainer should:

- Reinforce the safety aspects contained in handout 1. 
- Encourage discussion about how to adapt session if there were children with disabilities in the group e.g. some of the work is possible with everyone sitting on chairs etc.
- Reinforce points about drama and mime for performance and worship.
- Reinforce ideas about drama and mime as a learning tool.
- Hand out other relevant resource sheets.
Handout 1 - using Drama and Mime

Using Drama and Mime is obviously only a means to an end. Drama can enhance all areas of the programme for our members.

Drama enables young people and children to develop a range of skills and experiences and it also provides a useful tool for us as leaders.

Many people shy away from drama because they are unsure about it or are anxious about controlling it. Also many people regard drama as a play or production and this is of course a vital part of the subject. But the sort of drama we will explore today is the kind, which can be tackled by us all during our weekly programme. This sort of “Drama and Mime” can provide a marvellous opportunity for the young people and the leaders to have fun and learn and grow in understanding together.

What do we need?

- A good knowledge of the children or young people we are to work with
- An ability to involve the group in a range of activities so that we quickly get to know each other.
- A clear idea of what we want to achieve
- A space which is suitable and safe
- A STOP SIGN! (could be visual, audible or both)
- An agreement with the young people about the way we are to work
- A mutual respect and feeling of security

Structuring a session

- Always include a warm up
- Ensure that the main part of the session is explained in clearly structured steps
- Include presentations by groups or individuals if appropriate
- Always evaluate the session by getting feedback from the children
- Always include a cool down

Organisation

- Always have the room ready and remove hazards
- Begin with rules and establish stop sign

Remind children about the way to tackle group work
Don’t always let them work with their friends
Don’t always allow the children to decide on how group should be formed
Have a clear structure and intention but be prepared to be flexible
Don’t let activities run on too long
Insist upon respect and care for everyone in the group

Use the ideas on Handout two to plan and structure a session. Make sure you know what you want to achieve.

Handout 2 - Warming up games

Stop-go games e.g. Traffic lights
Participants move around the room in a defined way - usually red means stop, amber means walk and green means run but can adapt especially with any members for whom running is a problem - insist on safety of movement and obedience to stop.

Getting to know you games e.g. ball and circle - participants in the group make a circle and bounce a ball to each other they say their name and then that of the person to whom the ball is bounced - use large ball - care with space and the violence of the bouncing - this is much easier with a mixed ability group at this age than throwing.

Concentration games e.g. trapped in a bubble - this is as far around the participants as they can stretch - move around the room and ensure you keep your distance from each other and the furniture etc or your bubble will burst.
In pairs - mirror and reflection - one perform simple action in the mirror e.g. cleaning teeth - the reflection must follow.
In groups - large or small - follow the leader type games
MIME

“What’s my line?”
On cards have simple tasks written or drawn e.g. making a cup of tea
One participant mimes this and the others must guess - variation - participants join in as they guess - or add another mime to the original which would continue the activity e.g. cutting a slice of cake to go with the tea.

T.V. Programmes
Mime either the title of a programme or something of its content

Character Mime
Mime to demonstrate a character e.g. a clown, a doctor

Storytelling
Mime a simple story - use nursery rhymes, fairy stories, or Bible stories - can be done in pairs or small groups.

DRAMA
Using improvisation and role - play skills
Character stories - give a small group a number of characters and they make up a simple piece of imaginary storytelling using those characters

Narrative drama - telling a story - group size can vary - lots of leader input needed
Picture stories - using a picture the participants are either in the picture or use it to tell what has happened

What would happen if - give the participants a brief outline e.g. you are hurrying to school and it suddenly begins to pour with rain - participants act out that experience.

In all of these activities the leader needs to have lots of ideas prepared and if necessary written out to use.

SHARING WORK
Sometimes the session can then feature a time to share and show what individuals or pairs or groups have done.
It is wise never to insist on sharing if a participant is reluctant, do insist however on there being total attention and non critical appreciation of what is shared, don’t be afraid to step in and end offerings if this seems appropriate.

TALKING IT OVER
As part of the process there should always be an opportunity for participants to talk about what they’ve done and what they’ve enjoyed.

COOLING DOWN GAMES
It is vital that participants are ‘wound down’ before they are sent home or off to do something else

Games such as Sleeping Donkeys - participants lie on the floor (or sit on chairs) and see who can keep the stillest - those who move are out.

Bees around a honey pot - blindfolded participant has a tambourine or some thing which will make a noise when moved - participant with blindfold sits at one end of the room - others creep towards the ‘honey pot’ if the blindfolded ‘beekeeper’ hears a sound he/she says ‘buzz’ and everyone has to start again - game changes when one person picks up the ‘honey pot’ without being heard.

CONCLUSION
- Ensure always the safety of members in these activities
- Think about where they will sit
- Think about footwear particularly
- Never be afraid to stop anything which isn’t going the way you expected, especially with safety in mind
BUT do be flexible children and young people often produce wonderful and exciting things which we as leaders don’t always expect!
Handout 3

Performance Drama and Worship

This is a different emphasis and requires a slightly different approach. Leaders will need to consider the following points:

- Wherever the performance is to take place ensure that the audience will be able to see and hear - that may mean providing rostra for the performers and perhaps even amplified sound although this is not advisable with younger members.
- Explore the performance space - often using the stage is daunting - how about performing in a horseshoe shaped space?
- Make it fun for the performers or they will simply switch off.
- Involve ALL your members if possible.
- Don’t be too ambitious - something simple done well is more rewarding.
- Allow plenty of time in your programme for planning and rehearsal.
- Share out responsibilities amongst the leaders so that one person is not attempting to costume 48 members and find all the props and play the music etc.
- If possible live music is better than recorded sound.
- Give out scripts as early as possible - underline different performers parts - build into the process the learning of lines - don’t assume they will all be able to do it at home.
- Ensure that you have rehearsed how the event begins and ends and how performers enter and exit the performance space.
- Performance drama can be an excellent way of bringing together vertical aged groups within your organisation.
- If part of a worship activity consider the best possible use of the lectern; the pulpit, aisles, galleries etc.
- Always try to have at least one complete run through or dress rehearsal in the correct performance space.
- If it is not possible to use the performance space regularly mark out the area with masking tape so that the performers get used to the space and area.

Costumes and props

- Try to build up a stock of suitable things.
- Wherever possible use real props or well-made ones - performers feel silly with cardboard things that ‘wilt’.
- Try to use the props as earlier as possible in the rehearsal process.
- Make someone responsible for preparing the props and costumes and ensuring that they are gathered up after rehearsals otherwise they will get lost.
- Ensure that specific instructions about footwear are sent home with members.
- If parents are to help with costumes do give plenty of notice and clear instructions about what is required.
- Do have at LEAST one dress rehearsal and insist that you see what everyone is proposing to wear.

Handout 4

Using Drama for Different Learning Outcomes

Drama can also be used as a tool to explore other areas of a programme:

- With children under 8 drama could be used to reinforce information and ideas which are part of the life training programme e.g. the danger of playing with matches or how to cross a road.
- It is also possible to explore issues which arise from within the group e.g. if there had been some bullying it might be possible to explore this through role play and endeavour to help the members of the group to understand the harm such an activity can cause.
- The opportunities to use drama in this way increase as members get older, for those in their teens there is a range of areas including topics such as drug education and relationships where drama can provide a valuable opportunity for young people to consider their responses and decide upon their pattern of action before actually being faced with these dilemmas in the ‘real’ world.
RESOURCES

GENERAL

- “100 + Ideas for Drama“ and “Another 100 + Ideas for Drama” Anna Scher and Charles Verrall published by Heinemann Educational books.

- “Drama Starters” Graham Stoate published by Harrop

- “Playing the Game” Christine Poulter published by MacMillan

- “Drama without scripts“ Susan M Stanley published by Hodder and Stoughton

- “Gamesters Handbook Nos 1 + 2“ Donna Brandes published by Hutchinson

- “1st Stage - a Drama Handbook for Schools and Youth Theatre” Ginny Graham published by Northcote House

- “In on the Act - a Drama Workshop Handbook“ Ann Thomson published by NCEC
PERFORMANCE AND WORSHIP DRAMA RESOURCES

GENERAL

☐ “Religious Drama - a handbook for actors and producers” published SPCK
☐ “Drama through the Church Year” Judy Cattis Smith published Merriwether
☐ “Drama Toolkit” Gordon and Ronni Lamont published Bible Society
☐ “Creative Drama” Jonathan Ullmer published Moorleys.
☐ “Good News for All” Paul Symonds and Jonathan Abdy published Moorleys
☐ “Plays for Christmas and Easter” Margaret Wood published Heinemann
☐ “Putting on a performance - a teacher’s handbook” Bright ideas series published Scholastic
☐ A number of B.B. sources available and any good Christian bookshop will have lots to offer
RESOURCES
UNDER 8’S

- “Motives for Mime” Pat Keysell Published Evans
- Know How series “To use Drama with Children” Nicola Spencer published Scripture Union
- “Playstage- 6 Primary school plays” edited John Alcock published Methuen
- “Tales from the ark” Avril Rowlands published Lion
- “Story Time - Yarns and stories for younger children” Hazel Addis published Printforce
**Session Time**

45 to 60 minutes

**Aim**

To enable participants to introduce music into the Anchor Boys section

**Learning outcome:**

By the end of the session participants will be able to:

- have the confidence to try some of the musical activities suitable for Anchor Boys that have been covered in the session.
- have a knowledge of available resources

**Resources:**

- The trainer or tutor will need to bring their own songs and pre-recorded tapes or CD's
- Simple percussion instruments, either bought, borrowed or made
- A&C Black Publications (currently including such titles as Okki-tokki-unga, Apusskidu, etc) are usually suitable and widely used in Primary and Junior Schools.
- Any other similar resources would be good, the trainer could suggest that, if in doubt, it is a good idea to contact the local school and ask what they use.

**The place of music in Anchor Boys**

(5 minutes)

The trainer should ask the group where they currently use music in their section, and point out the main uses as:

- To add variety to many games and physical activities.
- To have fun with singing and simple music making.
- To create an atmosphere within worship. Music can help even the youngest to become actively involved.

The trainer should emphasise that music is one of the Foundation subjects for the National Curriculum so most boys will have participated in musical activities at school.

The Anchor Boy leader does not have to be an expert but enthusiasm and willingness to participate are essential!

**Singing for Fun (10 minutes)**

Few Anchor Boys read confidently enough to sing from books and charts, so songs that rely on repetition or a repeated chorus work best.

Singing must be fun with actions whenever possible. 5-10 minutes would be plenty in one evening.

Remember - a pianist is not essential. An unaccompanied session works well, providing the leader is confident; or try pre-recorded commercial tapes or a tape pre-recorded by a volunteer musician.

The trainer should then share a couple of songs (with or without accompaniment) with actions that the participants can use in their own sections. Explain the need for a “count in” so that everyone starts together and a “starting note” from the leader so that everyone begins at the same pitch. The trainer should teach the tune by repetition.

Encourage the group to sing along, stressing that enthusiasm is more important than musical skill.

**Resources**

- The trainer or tutor will need to bring their own songs and pre-recorded tapes or CD's
- Simple percussion instruments, either bought, borrowed or made
- A&C Black Publications (currently including such titles as Okki-tokki-unga, Apusskidu, etc) are usually suitable and widely used in Primary and Junior Schools.
- Any other similar resources would be good, the trainer could suggest that, if in doubt, it is a good idea to contact the local school and ask what they use.

**Anchor Boy Singing - Worship**

(10 minutes)

The trainer should ask the group which worship songs they use with this age group that are popular, and why. Try to summarise what sorts of songs work.

As with singing for fun, try to avoid the use of word charts or books when possible. Choose lively, modern worship songs with plenty of actions. Most church adult hymnbooks are not suitable for this age range.

The trainer should then share a couple of songs that participants can take back to use in their own sections. As with singing for fun, teach the tune and any actions and encourage the group to join in, once again stressing
that enthusiasm is more important than musical skill. As with singing for fun, don’t worry about accompaniment but remember that the boys will capture the sense of worship from the example set by the leaders.

**Resources:**

These are updated very frequently but the type of books would be Junior Praise, Songs of Fellowship for Kids, etc. But why not encourage the boys to make up their own words - with a little adult guidance - to an existing tune.

For other resources visit your local Christian Book shop or ask your Church youth leaders what they use.

The BB Gazette Training Supplement will also have ideas for you to use.

**Music Making (10 minutes)**

The trainer should make the point that Anchor Boys will enjoy playing simple percussion instruments which can either be bought commercially, borrowed or made (dried peas in yogurt pots, etc).

It is possible to run a session like this with either a pre-recorded tape or a live musician. Leaders should encourage the boys to listen to the beat and rhythm of the music; the leader should then supervise the number of boys and instruments playing at any one time and simple patterns can be followed. There is no need for any written instruction or notation.

The trainer can then invite the participants to try out some music making. If there are some instruments available then use a tape or live musician and let the group play along. Encourage the group to try different rhythm patterns and to vary the number of instruments that play at any one time in simple ways that they could use with Anchor Boys.

**Other musical activities (5 minutes)**

Music can be a great resource for games: many Anchor Boy games can involve running around to music and then stopping when the music stops for things such as “statues”. Music can also create mood for imaginative activities such as simple miming (pretending to be pirates at sea, for example) or as a rhythmic accompaniment to simple physical activities.

The trainer should reiterate that music should mean fun at Anchor Boys, avoiding written notes or words whenever possible and always emphasising enthusiasm above technical skill.

**Display items (5 minutes)**

The trainer should conclude the session by giving the following guidance:

- Musical songs, games, mimes, etc. are useful for an Anchor Boy Display item. Please note that such a public use of music is subject to copyright restrictions, which need to be checked beforehand.

- Worship songs, if used for public worship, do not normally need performance permission unless you wish to duplicate the words or music.

- For other items permission will be required to use pre-recorded commercial tapes and this can be obtained from: M.C.P.S., Elgar House, 41 Streatham High Road London S.W.16 1ER for a premises licence.

- Permission to perform copyrighted music live can be obtained from: The Performing Rights Society, Copyright House, 29-33 Berners Street, London, W1T 3AB.
PROGRAMME PLANNING FOR ANCHOR SECTION AND JUNIOR SECTION STAFF

Objective:
To enable leaders to plan Anchor and Junior Section Programmes.

Learning outcomes:
By the end of this session the participants will be able to:
- Plan an evening's programme appropriate to their age group.
- Plan an activity session.

Resources:

Anchor Section:
- Anchor Boy Programme books 1,2,3.
- Anchor Boy Games.
- Anchor Boy Crafts.
- Anchor Boy Achievements.
- Storytelling.
- Activities Without Equipment.

Junior Section:
- Programme on a Plate 1&2.
- Junior Section Games.
- Go for Gold.
- Activities Without Equipment.
- Junior Section Worship.
- Figure Marching.
- Junior Section Crafts.
- Storygames with Andrew.

Equipment for this session:
- Overhead projector.
- OHP pens.
- Flipchart paper, stand and pens.
- Handouts 1 and 2.
- Anchor section programme planning sheets.
- Junior Section programme planning sheets.
- Pens for each group.

Considerations

How to run this session: This session can be run with Anchor and Junior staff together.
When participants are working in groups make sure that the Anchor staff work together in groups and the Junior section staff work together in groups.
After the initial introduction you might want to split into the relevant sections to concentrate on the separate age groups. This will depend on staffing availability and the number of students on the course.

Main Learning Points
- Why planning is necessary
- Planning in four stages - annual, term, evening, activity
- Basic Do's and Don'ts

Introduction

The trainer should introduce the session by asking the group the following questions:
- Why do we need to have a programme?
- Why do we need to plan?

If we are hoping to attract and hold boys within our organisation the individual company must provide a balanced and imaginative, exciting and varied programme of skills and activities to continually challenge the individual child, retaining his interest and attention. The only way this can be done successfully is by careful planning, to provide a fully integrated and progressive programme, which offers new horizons and challenges to each child throughout the time in which he is a member of our Company.

Throughout the year there are different events that need to be planned for. As a member of the Company staff you need to be aware of the dates and your involvement with the individual event. It is possible that as a staff you may get together 3 times a year to discuss Company issues.

Timing:
45 - 60 minutes
Exercise 1 (5 minutes)

Get the group to brainstorm the different special events which companies may be involved in.

The following are a selection of events that they may be aware of:

- Recruiting
- Enrolment service
- Parades
- Fund raising events
- Awards/display evening
- Holidays and camps
- Battalion / District / National competitions
- Battalion events and meetings
- District events and National event dates e.g. Firm Foundations.

Once the above have been fixed then we can concentrate on what our work is about and that is to organise an evenings programme of fun and enjoyment so that our Boys will want to return each week.

Before we can begin to plan our programme we need to look at what we have.

Exercise 2. Annual Programme (5 minutes)

Ask the group to suggest what needs to be taken into consideration when planning a programme at the beginning of a new session?

After several minutes, feedback the ideas to the rest of the main group.

(The following list below is to help the tutor or trainer, more can be added.)

- How many staff will we have available each week?
- What night are we going to meet? (Just because we have met on a Tuesday evening at 6-30 for the last 50 years doesn’t mean we have to continue to do so. Situations and circumstances may change.)
- What rooms are available in the building?
- What resources do we have?
- Are there other activities / issues to take account of?

When planning our programmes we need to take into account any competitions that we might be considering taking part in. Any competition may need extra time, e.g. Figure Marching with the Junior Section will need extra practices leading up to the actual event.

Having looked at the whole programme we can then begin to plan for a shorter period of time.

6 weeks or termly.

This is the more detailed programme of activities. It may be that during these weeks you cover a general theme i.e. Harvest, Advent or Christmas.

It is good practice just to plan 6 weekly or termly programmes at a time because situations change. You might have an influx of boys after a recruiting campaign.

A member of staff might be ill for a number of weeks or might move away with their job.

The rooms where you meet might need some maintenance work doing and therefore alternative arrangements will need to be made as to where you can meet.

Planning a single evening.

This is when the programme is drawn up and the final details are added.

- Which activities are we going to do?
- Who will be responsible for that activity?
- Which rooms will be available?
- Which boys will be doing the activity?
- Timings of each activity?
- Are we inside or outside? (If out and about do we need extra help?)
Exercise 3: Brainstorming the activities (10 minutes)

In sectional groups ask the groups to go away and list the various activities that can be done with these age groups. Ask for one volunteer to report back.

(It might be a good idea to split the Anchor Section leaders and the Junior Section leaders into their sectional groups so that in the feedback session they can spend longer concentrating on discussing programmes appropriate to their section.)

Exercise 4: Themes (10 minutes)

In sectional groups using the planning sheets split into groups of 3 or 4 and ask them to come up with an activity to fit in with the following themes.

The activity themes can be split so that each group concentrates on one theme, or two, depending on the experience of the students, the time allowed and also the number of students in the group.

Each group to have an OHP slide available for their ideas. These can then be flashed up on the screen / wall for everyone to copy down on their individual planning sheets during the feedback time.

Therefore each student will go home with 6 programme ideas for their section.

Anchor Boys:
- Colour
- Water
- Winter
- Space
- Friendship
- Peace

The BB
- Jesus
- Cooking
- Navigation
- Games
- God’s world

Resource books might need to be made available depending on the experience of the students.

Each group to report back to their sectional group and discuss if time allows.

Allow time for each member of the other groups to fill in their programme planning sheets.

Exercise 5: Planning an activity (10 minutes)

In groups of 2 choose one of the activities that you have already planned for and using the following headings plan the activity.

If you start to look at the requirements needed for each activity now this will be a good habit to continue throughout your time as a leader in the Boys’ Brigade.

Worship
- Chosen Theme
- Outline and content of talk.
- Choice of hymn or song.
- Prayers
- Visual aids used.

Physical
- Name of the game or activity.
- List of equipment required.

Special Activity
- Name the activity
- List the equipment needed

The trainer should take feedback and any questions, and then issue handouts 1 and 2, which provide a recap of the main learning points.
Handout 1
Basic Do’s and Don’ts

1. Do prepare and plan well in advance, thinking all situations through to avoid any problems.
2. Individual activity sessions should not be too long. 15 minutes is quite long enough for most things.
4. If you see a group of children with nothing to do, don’t ignore them because it’s not your activity, ensure that you find something for them to do until everyone else is ready. You are part of a team, so don’t think you will be interfering.
5. With ‘4’ in mind always have some ideas up your sleeve. It’s a good idea to think of something that requires no equipment, e.g. Simon Says or Standing Up when the Boys think a minute has passed. (See the Resource Centre book Activities Without Equipment.)
6. Never leave a group of children alone in a room whilst you fetch something you forgot.
7. Always encourage all the staff to be involved in an activity even though one leader is in charge of that activity. They will welcome help with supervising or handing things out.
8. Do keep a record of each week’s programme so that each leader can check when preparing their own weeks programme.
9. Evaluate your evening - assess the activities. If the activity didn’t go well, try it again at a later date - it could be successful next time with a different group of children.
10. You will find out if you are providing a good balanced programme, because the children will return each week and bring along their friends to join in the fun.

Handout 2 Recap -
What makes a good programme?

P - PREPARED
  - The evenings programme should be well prepared in advance.
R - READY
  - Leaders must be ready for their particular activity in the programme to ensure continuity.
O - ORGANISED
  - Organising varied activities will keep interest alive.
G - GROWING - UP
  - Plan one or two periods when the younger and older children are divided for separate activities.
R - REWARDING
  - Our reward for producing an enjoyable programme will be to see the children happy and returning each week.
A - ACTIVITIES
  - Children have lots of energy so we need plenty of physical activities.
M - MOTIVATED
  - Programmes need to be motivated towards the relevant age groups.
M - MIXED
  - A mixture of active and non-active activities will keep the interest alive throughout the evening.
E - ENCOURAGEMENT
  - We are encouraging children to continue their membership of The Boys’ Brigade and encouraging them in the Christian Faith.
Anchor and Junior section planning sheet

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<th>The BB</th>
<th>Jesus</th>
<th>Cooking</th>
<th>Navigation</th>
<th>Games</th>
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Session Time
45 to 60 minutes

Aim
To enable the participants to use a variety of methods when delivering stories to 6-11 year olds.

Learning Outcomes
At the end of this session the participants will be able to:

- use various approaches to deliver stories
- share examples of good practice
- be more confident in using new material
- be aware of resources that are available

Equipment required for the session:

- The trainer will need to select two short stories
- Tape recorder
- Puppet material (shadow puppets require paper, a sheet or curtain and a lamp)
- Paper
- Pencils
- Flip chart and pens

Activity 1

Get the group to suggest things that are important when telling stories to 6-11 year olds.

It may be useful to write up the suggestions on a flip chart, for consideration by the group during the next task.

Notes to the trainer

You may wish to encourage the group to think along these lines within these activities.

Storytelling within an Anchor Boy or Junior Section can be done in a variety of ways, but there are many things that should be considered whilst planning the session.

- The purpose of the story; is it being told to entertain or to convey a message, Christian or otherwise.
- The ability of the group, is the story pitched at the correct age group.
- Is the language appropriate to the group.
- Is the environment in which the story is being told fitting i.e. free from other distractions.
- The use of visual aids will help maintain the group’s attention.
- The place in the programme where story telling takes place.
- A child’s imagination should be encouraged to develop wherever possible.
- The group should be encouraged to take part in creative storytelling sessions.
- The leader should be aware of the tone of voice and body language that is used.

Activity 2

The purpose of this exercise is to stimulate the participants to think about different ways in which stories can be told to 6-11 year olds.

The group needs to be aware of different ways a story can be told; the handout has a number of ideas.

This task requires two short stories that have been selected by the trainer, which should be given to the group and using the handout the group should present the story to the tutor in a different style.
Activity 3 - Playing the Game

To finish the session the group should play the progressive story game (see handout).

Resources

- BB Resource Centre publications
- BB Gazette - training supplement
- Other appropriate storytelling books as suggested by the trainer

Storytelling For Anchor Boys And Juniors Handout

The purpose of this handout is to identify the different ways in which stories can be told to 6-11 year olds.

There are many more ideas that could be explored, but remember to make storytelling fun for all involved.

Make believe
Some of the best stories are the ones that are made-up on the spot.
This type of storytelling is a good opportunity to involve the children, allowing their imagination to be stimulated.
Sometimes it may be worth giving the story a theme to give clear boundaries for plot development.

Story Game
Something a simple as a relay race can be turned into a story game.
An example of this is to have two teams and give each racing pair a name (of an animal) and a story could be told about a day at the farm and each time the name of an animal (the racing pair’s name) is called out the pair have to race.
There are many stories that can be adapted to this kind of game. The main benefit of this game is that the children will be concentrating on the story in order to gear when they have to race.

Visual Aids can help children to understand what is happening within a story and can also retain their attention.
Visual aids can include pictures and props.

Plays and Drama
Young children often enjoy pantomimes and live performances, where they are able to see a story unfold before their eyes. Many children will like dressing up and performing stories themselves and it may be an option to deliver a story to other people.

Audio Visual Resources
There are a variety of story tapes/video tapes available from local libraries, which may be appropriate to use with Anchor Boys.
Similarly, the children might enjoy making a tape of their own stories.

Progressive Stories
One person begins the story “Once upon a time”. And other members of the group add a small section to the story until everyone has had a turn.
This is a good way of encouraging group participation and will hold the group’s attention.

Puppets
There are many types of puppetry that can be used to illustrate a story ranging from glove puppets to shadow puppets. This is another way of involving the group in the story as they could be involved in making puppets/characters for the story and then acting the plot through the puppet.
WORSHIP FOR JUNIORS

Session Time

45 to 60 minutes

Aim

To enable leaders to deliver worship sessions to 8-11 year olds.

Learning Outcomes

At the end of this session participants will:

- be confident in using worship material
- be aware of different methods of delivery
- be able to use worship as part of the award scheme for Juniors.

Equipment required for the session:

- Flip chart and pens
- Handout for Junior section worship

Activity 1

The group should identify what are the important elements when planning a worship session for 8-11 year olds.

These suggestions should be recorded on a flip chart for use in the next exercise.

Notes to the trainer:

Devotion sessions should feature in every Junior Section programme, but these are sometimes included only on an occasional basis. There are many reasons for this happening, but it is mainly because leaders struggle for ideas or lack the confidence in leading devotions that are interesting and are fun.

Devotions within the Junior Section can be used to gain the group's attention at the beginning or end of an evening or combined as part of Junior Section Achievements.

The following twelve points need to be considered by the participant when planning a worship session for 8-11 year olds.

- It should not be assumed that all children within the group would have parental support or encouragement on a spiritual level.
- Spiritual activities may not lead to eventual church affiliation, and in most cases will not.
- This could be a child's first encounter with spiritual teaching; therefore, it should not be assumed that the group/individual have any previous knowledge of the Bible.
- Emotional maturity in children varies and therefore worship may be received at different levels of openness and understanding.
- Choosing the correct environment for worship is important for both the deliverer and the recipients to feel comfortable.
- For 8-11 year olds visual aids are important.
- If delivering a talk or story be conscious that it should not last longer than 10 minutes as a child's attention rarely exceeds this.
- Use language that is pitched at the correct age and ability of the group, but do not patronize.
- Be clear of the message that you are trying to convey.
- The timing of the session should be considered, the leader should be prepared to change the timing of devotions depending on the mood of the group.
- The children may want to take an active role in discussions and delivery of worship.
- Worship can and should be FUN.

It may be worth incorporating some ideas from core module 6 of 'Youth Leader Training'- Faith Development.
Youth Leader Training

Activity 2

The aim of this activity is to plan a worship session for the three age groups of the Junior Section.

The group should be encouraged to focus on the different abilities of the age groups 8 - 9 yrs, 9 - 10 yrs and 10 - 11 yrs.

If numbers permit, divide the group into three, each focusing on one age group. The session that they plan should last 15 minutes and should include some kind of participative activity.

Reference should be made to the handout, which suggests different ways of presenting worship to children. Ideas from the BB “Spiritual Achievement” book could also be used as a guide.

Take feedback from each group as to their ideas and different approaches.

Resources

- Bibles (youth versions preferably)
- Tapes
- Videos (Storykeepers)
- BB resources and award scheme books

Junior Section Worship Handout

Christian teaching with Juniors can incorporate a number of elements. All of the below can be used to build an entire evening’s programme around a spiritual element.

Opening and Closing Worship

The positioning of worship within a programme can determine the whole evening activity. If worship is taken at the beginning of the evening it will tend to be shorter, and may comprise a short story and a prayer. There are no set ways of opening and closing a session and is dependant on each individual group.

If the opening was to determine the whole programme it may be appropriate to open with a story and a short discussion to allow the participant to understand what the theme of the evening is going to be.

The closing of an evening with a short worship period may consist of a hymn and a prayer; some groups may have a vespers that they have chosen to share.

It is important that all worship that is done with 8 - 11 years olds is short and lively.

Storytelling

For 8 - 11 year olds, stories are a better way of conveying Christian or moral teaching than more formal worship, this is for a number of reasons including the accessibility of the language.

The language used in a story may be much simpler than if a reading were taken directly from the Bible, there may also be pictures to illustrate the story, which will encourage the participants to become imaginative with the whole concept and meaning of the story.

The leader should also be aware of facial expression and the tone and intonation of voice that is used, also where they position themselves in relation to the group.

If as a leader you are not too keen on reading a story to the group there is the option of tapes with stories on that could be used.

However, it is important that the participants do not feel patronised by the material that is being used on them.

Hymns and Songs

Whilst there may be a need for BB members to be able to use a hymn book, leaders need to remember that many of the children will not be able to read to the level required for hymns. For 8 - 11 year olds there is more benefit in using action songs, not only is this more fun it also means that they are physically occupied, this may be relevant to some Junior boys, but it should be pitched at the correct levels of ability.

If there is a need to teach a song or hymn to the group it may easier to teach if there is some form of musical accompaniment, even if this is a tape. It may also be useful to find out if the Juniors are being taught any hymns or songs at school.
Prayers
During a prayer session it is important that the language is kept simple and the topic relevant to the work that has been carried out with the group that evening. There are many appropriate books available which contain a selection of prayers for children.

An activity that takes just a few minutes to do would be to ask the children to write down someone’s name for whom they would like to pray and as a leader you could read out the names. This would allow the children to feel that prayer was special to them.

Mime and Drama
This could involve the group acting out what happened in the story, or playing charades of given stories or people from the Bible; example David and Goliath. Again, there are a number of books available.

Games
The games could be based around sharing, helping or teamwork. There are many games that can demonstrate any of the above.

Activity or Craft Work
There are numerous crafts that can be done and related to a theme from the Bible, this includes cooking (Easter baskets), painting (hand prints, relating to Jesus and his healing hands), clay animals (Noah’s Ark) etc.

Further examples of the above can be found in the Junior Programme books.
Session Time
45 to 60 minutes

Aim
To enable participants to understand how the ‘Go for Gold’ scheme encourages participation and development of the individual boy.

Learning Outcomes
At the end of the session participants will be able to:
- List the aims of the scheme and its five-sided approach.
- List the six awards and when they are gained.
- List the resources available to support their role in presenting achievements to boys.
- Understand how an achievement session is structured.
- Have experienced a variety of different achievement activities.

Equipment required for the session:
- Flip chart and pens
- Overhead projector and OHP's.
- Pre-prepared material for at least six achievements.
- An armband containing the awards available to a Junior Section boy.

Resources:
- Go for Gold Handbook
- Five Resource Booklets
  1. Adventure Achievements
  2. Community Achievements
  3. Interests Achievements
  4. Basic and Physical Achievements
  5. The Spiritual Achievements
- Additional Resource Books
  1. Operating the Achievements
  2. Scientific Experimental Book
  3. Junior Cooking
  4. Storytelling
- Kit, Moulds and Word Searches
- BB Gazette Training Supplement
- Boy’s Record Card

Exercise one: (10 minutes)
Discuss with the group the six aims of the ‘Go for Gold’ award scheme on OHP 1 and the five-sided approach of the scheme on OHP 2. Using their own experience or observations from their own section, highlight how their practice enables these aims to be met. List the good practice headings on to a flip chart.

Exercise two: (5 Minutes)
Using the armband of Awards and OHP 3, highlight the three-year plan and the flexibility built into it to accommodate the individual boys. Emphasise the importance of assessing the achievements of the individual boy rather than the progress of the group. Formal testing is not appropriate.

Exercise three: (10 Minutes)
Ask the participants to imagine themselves to be a group of Junior Section boys. You will need to nominate one or two observers. Lead the group through one achievement session. On completion discuss the session to highlight good practice, using feedback from observers and participants. List the good practice headings on to a flip chart.

Exercise four: (15 Minutes)
Have five pre-prepared achievements set up on individual tables (preferably one from each side of the scheme). Each achievement should have a work card to guide the participants through the achievement. Divide the participants into groups allowing them to spend a few minutes at each table in turn, working their way through each achievement. Encourage, supervise and guide the participants throughout this workshop session. Provide a handout for each of the achievements.
Exercise five: (5 Minutes)

Introduce the resources available using OHP 4, highlight Go for Gold pages 4 to 10 where the regulations are contained.

Use any time remaining to respond to any questions.

Key Training Tip!
Select your own example achievements from those you use with your own boys, have experience of using, and are confident of the outcomes.

Exercise 4 should be very informal with opportunities for discussion between participants and the tutor.
GO FOR GOLD

THE AIMS

☐ Enable officers to provide boys with a varied and interesting programme

☐ Provide a series of activities and challenges to individual boys

☐ Provide a progressive scheme of activities over three years

☐ Provide incentives by means of the presentation of awards

☐ Encourage a boy to develop a wide range of skills, knowledge and interests through a balance programme

☐ Establish, where possible, links with the boy’s church, home and school, each of which is concerned with his development
GO FOR GOLD

THE FIVE SIDED PROGRAMME

☐ Adventure Achievements
☐ Community Achievements
☐ Interest Achievements
☐ Physical Achievements
☐ Spiritual Achievements
GO FOR GOLD

RESOURCES

☐ Go for Gold Handbook
Gives a brief description of each achievement

☐ Five Resource Booklets
  1. Adventure Achievements
  2. Community Achievements
  3. Interests Achievements
  4. Basic and Physical Achievements
  5. The Spiritual Achievements
Give ideas and activities for the presentation of each achievement

☐ Additional Resource Books
  1. Operating the Achievements
  2. Scientific Experimental Book
  3. Junior Cooking
  4. Storytelling
  5. Kit, Moulds and Word Searches
Additional support material for individual achievements
GO FOR GOLD

<table>
<thead>
<tr>
<th>Year</th>
<th>Age</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8</td>
<td>White and Green</td>
</tr>
<tr>
<td>2nd</td>
<td>9</td>
<td>Purple and Blue</td>
</tr>
<tr>
<td>3rd</td>
<td>10</td>
<td>Red and Gold</td>
</tr>
</tbody>
</table>

Boys do achievements appropriate to their age.

Awards should be presented as soon as gained.

Once a boy has gained his green or blue badge he can begin working for his purple or red using achievement appropriate for that award.

TESTING

- Assessing the achievement of the individual boy.
  Formal testing is not appropriate to the scheme.
Session Time
45 to 60 minutes

Aim
To enable leaders to understand how physical and mental activities contribute to a child’s development.

Learning Outcomes
At the end of this session, participants will be able to:
- Plan activities which meet the physical and mental needs of 8 - 11 year olds
- Understand that games do not have to be physical
- Identify new activities by sharing skills and knowledge within the group

Equipment required for the session
- Flip chart and pens
- Handouts from core module 5 of Youth Leader Training

Notes to the trainer
It may be appropriate to use materials that have been recommended for core module 5, "Contributing to a child’s development through BB activities". The importance and purpose of play as part of the development of a child should be reinforced to participants.

Things that should be considered include:
- The needs of the group and individuals within it
- The safety and relevance of play
- Play should empower and encourage children
- Play should stimulate and encourage the growth of a child’s confidence and self-esteem
- Games should be as inclusive as possible for all members of the group

Activity 1 (10 mins)
This exercise should be introduced to the group as a way to identify why as leaders we do what we do, and what benefit it has to those at whom it is aimed.

On a flip chart, note suggestions from the group about the benefits the Junior Section derive from playing games and doing physical activities.

Activity 2 (30 mins)
This activity is designed to make leaders think about how a whole evening’s programme can be designed using different “types of games”. Ask the group to plan an evening’s programme of games and activities; the games should be mentally challenging as well as physical. The programme should fill an hour and a quarter. Split the participants into groups of three or four recommended.

6.00pm Opening
6.05 pm 10 different activities each lasting 6 minutes, 4 mins to complete task, 2 mins explanation and move around)
7.05 pm Achievements
7.15 pm Close

The ten activities can be a mixture of puzzles, skittles, ball control, balancing etc.

This activity should give the group the opportunity to swap ideas. (You may want to put a time limit on this, to allow preparation of other tasks.)

Handout of Ideas
Using old magazines (mental challenges)
- Make a jigsaw
- Rearrange pages

Potted Sports (co-ordination games)
- Balancing
- Throwing and catching
- Hopping
- Bowling
- Hoop-la
- Skipping

Word searches (thinking games)
- Jumbles word
- Parts of the body (lungs, kidney, liver etc)
- Board games
- Chess
- Draughts
- Connect 4
- Noughts and crosses
Objective
To enable leaders to include craft in their short and long term planning of programmes.

Learning outcomes
At the end of the session leaders will be able to:
- Understand and acknowledge the value of craft when working with Juniors
- Have a good working knowledge of various craft ideas and the resourcing of relevant material which is available for craft work.
- Gain the necessary experience to enable them to work with small groups of boys for a wide variety of craft activities.
- Be able to look at and understand the different levels of craft for three different year groups.

Resources
Whatever crafts are chosen by the trainer or tutor to use in this session (see examples in following pages)

Session Time
45 to 60 minutes

Introduction
The trainer should introduce this session by explaining that crafts in all sections, whatever age, are very valuable teaching tools and can be great fun as well. Often it does not always work out but at least they and you have tried to do something different. Crafts come in many guises and once boys have moved into Juniors you need to try and give them crafts that are progressively more difficult than in Anchor Boys. However the rule of working with small groups applies in all sections.

Remember!
- Collecting material for craft work becomes very often a way of life, collecting seashells, cardboard, boxes, bottles, scraps of fabric. This is necessary as to buy materials for craft can become very expensive
- Each project carried for craft is individual and resources/equipment and instructions are often vague.
- Never attend a course without bringing away with you as many ideas as possible or watch children’s television. Look in bookshops and charity shops for cheap craft books. There are many bargains to be found if you look.

Use the session time to try out as many different craft activities as possible. Ask the group to think about what development needs are being met by the activity.

Conclusions
The trainer should conclude the session by emphasising the following:

Juniors are just like Anchors with a wide range of ability and small groups are vital if you are to succeed in producing a finished article in the allotted time. If you have children with special needs perhaps you could ask parents to help out with staffing as some may need individual attention but do not have to feel left out. Do liaise with Anchor Boy Leaders as to what craft they do so that you do not duplicate and in any case the craft you do should be progressively more difficult.

List of Publications
- Junior Section Programmes on a Plate - 1, 2, & 3 available from BB Supplies
- Salt Magazine from Scripture Union - Bi-monthly
- Bible Story Puzzle Books (3 different ones) - Published by Candle Books Ltd, Wendover Road, Aylesbury, Bucks HP22 5BL
- Spot the Difference - Published by Candle Books Ltd
- Fun Food Factory by Nanette Newman
Nature Plaques

God... made the world and everything in it - Acts 17:24

Children always enjoy the opportunity to be completely creative in choosing the materials and arrangement to make things from the beginning. You could use these plaques to illustrate a lesson on God’s Creation.

What you need:
1. Pieces of old tree bark, split logs, pieces of wood for the bases.
2. Twigs, pebbles, leaves, shells, acorns, flowers, pine cones and any other items collected outdoors.
3. Glue
4. Felt tip pens.

What to do:
☐ Allow the boys total freedom to create their own arrangement of twigs and other materials on their piece of board, split log or tree bark.

☐ After they have planned their arrangement, they may glue each item individually into place.

☐ If desired, the boys may print a memory verse or other statement on the plaque also.

This activity can be done at any time of the year but if you wanted to, you could either have an outing to collect all the items required or get the boys to do it during their summer holidays and bring it to Boys’ Brigade in September.
You will be really surprised at the creativity of the boys.

Perhaps their creations could be used at your Harvest Festival

Painted Eggs

You will need:
1. Eggs/egg cups
2. Paint and brushes
3. A big sewing needle (darners are good)
4. Varnish (clear nail varnish will do)

To Start:
1. Make a hole in the small end of each egg with a big needle
2. Make a bigger hole in the other end of the egg
3. Blow hard into the small hole until all the egg comes out. Catch it in a bowl and keep it for cooking
4. Wash the empty egg and dry it carefully
5. Sit an egg on an egg cup and paint one end. Leave to dry and then paint the other end.
6. If you are using more than one colour, paint the lighter colours first. Try different patterns and pictures. Transfers could also be used.
7. When the egg is completely dry, paint it with varnish.

(This activity could take two weeks) followed by Egg Mobiles on the third week.

Seashell Wind Chime

What you need:
1. Seashells
2. Plastic margarine tub
3. Scissors
4. Glue
5. String
6. Several colourful wooden beads
7. Heavy yarn or macramé cord

What to do:
1. With the sharp end of a pair of scissors, (perhaps this could be done beforehand by an adult) poke a large hole in the bottom of the margarine tub. Poke as many small holes around the top edge of the tub as you have shells.
2. Cut a piece of heavy yarn or macramé cord approx. 18 inches long and string it through the large hole in the bottom of the tub.
3. Knot the yarn or cord inside the tub. Add several colourful wooden beads outside the tub and knot the yarn or cord again.
4. Cut a piece of string for each shell.
5. Vary the length of string only slightly so that the shells will tinkle against each other in the wind.
6. Glue the ends of the string inside each shell and allow the glue to dry before proceeding.
7. Tie the string pieces with the shells through the holes in the top of the tub. Knot the end of each string.
8. Hang your seashell wind chime in a place where soft breezes can play tinkly music with the shells.
Learning Session

This is a learning session which is active rather than a Craft Session. It has been tried and is great fun to do with lots of variety. Try it - you will be surprised.

1. (5 minutes) As the boys arrive, give them a simple jigsaw of a boat to piece together.
2. (3 minutes) Discuss what was on the jigsaw. Who has been in a boat? When? Where? What was it like?
3. (6 minutes) Play ‘Working on the Ship’ Talk about jobs to do on board a ship, such as cleaning the decks and putting up the sails. The boys could mime different jobs. When you shout ‘The Captain’s coming’ they must stand to attention, completely still. Anyone the Captain sees moving becomes a Captain with you, so no one is out. The last sailor to be caught moving is the winner.
4. (6 minutes) Tell the story of Jesus calming the storm. Ask the boys to provide the sound effects of the wind and waves, getting quieter as the storm dies down. Perhaps read the story twice, making the first time through a practice.
5. (2 minutes) Discuss how the disciples in the boat might have felt.
6. (4 minutes) Now tell the story in a way that helps the boys to be ‘in’ the story themselves - You are sitting in the boat when you hear the wind blowing. You look up at the sails and see that they are beginning to flap violently. You all jump up and try to get the sails down. You pull very hard.
7. (4 minutes) Ask what it felt like to be in the boat. What was it like when Jesus stopped the storm? Talk about Jesus being powerful because he is God. What difference does it make to us that he is so powerful?
8. (8 minutes) Make a business-type card or bookmark for each boy to complete. On one side it says ‘When I am frightened of.... I can ask Jesus to help me’; on the reverse, ‘Who is this man? Even the wind and waves obey him’ (Mark 4:41), for the boys to learn as a memory verse.
9. (3 minutes) Sing a song about Jesus to help us, such as ‘With Jesus in the boat we can smile at the storm’.
10. (3 minutes) Pray about the time when we feel frightened.

Tie-Dye Fun

You will need:
1. 0.5 kg blackberries
2. old white t-shirt
3. pebbles
4. water
5. saucepan
6. string
7. 0.50g alum (available from chemists)
8. plastic bucket or bowl

What to do:

a. Put the blackberries in a large pan (jam pan) and cover them with four pints of cold water. Cook the fruit over a low heat for about 20 minutes. Strain the liquid through a sieve into a plastic bucket or bowl.

b. Place a pebble inside the t-shirt, pull the cloth around it tightly from the outside. Tie the pebble into the fabric tightly with string. Repeat until you have tied in about 7/8 pebbles.

c. Wear rubber gloves to protect your hands and press the t-shirt into the liquid. Give it a good stir and leave it for 24 hours (or one week). Rinse the t-shirt under cold water until the water runs clear.

d. Mix the alum with half a litre of cold water in a bowl. Place the t-shirt in the water for 30 minutes to ‘fix’ the colour. Hang it up to dry.
e. When the t-shirt is completely dry, undo the knots.
The knots should have stopped the dye from sinking into the fabric, leaving a swirly pattern.

f. If you want a striped effect on your t-shirt, fold t-shirt lengthways in tiny pleats like a concertina. Tie string tightly round the t-shirt in several places to hold the folds firmly in place.

_This is a really brilliant activity for boys to do on camp or activity weekend. Very messy - they will love it._

**Quick and Easy Pizzas**

What you need:
1. Crumpets
2. Tin of chopped tomatoes
3. 1 tablespoon of tomato sauce
4. Sugar
5. Basil or oregano
6. Salt and pepper
7. Grated cheese

What to do:
- a. Mix the chopped tomatoes with the tomato sauce
- b. Flavour the mixture with pinch of salt and pepper, sugar, basil or oregano.
- c. Spread each crumpet with the mixture and put under the grill.
- d. Once bubbling away remove from grill, put on grated cheese and pop under grill again until golden and ready to eat.

**Coloured Popcorn**

What to do:
- 1. Heat two tablespoons of vegetable oil in the bottom of a thick saucepan.
- 2. Add a few drops of food colouring and a dessertspoon of sugar to the oil.

3. Then add two tablespoons of popping corn (supermarket) and shake the saucepan gently, covering the corn with the oil mixture. Cover the saucepan with a well-fitting lid and ‘joggle’ it gently over the heat.

You will soon hear the corn popping away inside. As soon as this noise stops, take the saucepan away from the heat and pour the popcorn into a large bowl. Wait a few minutes for it to cool before eating it, as the sugar will be very hot.

_This is an activity that requires more than one adult to supervise - perhaps parents can help or senior boys from the company. Pizzas and popcorn go down really well. Enjoy_
Objective:
To enable participants to use drama and mime in their programme with the under 11’s

Learning outcomes:
At the end of the session participants will have:
- Explored the use of Drama and Mime practically, which will enable them to use this within their programme.
- Considered how to ensure that activities they plan will not exclude members with differing abilities.

Resources:
- Copies of handouts 1 to 4
- Copies of list of resources and publications
- Stop sign equipment
- Blindfolds for activities
- Prepared cards for tasks
- Props bag

Session Time
45 to 60 minutes

Introduction
The trainer should introduce this session by explaining that drama and mime are exceptionally popular activities with children and young people. The activities undertaken allow young people to develop self-confidence and control. Tasks frequently encourage negotiation, co-operation and teamwork. Above all, these sessions can be fun and allow leaders to see young people in a different light.

However, because Drama and Mime do allow this freedom of expression and creativity, it is important that the leaders who are offering these sessions have control. Drama and mime activities are especially popular with members of this age group. Leaders should not ask for reading aloud unless it is volunteered as in this age group in particular there will be great variation in the reading levels of the members.

This session is structured around four handouts, which are summarised below, and are reproduced in full over the following pages.

Handout 1: Preparation
(10 minutes to read and discuss)
This shows the steps that leaders need to take before and during a Drama and Mime session to ensure that there is control. Discuss handout briefly and take questions etc.

Handout 2: Ideas for practical work with the under 8’s
(20 minutes to try out some activities)
This gives participants some ideas for mime and drama work, using the techniques from handout 1 (warm-up, stop sign etc) try out some ideas with your group. Remember to create the same atmosphere of respect and security that you would with a group of children.

Handout 3: Performance drama and worship (10 minutes to read and discuss)
This handout gives pointers for those leaders who may wish to produce a show or play with their sections. It has a different emphasis but may be valuable for leaders and children. Discuss the hand out and let participants share resources and ideas they might have.

Handout 4: Using drama for different learning outcomes (10 minutes to read and discuss)
Discuss this hand out and if time allows use one of the suggestions as a practical activity

Conclusion (5 minutes)
The trainer should:
- Reinforce the safety aspects contained in handout 1.
- Encourage discussion about how to adapt session if there were children with disabilities in the group e.g. some of the work is possible with everyone sitting on chairs etc.
Reinforce points about drama and mime for performance and worship.
Reinforce ideas about drama and mime as a learning tool.
Hand out other relevant resource sheets.

Handout one - using Drama and Mime

Using drama and mime is obviously only a means to an end. Drama can enhance all areas of the programme for our members.

Drama enables young people and children to develop a range of skills and experiences and it also provides a useful tool for us as leaders.

Many people shy away from drama because they are unsure about it or are anxious about controlling it. Also many people regard drama as a play or production and this is of course a vital part of the subject. But the sort of drama we will explore today is the kind, which can be tackled by us all during our weekly programme. This sort of “drama and mime” can provide a marvellous opportunity for the young people and the leaders to have fun and learn and grow in understanding together.

What do we need?
- A good knowledge of the children or young people we are to work with
- An ability to involve the group in a range of activities so that we quickly get to know each other.
- A clear idea of what we want to achieve
- A space which is suitable and safe
- A STOP SIGN! (could be visual, audible or both)
- An agreement with the young people about the way we are to work
- A mutual respect and feeling of security

Structuring a session
- Always include a warm up
- Ensure that the main part of the session is explained in clearly structured steps
- Include presentations by groups or individuals if appropriate
- Always evaluate the session by getting feedback from the children
- Always include a cool down

Organisation
- Always have the room ready and remove hazards
- Begin with rules and establish stop sign
- Remind children about the way to tackle group work
- Don’t always let them work with their friends
- Don’t always allow the children to decide on how group should be formed
- Have a clear structure and intention but be prepared to be flexible
- Don’t let activities run on too long
- Insist upon respect and care for everyone in the group

Use the ideas on Handout two to plan and structure a session. Make sure you know what you want to achieve.

Handout 2: Ideas for practical work with the under 11’s - Warming up games

Stop-go games e.g. Traffic lights
Participants move around the room in a defined way - usually red means stop, amber means walk and green means run but can adapt especially with any members for whom running is a problem - insist on safety of movement and obedience to stop.

Walking in particular ways e.g. on hot pebbles, in a strong wind, in heavy rain etc.

Concentration games e.g. trapped in a box. The lid is slowly closing on you and you have to hold it up in order to avoid being crushed.

In pairs - mirror and reflection - one perform simple action in the mirror eg cleaning teeth - the reflection must follow.
In groups - large or small - grandmother’s footsteps, Simon says etc.
MIME

“What’s my line?”
On cards have simple tasks written or drawn e.g. washing face. Participants mime this - variation - participants are then given other instructions to mime e.g. with very cold water.

T.V. Programmes
Mime either the title of a programme or something of its content

Character Mime
Mime to demonstrate a character e.g. an angry person, a frightened person

Storytelling
Mime a simple story - use fairy stories, or Bible stories - can be done in pairs or small groups. Give the outline of a simple myth or legend this can be mimed in groups between 5 and 10.

DRAMA
Using improvisation and role-play skills

Character stories - give a small group a number of characters and they make up a simple piece of imaginary storytelling using those characters

Narrative drama - telling a story - group size can vary - lots of leader input needed
Answer the phone - use a mobile or real phone if possible one participant picks up the phone and begins an imagined conversation. On a signal from the leader the next person has to continue the conversation - this stresses listening skills

What would happen if - give the participants a brief outline e.g. you are hurrying to school and it suddenly begins to pour with rain-participants act out that experience.
Objects from outer space. Groups of between 4 and 6 are given a bag containing a number of everyday objects e.g. bottle opener, clothes hanger etc. Each group is to imagine that they have returned from a space mission to a distant planet and that these objects have an entirely different use and meaning. Each group holds a press - conference to reveal their items

In all of these activities the leader needs to have lots of ideas prepared, and if necessary, written out to use

SHARING WORK
Sometimes the session can then feature a time to share and show what individuals, pairs or groups have done. It is wise never to insist on sharing if a participant is reluctant, do insist however on there being total attention and non critical appreciation of what is shared, don’t be afraid to step in and end offerings if this seems appropriate.

TALKING IT OVER
As part of the process there should always be an opportunity for participants to talk about what they’ve done and what they’ve enjoyed.

COOLING DOWN
It is vital that participants are ‘wound down’ before they are sent home or off to do something else

Games such as Sleeping Donkeys -participants lie on the floor (or sit on chairs) and see who can keep the stillest - those who move are out.

Keeper of the kings keys - blindfold one participant and stand them or sit them at one edge of the room with a bundle of keys under their chair. On a signal from a leader the chosen member creeps forward and endeavours to capture he keys. The keeper points if a sound is heard in the direction of the sound and if the member is pointed at, then the member is out.

CONCLUSION

☐ Ensure always the safety of members in these activities
☐ Think about where they will sit
☐ Think about footwear particularly
☐ Never be afraid to stop anything which isn’t going the way you expected, especially with safety in mind
BUT do be flexible; children and young people often produce wonderful and exciting things which we as leaders don’t always expect!

**Handout 3**

**Performance Drama and Worship**

This is a different emphasis and requires a slightly different approach. Leaders will need to consider the following points:

- Wherever the performance is to take place ensure that the audience will be able to see and hear, that may mean providing rostra for the performers and perhaps even amplified sound although this is not advisable with younger members.
- Explore the performance space - often using the stage is daunting - how about performing in a horseshoe shaped space?
- Make it fun for the performers or they will simply switch off
- Involve ALL your members if possible
- Don’t be too ambitious - something simple done well is more rewarding
- Allow plenty of time in your programme for planning and rehearsal
- Share out responsibilities amongst the leaders so that one person is not attempting to costume 48 members, find all the props and play the music etc.
- If possible live music is better than recorded sound
- Give out scripts as early as possible - underline different performers parts - build into the process the learning of lines, don’t assume they will all be able to do it at home
- Ensure that you have rehearsed how the event begins and ends and how performers enter and exit the performance space
- Performance drama can be an excellent way of bringing together vertical aged groups within your organisation.
- If part of a worship activity, consider the best possible use of the lectern, the pulpit, aisles, galleries etc.
- Always try to have at least one complete run through or dress rehearsal in the correct performance space.
- If it is not possible to use the performance space regularly, mark out the area with masking tape so that the performers get used to the space and area

**Costumes and props**

- Try to build up a stock of suitable things
- Wherever possible use real props or well-made ones - performers feel silly with cardboard things that ‘wilt’!
- Try to use the props as early as possible in the rehearsal process
- Make some responsible for preparing the props and costumes and ensuring that they are gathered up after rehearsals, otherwise they will get lost
- Ensure that specific instructions about footwear are sent home with members
- If parents are to help with costumes, do give plenty of notice and clear instructions about what is required.
- Do have at LEAST one dress rehearsal and insist that you see what everyone is proposing to wear.

**Handout 4**

**Using Drama for Different Learning Outcomes**

Drama can also be used as a tool to explore other areas of a programme:

- With children under 8 drama could be used to reinforce information and ideas which are part of the life training programme e.g. the danger of playing with matches or how to cross a road.
- It is also possible to explore issues which arise from within the group e.g. if there had been some bullying it might be possible to explore this through role play and endeavour to help the members of the group to understand the harm such an activity can cause.
- The opportunities to use drama in this way increase as members get older, for those in their teens there is a range of areas including topics such as drug education and relationships where drama can provide a valuable opportunity for young people to consider their responses and decide upon their pattern of action before actually being faced with these dilemmas in the ‘real’ world.
RESOURCES

GENERAL

- “100 + Ideas for Drama” and “Another 100 + Ideas for Drama” Anna Scher and Charles Verrall published by Heinemann Educational books.

- “Drama Starters” Graham Stoate published by Harrop

- “Playing the Game” Christine Poulter published by MacMillan

- “Drama without scripts” Susan M Stanley published by Hodder and Stoughton

- “Gamesters Handbook Nos 1 + 2” Donna Brandes published by Hutchinson

- “1st Stage - a Drama Handbook for Schools and Youth Theatre” Ginny Graham published by Northcote House

- “In on the Act - a Drama Workshop Handbook” Ann Thomson published by NCEC
PERFORMANCE AND WORSHIP DRAMA RESOURCES

GENERAL

- “Religious Drama - a handbook for actors and producers” published SPCK
- “Drama through the Church Year” Judy Cattis Smith published Merriwether
- “Drama Toolkit” Gordon and Ronni Lamont published Bible Society
- “Creative Drama” Jonathan Ullmer published Moorleys.
- “Good News for All” Paul Symonds and Jonathan Abdy published Moorleys
- “Plays for Christmas and Easter” Margaret Wood published Heinemann
- “Putting on a performance - a teacher’s handbook” Bright ideas series published Scholastic
- A number of B.B. sources available and any good Christian bookshop will have lots to offer
RESOURCES
UNDER 11’S

- “Play it again” - suggestions for Drama-Sue Porter
- “Know how to use Drama with children” - Nicola Spencer published Scripture union
- “Drama for Juniors” - Jon Webster published Potter’s Clay
- “Drama in the primary School” - Janet Goodridge published Heinemann educational
- “Heroes and Monsters” - Legends of Ancient Greece-James Reeves published Piper Books
- “Giant Book of Myths and legends” - Edited Mike Ashley published Parragon
Session Time

45 to 60 minutes

Aim

To enable participants to introduce music into Junior Section

Learning outcome

By the end of the session participants will be able to:

- have the confidence to try some of the musical activities suitable for Junior Section boys that are covered in the session.
- have a knowledge of available resources

Resources

- The trainer or tutor will need to bring their own songs and pre-recorded tapes or CDs
- Simple percussion instruments, either bought, borrowed or made

The place of music in Junior Section (5 minutes)

The trainer should ask the group where they currently use music in their section, and point out the main uses as:

- To add variety to many games, marching and physical activities.
- To have fun with singing and simple music making.
- To create an atmosphere within worship. Music can help even the youngest to become actively involved.

The trainer should emphasise that music is one of the Foundation Subjects for the National Curriculum so Junior Section boys will be well used to singing and will have a basic knowledge of rhythm and pitch and a few may be able to read music through playing the recorder or having instrumental lessons.

A Junior Section leader does not have to be an expert but should lead by example with a willingness to participate.

Singing for Fun (10 minutes)

Most Junior Section boys can read but often not confidently enough to sing from books and charts at first sight. If using words make sure that every boy can follow them or better still, use songs with few words and plenty of repetition or with a chorus in which everyone can join.

5-10 minutes is plenty for one evening.

Remember - a pianist is not essential. An unaccompanied session works well providing the leader is confident, or try pre-recorded commercial tapes or a tape pre-recorded by a volunteer musician.

A wide variety of songs are possible with Junior Sections from narrative to nonsense songs including rounds in several parts.

The trainer should then share a couple of songs (with or without accompaniment) that the participants can use in their own sections. The trainer should teach the tune by repetition and teach any actions. Explain the need for a “count in” so that everyone starts together and a “starting note” from the leader so that everyone begins at the same pitch.

Encourage the group to sing along, stressing that enthusiasm is more important than musical skill.

Resources

- A&C Black Publications (currently including such titles as Okki-tokki-unga, Apusskidu and Flying Around) are used widely in Junior Schools. If in doubt why not contact the local Junior School and ask what they use.

Singing in Worship (10 minutes)

As with singing for fun, try to avoid very wordy songs that boys cannot follow. Keep to simple, more modern worship songs - most church adult hymnbooks are not suitable for this age group.

And as with singing for fun, don’t worry about accompaniment but remember that boys will capture a sense of worship from the example set by their leaders.
If any of the Juniors play an instrument? (piano, recorder, guitar, etc) they may like to lead or accompany a worship song.

Alternatively, it can be fun to encourage the boys to make up their own words - with a little adult guidance - to an existing tune.

The trainer should then share a couple of worships songs suitable for this age range. As with Singing for Fun, teach the tune and encourage the group to join in, once again stressing that enthusiasm is more important than musical skill.

**Music Making (10 minutes)**

Junior Section boys enjoy playing percussion instruments which can either be bought commercially, borrowed or made (dried peas in yogurt pot, etc)

Use either a pre-recorded tape or a live musician.

Encourage the boys to listen to the beat and rhythm of the music. The leader should then control the number of boys and instruments playing at any one time.

Simple rhythm patterns can be followed which can be taught orally or portrayed using coloured symbols, etc. Although this is an activity for fun, Juniors can learn a little musical discipline - not playing out of turn, watching their musical line, etc.

For the confident Junior leader it is also possible to go on to introduce notation to the boys - perhaps beginning with named notes or different coloured notes. Percussion instruments can then be swapped for chime bars or recorders or other appropriate instruments to play tunes.

Chime bars can also be grouped into chords (although it needs a musically confident leader to use them this way).

The trainer can then invite the group to try out some music making. If there are some instruments available then use a tape or live musician and let the group play along. Encourage the group to try different rhythm patterns and to vary the number of instruments that play at any one time in simple ways that they could use with Junior section.

**Resources**

Percussion instruments can be bought, made or borrowed. Chime bars may be available but if not they can be made by cutting and then tuning steel strips and attaching them to wooden bases. A Company section project perhaps?

**Other uses of music in Junior Section (5 minutes)**

- Music is ideal for many games (musical chairs, any moving around that stops when the music stops).
- Physical activities become more rhythmic if done to music.
- Marching is often smartened and made more enjoyable especially by using music if you encourage the boys to listen to the beat.
- In all cases use tapes or a live musician.

**Display items (5 minutes)**

The trainer should conclude the session by giving the following guidance:

- Musical songs, games or instrumental performances are always useful for a Junior Section display item. Please note that such a public use of music is subject to copyright restrictions, which need to be checked beforehand.
- Worship songs if used for worship do not normally need performance permission unless you wish to duplicate the words or music;
- For other items permission to use commercially pre-recorded music is obtained from: M.C.P.S., Elgar House, 41 Streatham High Road, London, S.W.16 1ER for a premises licence.
- Permission to perform copyrighted music live is obtained from:The Performing Rights Society. Copyright House, 29-33 Berners Street, London, W1T 3AB
Session Time

60 minutes

Aim

To enable new leaders to understand the Get The Credit Award Scheme and Advanced Awards.

Learning Outcomes

At the end of this session participants will be able to:
- understand the place of the Award Scheme in the overall programme of the Company Section;
- understand the basic regulations;
- list the badges available to the boys, within the scheme;
- understand the requirements for the President’s Badge;
- understand the place of the Queen’s Badge and The Duke of Edinburgh’s Award in the Company programme;

Equipment needed for the Session

- OHP and screen
- Samples of Resource Centre books
- Copy of “Get The Credit” publication

Notes for the Trainer

It must be remembered that amongst the participants there will be:
- Those who have come up through to the Company Section, and have been through the Award Scheme;
- Those who are new to the Brigade, and have little or no knowledge of what is involved in the Award Scheme.

It is important therefore, to find out the previous knowledge and experience of the participants concerned, and avoid the danger of this session being a repetition of existing knowledge.

Introduction

Explain that the award scheme should be an integral part of the programme of the Company Section, but warn of the dangers of becoming so ‘award conscious’ that other aspects, especially fun and enjoyment, get left out, or are not given sufficient priority. The Award Scheme is there to support the Company programme.

Explain that the scheme is designed to offer a wide and challenging choice of activities to the boys, and should not all be decided by the Officers. How the scheme is used and to what extent it will influence the weekly programme is dependent on the leadership available. The use of outside ‘instructors’ is to be encouraged in order that a wide range of topics is covered.

Outline of the Scheme

Using overhead projector diagrams, etc., go briefly through the various parts of the scheme, with just a general outline of what is involved, and examples of the different activities included:
- Target Awards Minimum requirements for each badge. Integrating the boys within the rest of the Company Section. (there is a separate programme module on the Target Awards)
- Activity Awards General structure, credits, grades, badges, direct entry to Grade 2.
- Advanced Awards President’s Badge (and how it is gained) Queen’s Badge (general outline of requirements). The Duke of Edinburgh’s Award (there is a separate programme module on the Duke of Edinburgh Award Scheme. In this session only focus on the link to the Company Section Award scheme)
Using the Award Scheme

Explain how the award scheme has been deliberately designed to offer boys a wide range of activities and interests in order to maintain their interest and involvement in the Company Section, and also widen their own personal knowledge and sense of achievement.

Stress that it is not likely to be achieved if the Company just uses the same small number of activities year after year, especially if these are chosen because they are the easiest for the Officers to deliver!

Suggest and discuss ways of bringing in ‘outside’ help, from, e.g.; Church members, parents, other youth organisations, colleagues, neighbours, social services, local Youth Service, specialist bodies, etc.

Explain the minimum number of badge sessions required for the various subjects. If the boys are really kept interested in the topics, they will want to undertake more than the minimum.

Draw out from participants, examples of how award activities have been fitted into their own Companies’ programmes, and what has been involved.

Emphasise the use of general activity credits for those other topics not included in the Scheme.

Advanced Awards

The requirements of the President’s Badge and the two access routes to this award are set out on OHP 2. This alternative route into the President’s Badge is very important as not all companies operate the Company Award Scheme. This alternative route gives these young men the opportunity to work for their Queen’s Badge.

The requirements of the Queen’s Badge are also set out on OHP 2.

Practical Work

There are several different forms of practical work that can be considered both in the time available at the course, and at home with opportunities for follow-up discussion and questions. The ones most appropriate for the particular participants concerned should be selected, and these might include the following:

- ‘experienced’ participants to plan an outline of an award activity programme for their own Company, for the following session;
- Ask ‘experienced’ participants to plan a more detailed programme for a particular award activity that may be required to take in their own Company, for a particular grade, over a period of say 6 to 8 weeks, or longer.
- Ask participants, in small groups, to select one subject, and work out what resources might be available, what equipment will be required, and how the subject can be made interesting for the boys.

Trainers will be able to think of additional projects that could be undertaken, relevant to the participants concerned, that will help them to appreciate and understand more fully, what is really involved in the award scheme, and how it can be made an exciting and interesting part of the Company Section programme.

Resources

- Get the Credit Award Regulations
- Various Resource Centre publications for the five activity badges
- BB Gazette training supplement
- Boys’ Handbook
### LEADERSHIP
- Christian Faith
- Drill
- Leadership

### ADVENTURE
- Camping
- Climbing
- Discovery
- Expeditions
- Hostelling
- Map Making & Surveying
- Mountain Biking
- Mountaineering
- Orienteering
- Pioneering
- Seamanship
- Wayfaring

### COMMUNITY
- Citizenship
- Conservation
- Crime Prevention
- Environment
- Fire Prevention
- First Aid
- Health & Fitness
- International
- Life Saving
- Safety (home & personal)
- Safety (road & cycle)

### INTERESTS
- Arts
- Bible Knowledge
- Crafts
- Communications
- Computing
- Drill
- Hobbies
- Music
- Ornithology
- Wild Life

### PHYSICAL
- Athletics
- Canoeing
- Diving
- Gymnastics
- Physical Recreation
- Sailing
- Sportsman
- Swimming
President’s Badge

Method A
- Must be at least 15 years of age or be in the session in which he becomes 15.
- Have at least two years regular service.
- Hold Grade 3 in all Activity Group Badges and in the Brigade Leadership.
- Be recommended as by their BB Captain.

or Method B
- Be at least 15 years of age.
- Have been a member of the Company for at least one session with good behaviour and attendance.
- Attend a Christian Faith Class or Bible Class and take an active part.
- Attend a Grade 3 Leadership course or equivalent.
- Obtain the Duke of Edinburgh’s Bronze Award, gained within or outside The Boys’ Brigade.
- Be recommended by the Company Captain.

Queen’s Badge

The highest Award for a member of the Brigade

Here is what is involved:
- Hold the President’s Badge.
- Be at least 16 years of age.
- Attend a Queen’s Badge Candidates Conference.
- Undertake some Practical Leadership.
- Attend a Brigade Leadership Training Course.
- Undertake a minimum of 30 hours Community Service.
- Undertake either Expedition or Interest or Physical Activity.
- Be recommended by their BB Captain.
- Attend a Queen’s Badge Completion Course.
THE FOLLOWING AWARDS WILL BE WORN ON THE LEFT ARM:

Top Row - Queen’s Badge
Centre Row - President’s Badge, D of E Awards (Bronze, Silver or Gold)
Bottom Row - Anchor Boy Achievement Badge, Gold Achievement Badge, Brigade Service Badge, Seniors Award (Up to three)

THE FOLLOWING AWARDS WILL BE WORN ON THE RIGHT ARM:

Top Row - Two Target Awards
Centre Row - Adventure Badge; Leadership Badge; Community Badge
Bottom Row - Interests Badge; Physical Badge
Session Time
45 to 60 minutes

Aim
To enable new leaders to understand the Target Award Scheme

Learning Outcomes
At the end of this session participants will be able to:
- know the regulations of the Target Awards;
- know the material and booklets that are available for boys and Officers;
- plan a programme for a Target and Target 2 class in their own Companies;
- have some knowledge of methods of presentation of Target Award material.

Equipment needed for the session
- OHP and screen
- Copies of various resources

Notes for the Trainer
The biggest ‘drop-out’ rate in the Company comes during the first year in the Company Section. Special efforts are therefore being made to make Officers aware of this problem, and the need to place great emphasis on what is arranged for the 1st year boys, through their Target Award training. This session should therefore include as many helpful ideas as possible to enthuse and inform participants as to the very wide range of activities and ideas that can be included in the Target Programme.

Purpose and Place of Target Awards
Explain the overall difficulty of the Brigade in retaining boys aged 11, and stress the vital need to make the planning and running of the Target programme a major priority in the Company Section, where this scheme is used.
Remind participants that especially where boys have been in the Junior Section, they will be used to lively, varied programmes, full of fun and excitement, and they are unlikely to remain in the Company if rigid, lengthy programmes with long ‘classes’ are what they are expected to undertake. Wherever possible, the boys should be directly involved in learning and taking part through fun, finding out, sharing activities that are short, snappy and lively.

Regulations
Go through, possibly with the aid of overhead projector charts, the regulations laid down for the Target Awards. Explain that in the main, these are general headings only, and this gives Officers a great deal of scope to include almost anything that will attract, interest and enthuse the boys. Stress the need to see the Regulations as an outline on which to build the programme. Explain that the awards and programmes need to be geared to individual boys wherever appropriate. Whilst awards should never just be given automatically, the Target Awards regime requires regular attendance, individual effort and satisfactory participation, appropriate to the boys’ abilities. Officers should plan and run a programme with these things in mind.

Support Material
Show and go through in outline the main support material which is available, (see Resources).

Target Award Programmes
Having introduced the regulations and support material available, show an outline of a good Target Award programme that has been used in a Company, and encourage participants to discuss some aspects that may be new to them. This should lead on to the practical work suggested below. Trainers must stress the importance of lively and interesting programmes to introduce boys to the Company Section programme.
Practical Work

Participants should be asked to prepare a Target Award programme that could be used in their own Companies, and this could then be discussed with the tutor, and also the Company Captain, or Officer in Charge of the Company Section.

Summary

At the end of the session remind participants of the importance of the various aspects that have been covered. This obviously means that the responsibility for the Target Award boys and their programme should lie with the most experienced and suitable Officer in the Company, and not an NCO or other Officer or Instructor who may not have the necessary knowledge. At the same time, the Officer concerned should be encouraged to use a wide range of other people (e.g., all Officers, NCOs, Church members, etc.) for the various activities included in the programme.

Resources (BB Supplies)

- Target / Target 2 Handbook
- Target Award workbook
- The Target Year
- BB Gazette Training Supplement
- ‘On Target’
Target Awards

Target

Awarded after not less than eight weeks continuous service in the Company Section. The programme will include:

1. Church, Company and Brigade Knowledge
2. The Bible
3. Simple Drill
4. Knots
5. Use of a Compass
6. First Aid
7. Safety
8. Physical Activities

Target 2 (optional)

Awarded after a further minimum of four months service and cannot be presented before Easter of the year in which a boy is 12. The programme could include:

1. BB Knowledge; National; International
2. Drill
3. An introduction to the Award Scheme
4. A programme of Physical Activities
5. Adventure Activities
6. Interest Activities
7. Christian Faith
Session Time
45 to 60 minutes

Aim
To enable new leaders working in Company Sections to understand the reasons for and place of Drill in the Company Section, and know the basic ceremonial procedures involved.

Learning Outcomes
That at the end of this session participants will be able to:
- understand the purpose and place of Drill in the Company Section;
- give commands for the basic positions and movements required from Company Section boys;
- know a suggested procedure for the opening and closing Company Section weekly meetings;
- know how boys should receive awards when presented in public;
- be able to fall-in a group of Company Section boys for a Church Parade, and instruct them on the procedures normally followed;
- understand the procedures and movements required for a Colour Party.

Notes for the trainers
It must be remembered that amongst the participants will be:
- Those who have come up through the Company Section, and have a basic knowledge of simple drill, and others who have had no previous experience at all of this type of activity;
- Those who may be called on occasionally or regularly to take Drill in their own Company Section, and others who will never be required to do this.

It is important therefore, not to try and teach drill to all participants, as this will only result in boring those with existing experience. The aim and learning outcomes of this session should be studied, and always kept in mind when preparing and taking this session.

Purpose and place of drill
Whilst it is recognised that many companies now do only a small amount of ‘drill’ as part of their programme, nevertheless, the basic purpose and value of drill is still relevant. It must be stressed that however much or little drill is carried out, the really important thing is the interesting and lively way in which it is done, and the enthusiasm of the instructor. Only by these means will drill have any relevance at all to the boys. It is obvious, therefore that this particular session in the Training Course must be a lively, exciting and interesting one, and the instructor must demonstrate how officers would show enthusiasm and competence in their own companies.

Giving Commands
The main points relating to the giving of drill commands should be explained and demonstrated, as outlined in the Drill Book. Once participants know some of the basic positions and movements they can be divided into small groups, to practise giving such commands.

Opening and Closing Procedures
Explain that there is no one set way in which Companies should open and close their weekly meetings. The Drill Book gives some suggestions which have been found to be a useful guide, subject to local circumstances. Either discuss the fall-in and dismiss procedures seen in the visit to a Company Section, or used in the participant’s own Company, or carry out a demonstration procedure at the Course. This can be either an actual practical demonstration (if numbers permit) or carried out using a magnetic board, overhead projector, etc.

Receiving Awards
Demonstrate and discuss ways in which boys should receive awards, etc., when presented to them in public or in front of other boys. These are shown in the Drill Book.
Church and other formal Parades

Demonstrate and discuss ways in which the Company Section should be formed up for Church Parades and similar occasions. (See Drill Book).

Colours

Demonstrate, and if possible get the participants to perform, the various movements required to be carried out by Colour Parties. (See Drill Book).
Session Time

45 to 60 minutes

Aim

To enable participants to introduce music into Company Section activities.

Learning outcome

By the end of the session participants will be able to:
- have the confidence to try some of the ways music can be used as an extra resource in Company Section activities.
- have a knowledge of available resources

The place of music in Company Section

(40 minutes)

The trainer should make the point that unless the Company has a band, “corporate” music making will probably not play a part in Company activities. However there are other ways in which music can be used. The trainer should ask the group to think of ways that music could be introduced into the Company Section, the following headings provide a few ideas.

Worship

If a worship song is required it is worth trying using commercial tapes that the boys can sing along with, then it will not matter how many boys there are or how “good” their voices are.
If within the section there is a musician (piano, clarinet, guitar, etc) it may be possible to encourage him to help plan worship, perhaps there may be a small group of musicians who could rehearse and play together?
A good Company Section musician may well be encouraged to write words and music for a worship session, either alone or with others and if a tune is chosen that is familiar to the boys, they could certainly write their own lyrics.
These are all ways in which Company Section boys can become involved in the musical side of worship, which makes it more meaningful for them.
These skills could be a module within the Company Section Award Scheme.

Christian Faith (Award Scheme)

Music videos provide an excellent trigger for discussion of Christian topics - whatever the original topic of the song, and currently the BB has its own video with a selection of songs for this purpose.

Craft

As referred to in the programme module “Music for Junior Section”, Company Section might be encouraged to make instruments for other sections such as beaters, rattles or even chime bars.

Physical Activities

General physical activities become “aerobics” if done to pop music. Accompanying music also help the body develop a sense of rhythm and co-ordination and sets a pace for exercises.

Group exercise

The trainer should then ask the group to get involved in a practical session that they could take away and use with their own section. This could be by showing part of a music video, which could lead to a discussion or perhaps encourage the group to write new words for an old hymn tune.

The BB has it’s own resource for this type of activity called “Sight, Sound, Spirit” which is a pack consisting of video and leaders guide. However, it may be more relevant to make your own recording of a current music video and create an activity around that.

Display items (5 minutes)

The trainer should conclude the session by emphasizing that music can enhance many Company Sections items such as drill, first aid, PE etc as well as providing background continuity for an audience. Participants should note that public use of music in this way is subject to copyright restrictions, which need to be check beforehand.
Worship songs, if used for worship, do not normally need performance permission unless you wish to duplicate the words or music.

For other items permission to use commercially pre-recorded music is obtained from: M.C.P.S., Elgar House, 41 Streatham High Road, London S.W.16 1ER for a premises licence

Permission to perform live copyrighted music is obtained from: The Performing Rights Society Ltd., Copyright House, 29 - 33 Berners street, London W1T 3AB
Session Time

45 to 60 minutes

Aim

The aim of this session is to enable new and potential officers to be able to take a group of company section boys through some simple games and activities.

Learning outcome

That at the end of this session participants will be able to:

- understand the importance of games and physical activities in the programme;
- explain and supervise simple games and activities, including:
  - simple partner games and activities
  - small group activities
  - relays;
- explain, supervise and coach team games;
- plan and run a potted sports programme;
- understand the need for specialist training for those intending or wishing to take more advanced forms of physical activities with company section boys.

Equipment required for the session

- Participants will require appropriate clothing and footwear
- Examples of activities and games under each of the following headings:
  - warm up activities
  - small group activities
  - relays
  - team games
  - potted sports
- Sample copies of the various BB Resource Centre publications and a copy of “Physical Activities”
- Equipment for the above games.

Notes for Tutors

A tutor with a good working knowledge of this subject or an experienced instructor will usually take this period. It should be realised that, as part of the Youth Leader Training, the only things that should be covered are those activities that most Officers could be reasonably expected to include in his or her own company.

Those officers who are likely to be involved in taking the overall responsibility for Physical Activities in their companies, or who wish to know more about gymnastics, etc., should be encouraged to undertake appropriate advanced or specialised training in the subjects.

In this period, participants should be introduced only to those simple activities listed below which can be taken and supervised by any officer or instructor.

Whilst the period should be an enjoyable, practical one and almost all of it will be taken by the instructor, teaching points should be included throughout to enable participants to understand the principles involved in taking such activities and to give them confidence to try out for themselves, in their own companies, something of what they have done at the course. Hints on how to present and supervise each type of activity should be carefully explained.

A suitable handout should be issued at the end of the period, giving details of all the activities undertaken during the period or information to the source of the activities.

Introduction (5 minutes)

Explain the aim and learning outcomes of this session.

Emphasise the need for those who are interested in, or are likely to be asked to take more advanced forms of physical activities (e.g., gymnastics) to undertake advanced or specialised training that is available. Refer to the British Gymnastic Association (BGA) awards, and the support material available from the Central Council of Physical Recreation (CCPR Junior Sports Leaders Award, and Sports Coaching Award). Also to training courses run at the Brigadeis National Training Centres, as well as direct with specialist organisations in this respect.
Chapter 1 of the Physical Activity publication covers preparation and presentation of material for the company programme and safety factors.

Give a brief overview of the range of activities that will be covered in this session.

**Warm-Up Activities**

Explain the value of introductory and warm up activities, e.g. individual and partner games and activities. These should be amusing and good fun, but also loosening up and strengthening exercises.

Use the participants (or those who are willing to become “boys” for the main part of this session!) to demonstrate a variety of such activities and explain how to describe, start, control and end such activities.

The BB Physical Activity Chapter 2

**Partner and Small Group Activities**

Explain that these are usually carried out in groups of three or four and whilst they should still be good fun and enjoyed by the boys, they are also beneficial in a variety of ways.

Use participants to demonstrate a selection of such activities, again explaining how to describe and control such activities.

The BB Physical Activity Chapter 3

**Relays**

Whilst these are very common with all age groups of boys, taking relays is not quite as straightforward as some people may think, and there are still some important points to consider.

All the boys should be involved as much as possible and, whilst the competitive spirit will inevitably be involved, care should be taken not to make this the only thing that matters. Give points, e.g. 3, 2, 1, with no team gaining no points, as long as they finish the relay. Give bonus points for the teams doing the activity really well, irrespective of their final position, etc.

Relays need careful and competent handling and control.

Use participants to demonstrate the various types of relay that can be used with company section boys and, again, explain how to describe and control this type of activity.

The BB Physical Activity Chapter 4

**Team Games**

Explain the main principles involved in taking team games, including:

- Get on with the game as quickly as possible, therefore explain only the main rules at the beginning, adding others as the game proceeds;
- Coach as well as referee, and help the boys to get the best out of the game, without continually stopping to explain what they should have done;
- Referee firmly, but fairly, and do not allow the boys to question your decisions;
- Prepare and rehearse the explanations to be given to the boys, so that they are simple and clear, without the boys having to interrupt to seek clarification.

The BB Physical Activity, Chapter 8 titled “Minor Games”

**Potted Sports**

Whilst most people may think that they know what is meant by “potted sports”, they may not understand how to plan the different activities with the necessary variety, realise the care required in planning the order in which they are carried out or comprehend the correct system of scoring.

As well as explaining how these various aspects should be carried out, if time permits, it is useful to lay out a simple circuit and get participants to undertake it, even if only a very limited time is allowed for each activity, so that the scoring method can be shown at the end.

The BB Physical Activity pages Chapter 7 pages.
RESOURCES

GENERAL

BB Supplies Publications:
- Play the Game
- Physical Activity

Resource Centre Publications:
- Ball Games
- Activities without Equipment
- Company Section Programme Ideas
- Team Games
- Participation Games
- BB Gazette Training Supplement
- Partner and Small Group Activities
Objective

To enable participants to facilitate worship within the Company and Senior Section programme.

Learning outcome

At the end of the module participants will be able to:

- Plan a time of devotions/worship
- Select and use resources for devotions/worship
- Involve young people in devotions/worship

Resources

- Walking the Dog: Relationships Video - One Small Barking Dog
- Bibles
- Copy of "The Matrix" (or other relevant video) for sample devotion in exercise 4, if needed.

Exercise 1: What is worship? (8 minutes)

In small groups, say twos or threes, ask the participants to write down on a flip chart sheet, as many definitions as they can, of what they think Christian worship is. Five minutes should be plenty of time. Encourage the group to write down all their ideas and think of the things that have enjoyed most or least during worship.

Key Training Tip: It may be appropriate for you to consider what worship means to you. Often it is a very personal thing and many participants will have had both good and bad experiences. One way of describing worship is that it is a way of expressing praise and devotion.

Equipment

- Flip chart paper, pens and ‘Blu-tac’.
- Video, TV and power cables.
Youth Leader Training

- Reflection & meditation
- Bible study/reading
- Other creative stimuli
- Story telling

Key Training Tip: You will need to prepare your list on a flip chart prior to starting the module. The group may well suggest some more which can be added to your list.

Exercise 3: Worship Resources - how to use them selectively (10 minutes)

Bring out a selection of resources (choose from the resources list or bring some that you have found useful in your work) for the participants to look at. Whilst they are looking through them ask them to share any resources that they have found useful in worship with young people. Encourage the group to be creative and remind them to use a range of materials from a wide range of sources.

Key Training Tip: The Internet is a good way to find the very latest in Christian resources. Here are a few sites where trainer or participants can look for more:
- http://www.scripture.org.uk - Scripture Union Online
- http://www.youthspecialties.com - Youth Specialties - youth ministry resources
- http://www.damaris.org - A great site! Relates the Christian faith and contemporary culture

Exercise 4: Creativity could be the key? (15 minutes)

Run through a sample devotion on a chosen topic using a relevant video clip or pop song and scripture. You may wish to refer to the “Sight, Sound and Spirit” video pack available from BB supplies.

Alternatively, you may wish to use the example below on “faith and actions” to demonstrate how you can use materials and resources creatively:

Sample Devotion on Faith and Actions:

Aim: to illustrate that having a faith involves actions!

Video clip: Show clip from the Matrix - where Morpheus is training Neo to jump across the buildings (2 to 3 minutes.)

Talk: Part One: (taken from http://www.damaris.org)
There are two realities - one the life we live every day and one that lies behind it.' So runs one of the tag lines from the film ‘The Matrix’. Neo suspects that something evil controls his life. When underworld figures Morpheus and Trinity take him into another world he finds that all is not as it seems.

The ‘real’ world, it transpires, is a computer simulation. Behind it lies another and more sinister reality. It’s an intriguing twist on the old question of how we can be sure of the world around us. Can we trust our senses? Are we really dreaming all this? What is our reality?

With Jesus, there can be no virtuals. It has to be real. You can’t sit on the fence and say you know about Jesus and then do nothing about it... James, in the bible, put it like this.

“What good is it ... if a person claims to have faith but has no deeds? Can such a faith save him?”

Talk: Part Two: (taken from Hot Illustrations for Youth Talks by Wayne Rice) The story is told of a great circus performer by the name of Blondin who stretched a steel cable across Niagara Falls. During high winds and without a safety net, he walked, ran and even danced across the tightrope to the amazement of the crowd of people who watched.

Once he took a wheelbarrow full of bricks and amazed the crowd by pushing it effortlessly across the cable, from one side of the falls to the other. Blondin then turned to the crowd and asked, “Now, how many of you believe that I could push man across the wire in wheelbarrow?”
The vote was unanimous. Everyone cheered and held their hands high. They all believed he could do it. “Then”, asked Blondin, “would one of you please volunteer to be that man?” As quickly as their hands went up, they went straight back down. Not a single person would volunteer to ride in the wheelbarrow and to trust their life to Blondin.

Many people say to Jesus “Yes I believe!” if you are among those who say that, are you willing to demonstrate your belief by trusting your life to Him? Are you willing to get in the wheelbarrow and to risk everything on your faith? That’s what it means to believe. Faith is not an intellectual exercise. It involves total commitment - a real relationship with Jesus.

End with a Short Prayer

After 10 minutes bring the small groups back together and let them feedback their ideas to each other for five minutes.

Finally, with the whole group, ask them to discuss how they could involve young people in worship and devotions. If necessary refer back to module 4 of Youth Leader Training on participation and also the programme module dedicated to planning and participation with Seniors.

Key training Tip: Encourage the participants to make a note of the worship or devotion plans so they can use them in their company. Do this when the module is finished.

Exercise 5: Planning a time of worship/devotion (20 minutes)

In small groups ask the participants to plan, not deliver, a time of worship or devotion (no more than 10 minutes long) on one of the following topics (you may wish to add a few ideas of your own):

- Money
- Love
- Death
- What is worship?
- Who is Jesus?
- The Holy Spirit

Encourage the participants to be as creative as possible and write up their outline or plan on a piece of flipchart paper. They should try to include some of the following in their plans:

- An aim
- Verse of Scripture
- Relevant video or image
- A story
- Music or song (either Christian or secular)
- A challenge
Objectives:
To understand the principles of global youth work and to be able to implement the best of contemporary global youth work practice in the BB company.

Learning Outcomes:
At the end of this session, participants will:
- understand what is meant by “development”
- be able to explain the principles of development education as practised in global youth work
- understand why global youth work is important
- know how global youth work is delivered by other agencies
- know how the BB is developing global youth work
- be familiar with a range of support materials which they will feel confident in using in their BB companies

Resources:
Large map of Africa/OHP & OHT showing outline of Africa
Flipchart/board
Supporting materials and handouts:
- Posters of people from the developing world - stuck around the walls of the room before the start of the session
- Copies of ‘But What Can We Do?’ sheet (enough copies for each participant)
- Examples of global youth work resources available from BB

Session Time
45 minutes

Trainer’s notes

What is our starting point?
Show the map/OHT of Africa to the group. What do we first think of when we think of Africa? Go round the group asking various people for the first thing that comes into their heads when they think of Africa. Are these mostly negative? Why is that? Where do our images come from? Newspapers, TV etc.

[10 minutes]

Posters
Ask people to move around in pairs/individually looking at the posters on the walls. Ask them to consider the following questions:

(a) in what ways are we linked to the people featured in the posters?
(b) in what ways are we linked to the problems facing those people?
(c) who is solving the “problems” and bringing about “development” (i.e. improvement in quality of life)?

After a few minutes, call the group back together to feedback their answers and discuss.

[10 minutes]

Key Training Tip:
Highlight the nature of development: long-term, sustainable, local organisations as motors for development (local people solving their own problems) - supported by us.

What can we do?
If local people are best placed to solve their own problems, what is our role?
Ask the group to divide into groups of three or four. Give each person a copy of the sheet ‘But What Can We Do?’
Introduce this activity as being about how we might support Third World communities in their quest for development and justice.
After about 5 minutes, ask groups to feedback their ideas and discuss.

[10 minutes]

Key Training Tip:
We need to do more than simply support others in their work; highlight the links between North and South/‘First’ and ‘Third’ World/rich and poor - where those links involve exploitation, we can address what is wrong with the relationship at our end (e.g. debt, ‘unfair’ trade).
Development education in the BB

Development education seeks to

- challenge unhelpful stereotypes about people in the Third World
- explore ways in which we are linked to their situations
- examine how we might change our behaviour to assist others to solve their problems

In the “informal” youth work sector (i.e. outside of schools and colleges), development education is often called “Global Youth Work.”

Clearly a number of other organisations are involved in this field. The Development Education Association (www.dea.org.uk) is an umbrella body and the BB is a member.

The BB has a key role to play in global youth work. We have contact with a large number of young people and our Christian faith makes demands on us to consider our response to poverty and the poor.

The BB runs global awareness projects (such as Streetwise, Raw Deal, On The Edge). Has your company used the material provided and got involved? Plug the latest project.

In addition to global awareness projects, global youth work can be a part of all we do in the BB: “Community” badges, Bible classes and devotions etc. Numerous resources are available: e.g. Company Section Flexible Awards, Resource Centre devotional books. Show some of the resources available from the Resource Centre/previous or current global awareness projects.

Even beyond that, many of the games you play each week in your company can be adapted to encourage young people to think about global issues. For example you could use some of the exercises we have done today. A good way to introduce the topic is to play an “unfairness game.”

For example, when playing football, make one team use their left feet only, or allow only one side to have a goalkeeper. When the others complain, ask why they are complaining. They will say “It’s not fair.” Develop that theme during the evening by looking at problems facing people elsewhere in the world; consider what local people are doing to solve those problems and examine our role in supporting them/changing how we act to make life fairer for them.

Ask the group (in small groups or as one large group) to come up with other suggestions for “unfairness games.” Encourage them to use these games and exercises in their company (or to arrange for an International Team member to visit).

[15 minutes]

**BUT WHAT CAN WE DO?**

Which of the following might be the three most helpful ways of supporting people in the Third World?
Which of the following might be the three least helpful ways of supporting people in the Third World?

- Everybody here to sponsor a child in the Third World
- Everybody here to find out which western companies are responsible for gross injustice in the Third World, to publicise this and to boycott their products
- People here to support projects overseas which strengthen the poor in their struggle against injustice
- Everybody here to find ways of living as simply as possible (not buying DVDs or many clothes) and giving the money saved to the poor
- People here to persuade their local church to find a suitable project to which to send a van and to send it - with “Gift of the people of (name of town)” on the side
- All here to dedicate themselves to finding out the causes of poverty in the Third World and to tell others what they find out
- Sadly there’s nothing we can do. We have to face up to it. Human nature cannot be changed.
- To campaign for income tax to be increased in all tax brackets by 0.5 per cent with all the extra money to go straight to international development.
- People here to persuade their local area to organise a fun event for the next “Comic Relief”
- People here to join the campaign about the debt crisis
- The only way of bringing about real change in the world is to convert everybody in it to Christianity

(adapted from Christian Aid Youth Topics Sheet)
Objective
To enable participants to use Drama and Mime in their programme with the over 11’s.

Learning outcomes
At the end of the session participants will have:
- Explored the use of Drama and Mime practically, which will enable them to use this within their programme.
- Considered how to ensure that the activities they plan will not exclude young people with differing abilities.

Resources
- Copies of handouts 1 to 4
- Copies of list of resources and publications
- Whistle
- Blindfolds for activities
- Prepared cards for tasks

Session Time
45 to 60 minutes

Introduction
The trainer should introduce this session by explaining that drama and mime are exceptionally popular activities with young people. The activities undertaken allow young people to develop self-confidence and control. Tasks frequently encourage negotiation, co-operation and teamwork; above all these sessions can be fun and allow leaders to see young people in a different light.

However, because drama and mime do allow this freedom of expression and creativity it is important that the leaders who are offering these sessions have control. Even at secondary age there will be differing educational abilities therefore it is essential to structure all tasks to take account of this. Reading aloud and reading scripts and instructions are areas where leaders will need to be especially sensitive of their members’ different levels of ability. Young people in this age group will frequently need to be encouraged to overcome any initial reluctance to participate in these activities. The leader will need to create an atmosphere of trust and confidence to ensure that members feel secure and confident to participate.

This session is structured around four handouts which are summarised below and are reproduced in full over the following pages.

Handout 1: Preparation
(10 minutes to read and discuss)
This shows the steps that leaders need to take before and during a drama and mime session to ensure that there is control. Discuss handout briefly and take questions etc.

Handout 2: Ideas for practical work with the over 11’s
(20 minutes to try out some activities)
This gives participants some ideas for mime and drama work, using the techniques from handout 1 (warm-up, stop sign etc) try out some ideas with your group. Remember to create the same atmosphere of respect and security that you would with a group of children.

Handout 3: Performance drama and worship (10 minutes to read and discuss)
This handout gives pointers for those leaders who may wish to produce a show or play with their sections. It has a different emphasis but may be valuable for leaders and young people. Discuss the hand out and let participants share resources and ideas they might have.

Handout 4: Using drama for different learning outcomes
(10 minutes to read and discuss)
Discuss this hand out and if time allows use one of the suggestions as a practical activity.
Conclusion (5 minutes)
The trainer should:
- Reinforce the safety aspects contained in handout 1.
- Encourage discussion about how to adapt session if there were young people with disabilities in the group e.g. some of the work is possible with everyone sitting on chairs etc.
- Reinforce points about drama and mime for performance and worship.
- Reinforce ideas about drama and mime as a learning tool.
- Hand out other relevant resource sheets.

Handout one - using Drama and Mime

Using Drama and Mime is obviously only a means to an end. Drama can enhance all areas of the programme for our members.

Drama enables young people to develop a range of skills and experiences and it also provides a useful tool for us as leaders.

Many people shy away from drama because they are unsure about it or are anxious about controlling it. Also many people regard drama as a play or production and this is of course a vital part of the subject. But the sort of drama we will explore today is the kind, which can be tackled by us all during our weekly programme. This sort of “Drama and Mime” can provide a marvellous opportunity for the young people and the leaders to have fun and learn and grow in understanding together.

What do we need?
- A good knowledge of the young people we are to work with
- An ability to involve the group in a range of activities so that we quickly get to know each other.
- A clear idea of what we want to achieve
- A space which is suitable and safe
- A STOP SIGN! (could be visual, audible or both)
- An agreement with the young people about the way we are to work
- A mutual respect and feeling of security

Structuring a session
- Always include a warm up
- Ensure that the main part of the session is explained in clearly structured steps
- Include presentations by groups or individuals if appropriate
- Always evaluate the session by getting feedback from the young people
- Always include a cool down

Organisation
- Always have the room ready and remove hazards
- Begin with rules and establish stop sign
- Remind young people about the way to tackle group work
- Don’t always let them work with their friends
- Don’t always allow the young people to decide on how group should be formed
- Have a clear structure and intention but be prepared to be flexible
- Don’t let activities run on too long
- Insist upon respect and care for everyone in the group

Use the ideas on Handout two to plan and structure a session. Make sure you know what you want to achieve.

Handout 2: Ideas for practical work with the over 11’s

Openers

Stop-go games e.g. command and walk. Participants move around the room in a particular way e.g. running, hopping. On stop sign e.g. whistle everyone must freeze. Then command given e.g. everyone who ate Cornflakes for breakfast sits on the floor

Run and fall - group moves around the room, individuals stop, stoop or fall and are immediately helped up by another member.
Concentration games in pairs - hypnosis. A and B - A has power over B through his hand - hold it about a foot from B's face - B must follow the hand, keeping at the same distance.

**DRAMA**

Using improvisation and role-play skills

Speaking aloud - Doorstep conversations - A and B sit in two circles facing each other. Inner Circle are inside the house - outer circle are the people who arrive on the doorstep e.g. A is watching TV without a licence, B is from the detector van team. Useful to move B's on so that the people work in different pairs.

Communal Story telling - Either one big group or smaller groups each participant adds two sentences to the story - Make participants repeat all that has been said before (good for listening and memory skills)

**Improvisations**

A whole range of possibilities e.g. roles on cards, time and place situations, put yourself in their place (using a story outline e.g. the prodigal son or 'to kill a mocking bird'), use photos, newspaper accounts, letters, problems etc.

In all of these activities the leader needs to have lots of ideas prepared and if necessary written out to use.

**SHARING WORK**

Sometimes the session can then feature a time to share and show what individuals or pairs or groups have done. It is wise never to insist on sharing if a participant is reluctant, do insist however on there being total attention and non critical appreciation of what is shared, don't be afraid to step in and end offerings if this seems appropriate.

**TALKING IT OVER**

As part of the process there should always be an opportunity for participants to evaluate what they've done and what they've enjoyed, also to analyse and assess what they have learnt.

**RELAX**

- It is vital that participants are ‘wound down’ before they are sent home or off to do something else:
- Leading and guiding activities - blindfolded - snakes and dragons etc.
- ‘Relaxez-vous’ - participants lie on the floor, eyes closed and imagine somewhere peaceful, then imagine each limb becoming heavier
- Sit up slowly to count to twenty

**CONCLUSION**

- Ensure always the safety of members in these activities
- Think about where they will sit
- Think about footwear particularly
- Never be afraid to stop anything which isn’t going the way you expected, especially with safety in mind
- BUT do be flexible, young people often produce wonderful and exciting things which we as leaders don’t always expect!

**Handout 3**

**Performance Drama and Worship**

This is a different emphasis and requires a slightly different approach. Leaders will need to consider the following points:

- Wherever the performance is to take place ensure that the audience will be able to see and hear - that may mean providing rostra for the performers and perhaps even amplified sound although this is not advisable with younger members.
- Explore the performance space - often using the stage is daunting - how about performing in a horseshoe shaped space?
- Make it fun for the performers or they will simply switch off
- Involve ALL your members if possible
- Don’t be too ambitious - something simple done well is more rewarding
- Allow plenty of time in your programme for planning and rehearsal
- Share out responsibilities amongst the leaders so
that one person is not attempting to costume 48 members and find all the props and play the music etc.

- If possible live music is better than recorded sound
- Give out scripts as early as possible - underline different performers parts - build into the process the learning of lines - don’t assume they will all be able to do it at home
- Ensure that you have rehearsed how the event begins and ends and how performers enter and exit the performance space
- Performance drama can be an excellent way of bringing together vertical aged groups within your organisation.
- If part of a worship activity consider the best possible use of the lectern; the pulpit; aisles, galleries etc.
- Always try to have at least one complete run through or dress rehearsal in the correct performance space.
- If it is not possible to use the performance space regularly mark out the area with masking tape so that the performers get used to the space and area

Costumes and props

- Try to build up a stock of suitable things
- Wherever possible use real props or well-made ones - performers feel silly with cardboard things that ‘wilt’!
- Try to use the props as earlier as possible in the rehearsal process
- Make someone responsible for preparing the props and costumes and ensuring that they are gathered up after rehearsals otherwise they will get lost
- Ensure that specific instructions about footwear are sent home with members
- If parents are to help with costumes do give plenty of notice and clear instructions about what is required.
- Do have at LEAST one dress rehearsal and insist that you see what everyone is proposing to wear.

Handout 4

Using Drama for Different Learning Outcomes

Drama can also be used as a tool to explore other areas of a programme:

- With children under 8 drama could be used to reinforce information and ideas which are part of the life training programme e.g. the danger of playing with matches or how to cross a road.
- It is also possible to explore issues which arise from within the group e.g. if there had been some bullying it might be possible to explore this through role play and endeavour to help the members of the group to understand the harm such an activity can cause.
- The opportunities to use drama in this way increase as members get older, for those in their teens there is a range of areas including topics such as drug education and relationships where drama can provide a valuable opportunity for young people to consider their responses and decide upon their pattern of action before actually being faced with these dilemmas in the ‘real’ world.
RESOURCES

GENERAL

- “100 + Ideas for Drama” and “Another 100 + Ideas for Drama” Anna Scher and Charles Verrall published by Heinemann Educational books.
- “Drama Starters” Graham Stoate published by Harrop
- “Playing the Game” Christine Poulter published by MacMillan
- “Drama without scripts” Susan M Stanley published by Hodder and Stoughton
- “Gamesters Handbook Nos 1 + 2” Donna Brandes published by Hutchinson
- “1st Stage - a Drama Handbook for Schools and Youth Theatre” Ginny Graham published by Northcote House
- “In on the Act - a Drama Workshop Handbook” Ann Thomson published by NCEC
PERFORMANCE AND WORSHIP DRAMA RESOURCES

GENERAL

- “Religious Drama - a handbook for actors and producers” published SPCK
- “Drama through the Church Year” Judy Cattis Smith published Merriwether
- “Drama Toolkit” Gordon and Ronni Lamont published Bible Society
- “Creative Drama” Jonathan Ullmer published Moorleys.
- “Good News for All” Paul Symonds and Jonathan Abdy published Moorleys
- “Plays for Christmas and Easter” Margaret Wood published Heinemann
- “Putting on a performance - a teacher’s handbook” Bright ideas series published Scholastic
- A number of B.B. sources available and any good Christian bookshop will have lots to offer
RESOURCES FOR 11+

- “Language games and Activities” Simon Greenall published Hutchinson
- “Get out of that then” Lucy Parker and Tony Grouds published Edward Arnold
- “Forty Short plays” Ann Cartwright published Heinemann
- “Play forms” James Saunders and Robin Rook Published Cambridge
- “Dramattack” - An essentially practical manual for using drama in youth work Donald C Stewart Published Russell House Publishing
- “Much ado about something” CPAS
- “Drama versus sketches” Steve Tilley and Bob Clucas CPAS
- “Take Ten” - Roy Jackson published Kevin Mayhew
### Session Time

45 to 60 minutes

### Aim

To enable participants to co-ordinate and involve members of senior section age, in the planning, delivery and evaluation of group activities/programme.

### Learning Outcomes

At the end of the module participants will be able to:
- work collaboratively with a group
- facilitate planning and evaluation
- encourage balance in activities suggested by others
- produce a wealth of programme ideas with their group

### Resources needed for the session

- “Ladder of Participation” handout from earlier module
- “Principles of Participative Programme Planning” OHP slide
- “Five-sided Programme” OHP slide
- “Balance within an Activity” OHP slide
- Flip chart paper, pens and ‘Blu-tac’
- OHP, screen and extension cables

### Activities

**Key Learning Point:** This module aims to model the processes that need to be done with young people so that they can participate fully in the planning, delivery and evaluation of their own programme.

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### Review of Participation Ladder

(5mins) (this is a useful recap)

In module 4 of Youth Leader Training, the participants will have worked with an exercise called the ‘Participation Ladder’. At the start of this module it is worthwhile to revisit this as it covers the main reasons and benefits of involving young people in their own programme. If necessary invite some comments and feedback from the group e.g.: At which level do you think that members of the senior/company/junior/anchor sections should participate?

### The Principles of Participative Programme Planning

( no more than 10mins)

The principles of programme planning are similar to those applied in mainstream BB youth work, but they have the added emphasis on giving young people an opportunity to be involved in determining, delivering and evaluating the programme.

The following principles should be borne in mind when planning a programme together with your senior section.

**Objectives:** What is the purpose of what you are doing? You should be clear about you are doing and encourage your group to be clear about what it is they hope to achieve in their sessions.

**Variety:** The programme needs to be varied in both its content and its presentation in order to stimulate and maintain interest

**Progression:** It is important to consider the age and ability of the group you are working with. New experiences need to be offered so repeating activities that have been done before by many of the group needs to be discouraged.
**Balance:** The programme should provide activities to meet all interests. Using the five-sided framework in planning sessions is a useful tool. The five-sided framework is as follows:

- Adventure
- Physical
- Interest
- Community and Environment
- Christian Leadership

There should be an equal emphasis on each of these five sides.

**Participation:** Group members are encouraged to participate and should take an active role rather than a passive one. Young people should see leaders acting as facilitators when they are planning the programme. Participation should also involve the evaluation of activities as well as planning and delivery.

**Awards/Qualifications:** Activities undertaken may enable young people to work for awards both within the BB (Queen's Badge etc) and outside the organisation (DEA, St John’s etc)

**Time/Equipment:** Consideration needs to be given to the best use of time and resources when putting a programme together.

**Forward Planning:** Some activities may go on longer than one evening and some plans may go over longer time periods.

**Spiritual Content:** Careful consideration needs to be given to the spiritual content covered by the group. It is important to think about the spiritual dimensions within all programme areas not just Christian Leadership.

**Balance within an activity** (15min)

One of the main areas of concern for leaders who are encouraging their young people to plan, deliver and evaluate their own programme is getting the balance of activities. Many activities will naturally fit into one of the five areas of the programme outlined earlier. However, with a little thought, it is possible to see how one activity can provide a balance of experiences, e.g. hiking which most would class as an adventure activity. Hiking can also cover these following areas of the five-sided programme.

- **Physical** - How are the young people to prepare for the physical demands of such a venture? This could provide the reasons for some physical experiences that may not otherwise be popular, e.g. circuit training.
- **Interest** - Consideration can be given to the purpose of the venture. Can places of interest like historic buildings be included in the route?
- **Community** - Numerous environmental issues can be tackled depending on the locality of the hike, e.g. pollution, land use, farming methods, wildlife.
- **Christian Leadership** - Any residential experience provides opportunity to discuss spiritual issues and challenge young people. However, the venue for hiking does give scope for referring to the wonder of creation, etc., i.e. the context has provided specific opportunities. The venture will provide leadership roles in its planning.

In small groups ask the participants to write down on a flipchart sheet, as many ideas/activities for seniors that they can think of. Ten minutes should be plenty of time.
e.g. booking campsites, youth hostels, etc., arranging transport, checking equipment.

Work through the above example with group (OHP provided). Then pick one of the ideas from the sheets group have made and get the participants to discuss how the group members might be involved in its planning, delivery and evaluation. Split into sub-groups if it will help.

Learning Point: Young people should be afforded every opportunity to be involved while remembering that some may not wish to be involved in planning or delivery, but just wish to turn up and take part.
The Principles of Participative Programme Planning

- Objectives
- Variety
- Progression
- Balance
- Participation
- Awards / Qualification
- Time / Equipment
- Forward Planning
- Spiritual Content
The Five-Sided Programme

- Adventure
- Physical
- Interest
- Community
- Christian Leadership
Balance within an activity

Hiking?

Physical
How are the young people to prepare for the physical demands of such a venture? This could provide the reasons for some physical experiences that may not otherwise be popular, e.g. circuit training.

Interest
Consideration can be given to the purpose of the venture. Can places of interest be included in the route? e.g. historic buildings.

Community
Numerous environmental issues can be tackled depending on the locality of the hike, e.g. pollution, land use, farming methods, wildlife.

Christian Leadership
Any residential experience provides opportunity to discuss spiritual issues and challenge young people. However, the venue for hiking does give scope for referring to the wonder of creation, etc., i.e. the context has provided specific opportunities.

The venture will provide leadership roles in its planning, e.g. booking campsites, youth hostels, etc., arranging transport, checking equipment.
**Session Time**

45 to 60 minutes

**Aim**

To enable participants to facilitate learning through the use of simulation games.

**Learning Outcomes**

At the end of the module participants will be able to:

- facilitate simulation games appropriately as part of their company programme

**Resources needed for the session**

- “Simulation Games - a practical guide” OHP slide
- “Murder Hunt” Simulation Game inc. clue card master
- “Daylight Robbery” Simulation Game
- OHP, screen and extension cables

**Further Reading**

- “Simulation Games - 1” Pat Barker & Mary-Ruth Marshall
- “Games 1” Zondervan Publishing, Youth Specialties
- “Games 2” Zondervan Publishing, Youth Specialties
- “Games 3 for youth groups” Zondervan Publishing, Youth Specialties

**Activities**

Training Tip: The layout of the room should be a circle of chairs as this will help when it comes to playing the actual games.

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**SIMULATION GAMES**

1. What are Simulation Games?

(15mins)

The Collins English Dictionary defines simulate as: “to reproduce the conditions of a situation, etc., as in carrying out an experiment.”

These games should allow the group to consider major issues in a safe environment. They can explore issues such as racism, apartheid, trade, the arms race and many other topics of which they have little more than a peripheral knowledge, and get deeply involved in the subject. By simulation, reality is achieved to manageable proportions; it may be simplified and condensed (often it is much safer than real life!) i.e. we all go home at the end of it; we do not have to live with the decisions we have taken.

One thing that should not be forgotten, however, is that they are games. So, whilst emotions may be explored, tested and expressed, ultimately the experience should be fun.

**Types of Games**

Generally, there are two basic categories: board games and role-play games. The format selected usually depends on the subject matter.

**Board Games**

These are built around a game board on which most of the action takes place. They are similar to Monopoly (probably the most popular simulation game in the world), Ludo or Snakes and Ladders. By the end of the game, players will have seen the course of development represented by their progress on the board. Generally, the board is only a part of the game as much of the “action” takes place around the moves.

**Role-Play Games**

Role-play is mainly used in games that teach the processes involved in negotiation, bargaining, compromise and general decision-making. The scene is normally set at the beginning and each participant has a specific role to play. The descriptions of the roles are sometimes very detailed whilst during others individuals will be expected to develop their own characters within broad parameters.
Why use simulation games?

Whilst each game has its own specific purpose, games generally enable players to:

- become aware of existing views on an issue;
- understand the social, religious, political and economic aspects of the situation;
- understand the feelings of those involved in the situation;
- analyse the possible outcomes or actual historical ones; and
- generalise factors and apply in other cases.

Playing the Game

The Game Director

The game director plays an essential part in any simulation. S/he should be fully conversant with the rules, how the game works and the situations that the game is simulating. They should have an understanding of the individual roles and the likely points of conflict. The director remains outside the game and must not be a player. In some games, the director may be the banker or a power broker such as the United Nations but this is to assist in direction, not to play a part in the game.

Briefing

The director introduces the games, explains the scenario, assigns roles, answers questions, sets boundaries, time limits, etc. The director must know which questions need to be answered and those that can be left unanswered.

Oversight

The director must play the “honest broker” during the game. In most cases, the director is responsible for the timing of the game and ensuring the boundaries set during the briefing are held. Conflict is often an essential part of the game but the director is responsible for ensuring the situation does not get out of control.

Debriefing

If the game is working well, then players often become immersed in the role and the situation encountered. In many games, there is a bias to explore an issue, so often the oppressed can feel angry with the oppressor. Of course, it is important for them to understand and experience each person’s feelings.

After a game, therefore, the director is responsible for debriefing the players. Players should be told that the game is to be evaluated and they should drop the characters they have played and revert to themselves. All nametags, role cards and game identification should be removed. The director should also ensure that hostility from the game does not enter into the evaluation.

Players should be encouraged to talk about their feelings, frustrations and decisions. If they mention anger towards another player, then the game director should correct them if they use a player’s actual name. This should depersonalise negative comments. The most important factor of the game is that they should be able to transfer their experiences in the simulation to the situation that exists in real life.

Finally, many people say they do not like role-play. This is often because they think it is acting and they are uncomfortable with this. The director should point out that role-play is not acting it is playing a game. Players do not (and should not) wear costumes, adopt accents and develop characters. The player is expected to behave in the way s/he feels appropriate within the constraints of the role.

Here are some practical suggestions for making your games successful (OHP slide)
Games - A Practical Guide
1. Plan the games you will use - make sure you know the rules.
2. Know the ability of the group.
3. Know the limitations of the venue.
4. Have all the equipment ready.
5. Encourage all to participate, but do not force.
6. Be ready to change games if one flops.
7. Choose games appropriate for the age and number in the group.
8. Keep to time, don't let the programme drag; stop before the enthusiasm flags.
9. Don't over use games.
10. Some games can bring out emotions such as aggression or mistrust. Allow players afterwards to talk about their feelings and appreciate that they resulted from the game situation.
11. Always have a First Aid kit handy.
12. If a game does not work, then it is not necessarily the group's fault - it could well be yours!

Training Tip: Familiarise yourself with the game and prepare a set of clues on separate cards (master provided). Run through the game and debrief the group.

The rules of the game:
- The group have 10 minutes to solve the murder, i.e. who, where, when, how and why?
- They may only share their clues by talking about them.
- They must remain seated at all times

As the trainer watch out for:
- Who talks first
- Who looks at whom
- Who is ignored
- Who ignored
- Who is opting out
- Who cracks jokes
- Were decisions unanimous
- Was the group co-operative

Teaching points to share with group:
- Was the leader needed?
- How much time was lost in organising?
- What problems arose because some people did not share their clues?
- Why was it less effective for everyone to try to talk at once?
- How did some people ignore the clues of other people?
- Did anyone forget a clue and reach the wrong decision?
- Was everyone included in the discussion?
- Did anyone take over the discussion?

The Solution
After receiving a superficial gunshot wound from Mr Jones, Mr Kelly went to Mr Scott's flat, where Mr Scott killed him with a knife at 12.30am because Mr Scott was in love with Mr Kelly's wife.

Simulation Game One - Murder Hunt (20mins)

Simulation Game Two - Daylight Robbery (20mins)

Training Tip: Familiarise yourself with the game. Run through the game and debrief the group.

“Daylight Robbery” is an exercise in listening. Something will be read aloud followed by a series of questions, the answers to which are either “true” or “false”. No notes are allowed to be taken and the questions begin as soon as the passage has been read. Participants will need to jot down the answers.

“Mr Jones had just turned off the light in the shop when a man appeared and demanded money. The shop owner opened the till. The contents of the till were scooped up and the man ran away. A member of the police force was told.”
| Question 1 | Mr Jones turned off the light?  
| True or false? |
| Question 2 | The light was in a shoe shop?  
| True or false? |
| Question 3 | A man demanded money?  
| True or false? |
| Question 4 | Mr Jones opened the till?  
| True or false? |
| Question 5 | There was money in the till?  
| True or false? |
| Question 6 | The robber scooped up the contents of the till?  
| True or false? |
| Question 7 | A man ran away?  
| True or false? |
| Question 8 | Somebody phoned for the police?  
| True or false? |
| Question 9 | A policeman was told?  
| True or false? |
| Question 10 | There were three people in the story?  
| True or false? |

Ask for a show of hands against each of the questions so that you can establish what the group believes to be the answer before they are told the correct one.

This exercise reveals how little we listen to what is being said. The tendency sometimes is to half listen to what is being said and to fill in the gaps. We make assumptions. Often, we don’t get the real truth because we jump to conclusions or assumptions before we’ve listened to the full story.

Ask the group to consider the following:

Do we really listen to the young people that we work with and to the adult leaders we work with? Do we listen as well as we should or could we sharpen up our listening skills?

Take five minutes to get feedback from individual participants.

Key Learning Point: This game highlights some of the difficulties of listening in the context of our work with young people.
<table>
<thead>
<tr>
<th>Clues for Murder Hunt! Cut out and stick on card.</th>
<th>September 2001</th>
<th>Youth Leader Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>A knife with Mr Kelly’s blood on it was found in Miss Smith’s garden</td>
<td>Miss Smith saw Mr Kelly go to Mr Jones’ block of flats at 11.55pm</td>
<td>The lift attendant said he saw Mr Kelly’s wife often leaving the building with Mr Scott</td>
</tr>
<tr>
<td>Mr Kelly had destroyed Mr Jones’ business by stealing all his</td>
<td>When the lift attendant saw Mr Kelly, Mr Kelly was bleeding slightly.</td>
<td>The police were unable to find Mr Scott after the murder</td>
</tr>
<tr>
<td>Mr Kelly’s body was found at 1.30am</td>
<td>Mrs Kelly disappeared after the murder</td>
<td>Miss Smith often followed Mr Kelly</td>
</tr>
<tr>
<td>Mr Jones shot an intruder in his block of flats at midnight</td>
<td>Mr Kelly’s blood stains were found on the carpet in the hall</td>
<td>Only one bullet had been fired from Mr Jones’ gun</td>
</tr>
<tr>
<td>When the Police tried to find Mr Jones after the murder, they discovered that he had disappeared</td>
<td>The lift attendant saw Mr Kelly’s wife go to Mr Scott’s flat at 11.30pm</td>
<td>The bullet taken from Mr Kelly’s thigh matched the gun owned by Mr Jones</td>
</tr>
<tr>
<td>The knife found in Miss Smith’s garden had Mr Scott’s finger prints on it</td>
<td>When he was discovered dead, Mr Kelly had a bullet hole in his thigh and a knife would in his back</td>
<td>It was obvious from the condition of Mr Kelly’s body that he had been dragged a long distance.</td>
</tr>
<tr>
<td>The lift man said that Miss Smith was in the hall of the block of flats when he went off duty</td>
<td>Miss Smith said nobody left the block of flats between 12.25am and 12.45am</td>
<td>Mr Jones had told Mr Kelly that he was going to kill him</td>
</tr>
<tr>
<td>Mr Kelly’s blood stains were found in the back of Mr Scott’s car</td>
<td>The lift attendant saw Mr Kelly go to Mr Scott’s flat at 12.55am</td>
<td></td>
</tr>
</tbody>
</table>
Simulation Games -
A Practical Guide

☐ Plan the games you will use - make sure you know the rules.
☐ Know the ability of the group.
☐ Know the limitations of the venue.
☐ Have all the equipment ready.
☐ Encourage all to participate, but do not force.
☐ Be ready to change games if one flops.
☐ Choose games appropriate for the age and number in the group.
☐ Keep to time, don’t let the programme drag and stop before the enthusiasm flags.
☐ Don’t over use games.
☐ Some games can bring out emotions such as aggression or mistrust. Allow players afterwards to talk about their feelings and appreciate they resulted from the game situation.
☐ Always have a First Aid kit handy.
☐ If a group does not work, then it is not necessarily the group’s fault - it could well be yours!
Session Time

Session Time: 45 Minutes

Aim

To enable new leaders to understand the Duke of Edinburgh’s Award Scheme and how it can be used to support the company programme.

Learning outcomes

That at the end of this session participants will be able to:

- understand the general outline of the Scheme including the three Awards and four Sections, and the flexibility within the requirements.
- know the minimum and maximum ages for the Awards;
- know what is involved in entering direct for the Silver or Gold;
- know what records need to be kept by individuals and Officers, and how to apply for Awards;
- know how assessments are carried out;
- understand how the Scheme follows on from the BB Company Section Award Scheme, and how it can be within the BB.

Equipment needed for the session

- Copies of the publications that support the scheme.

General Outline of the Scheme

Explain the background to the Scheme, how it is operated.

Show and explain the publications available to assists leaders - Award Handbook, Expedition Guide, Programmes File - and refer to the Resource Centre publications and the BB Gazette Training Supplement.

Explain the three Awards available, Bronze, Silver and Gold.

Explain the four Sections of the Scheme - Service, Expeditions, Skills and Physical Recreation.

Mention the Residential Project that is required for the Gold Award.

Age Range

Explain the various age requirements that are laid down for the Scheme, i.e.,

- the overall age range
- the minimum starting age for each of the three Awards
- the earliest qualifying age for each Award
- the latest date for entry into the Scheme
- the upper age limit for all Awards

Direct Entry

Explain the possibilities for direct entry at Silver and Gold Award levels and the various conditions that apply when this is done.

Administration

Show one of the Entrance Packs for Bronze, Silver and Gold Award.

Explain the Record Book and the records that need to be kept by Officers.

Explain the procedures for obtaining the awards, once all the various requirements have been met, including the forms that have to be used and authorised at Battalion and Regional level. Mention the different arrangements for the awarding and presenting of Gold Awards.

Instruction and Assessment

Explain the requirements for instructors and assessors and how suitable people may be asked to undertake this, including those who are not necessarily involved in or connected with the Church or the Brigade.

The Scheme in the BB

Explain the link between the BB Award Schemes and DEA Scheme, especially in relation to the requirements for the President’s and Queen’s Badges.

Explain how the Scheme can be used in the Company Section and with Seniors, as a continuation of the Company Section Award Scheme, but in ways more acceptable to Seniors, giving them more responsibility within the Company.
Elaborate on the wide variety of opportunities offered by the Scheme, to enable young people to participate in activities in which they would not normally be able to take part, e.g., expeditions, new leisure time hobbies and activities, etc. In some cases, it may be possible to use one or more of the participants who has already gained a DEA Award to illustrate how he or she found participation in the Scheme, and other Officers whose Companies use the Scheme may be able to illustrate some of the benefits the Scheme can offer to the Company.

Mention Battalion Duke of Edinburgh’s Award Conveners, and what they are able to do in the way of giving help and advice, co-ordinating requirements and providing resources or local contacts. Mention also the help and advice available from the Regional Headquarters.

Explain and discuss ways in which the Scheme can be successfully run within a BB Company, both as a specific BB activity, and also in co-operation and active participation with others, e.g. The Girls’ Brigade Company or other youth groups in the Church and in the local area.

Seniors

Explain that, the Scheme can be a very valuable tool for Companies who wish to offer their Seniors a ready made programme of activities that does not necessarily confine them to the Church buildings, but which encourages them to widen their horizons, develop their initiative and leadership qualities, and at the same time helping to retain them in the fellowship of the Company.

Resources

- Duke of Edinburgh’s Award publications:
  - Award Handbook
  - Expedition Guide
  - Programmes File
  - Award Videos
  - CD Rom for Award Leaders
  - Promotional leaflets and newsletters
- BB Resource Centre Publication “The D of E Award”
- BB Gazette - Training Supplement