



Queen's Badge Skills Based Training (working in a BB section)



Training Material

The Aim :

To equip Queen's Badge participants with the skills and knowledge to work safely and effectively with children in a BB company.

Learning Outcomes :

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- To learn about work with children in the BB
- To share and discover new activities and ideas for working with children
- To understand the basics of good practice

Resources :

Each participant should have been asked to bring one idea for a game, craft or other activity to share, along with any relevant resources.

Mints and brightly coloured sweets

Code of Good Practice cards

Flipchart

Pens

Chocolate bars (three of each type and enough for one for each participant)

BB S/NVQ leaflets

KGVI leaflets

Refreshments/lunch

Suggested Programme :

Suggested programme for a one-day course:

10.00am: Arrivals, drinks

10.30am: Welcome, introductions and learning outcomes

11.00am: Working in a BB section – the highs and lows, dos and don'ts

12.30pm: LUNCH

1.30pm: Ideas for fun activities

3.00pm: BREAK

3.15pm: Queen's Badge as a springboard for your future.

3.30pm: Recap and goodbyes.



Training Material

Welcome and Introductions (30 minutes)

Choose a suitable ice-breaker or “getting to know you” game. There are several to choose from in the resources section of the “Building your Skills” course on the BB website here: <http://www.boys-brigade.org.uk/buildingyourskills.pdf> or you may have some of your own ideas.

The aim is to introduce people to each other and to get some energy into the group. Activities that get people on their feet and laughing are best.

Make sure you have the learning outcomes displayed – either on a screen or flipchart or as individual handouts.

Working in a BB section (90 minutes)

Introduce this session by saying that we are going to look at some of the myths and realities about children and young people, and then to look at how organisations like the BB have a role in their lives.

Exercise: The Agreement Line

For this exercise we are going to get people on their feet again, and thinking through some of the views and opinions we hear about children and young people.

At one end of the room, stick a piece of flip chart paper with the phrase “Strongly Agree” written on it. At the opposite end of the room stick a piece of flip chart paper with “Strongly Disagree” on it.

Explain to the group that you are going to read out some statements about children or teenagers that they might have heard expressed in the media or by people they know.

As you read out each statement, ask the group members to arrange themselves along the line between “Agree” and “Disagree”. For example, if they strongly agree with the statement you read out, then they would stand right down that end. If they have no strong views, or for whatever reason cannot say they agree or disagree then they can stand in the middle, or anywhere along the continuum.

Read out the following statements, giving people time to arrange themselves along the line. NB it is a good idea to start with some silly or light-hearted statements just to give everyone an opportunity to loosen up and understand how the game works.

Your role as the facilitator is to ask people to say why they have put themselves where they have, and to generally get a debate going. However, remember not to push people into saying something, just ask for volunteers and gradually more people will feel confident enough to express their views.

Here is a list of statements to read out, and you can use your own and make them topical if you wish. You don't need to pick all of them; just the ones that you think will be interesting to your group.

- Manchester United is the best football team in the world
- Designer label clothes are a rip off
- Young people should be given the vote at 16
- Life is harder for young people now than it was 20 years ago
- Young people are responsible for most of the crime in this country
- Children are too over protected these days



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- School does not get the best out of people
- Children are under too much pressure these days
- There is not enough for children and young people to do outside of school
- I prefer to socialise online than face to face
- The BB shares power with young people
- The BB should scrap uniforms all together
- The BB should drop the faith aspect
- The BB should make church attendance compulsory for the Queen's Badge award
- Women and men are fully equal now
- Young gay and lesbian people face more discrimination from other young people than from adults
- The biggest problem facing young people today is bullying

Key training tip!

Allow time for discussion between each question. After you have heard views from each end of the line and from the middle ground, give people the opportunity to change their position if they have been swayed by anything they've heard from other group members.

When you have had enough of the discussions, ask everyone to sit back down in the circle and try to draw out some of the main themes that have emerged. In particular, you should try to link some of the discussions to the role of Youth Work and the work of the BB.

Ask them what they think BB and other youth organisations offer to young children and to teenagers. Why do we need them? (NB this is not a discussion about the differences between the BB and other youth organisations – it is a discussion about the wider role these organisations play. However, if the discussion does develop into how the BB could be better then it would be good to pursue this and not change the subject!)

Write up their responses onto a flip chart.

Then make the link from what they have just discussed to the voluntary work they are going to be doing – whether it is in Anchors and Juniors or in Company section. For example, you could say: *“We’ve just heard a lot of your views and experiences as a group of young people, and now you are going to be in the role of a young leader in the BB. This day is intended to prepare you for that and give you confidence and ideas.”*

Exercise – What makes for a positive BB experience?

Highs and Lows:

To kick-start this exercise, ask group members to call out what has been their best experience since joining the BB. Try and get something from everyone and you could write the contributions onto the flipchart if you feel this is helpful. (Don't slow the process down – it's better to keep the contributions flowing rather than everyone waiting for you to write everything on the flipchart!)

Now ask them to do the same for their least favourite aspect of BB. (Remember - Don't be judgemental – you might learn something too!)

Explain that we are now going to look at the two most important aspects of BB:

- The leaders
- The activities

Open the discussion by asking which is the more important – the leaders or the programme? Ask people to explain their views.



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Now divide the group into smaller groups of 3 or 4.

Key Training Tip!

You can use this method to divide the group into smaller groups. It raises some energy and it mixes people up randomly:

Put into a bag the same number of chocolate bars as there are people in the group. If you are having groups of three, there should be three of one brand of chocolate. For example if you had 15 people to divide into five groups of three then you could have 3 Bounties, 3 Mars bars, 3 Crunchies, 3 Flakes and 3 Twixes.

People take one bar of chocolate from the bag and then go into a group with the other two people who've drawn the same brand of chocolate.

Once they are in their small groups explain the task.

Give each group a sheet of flip chart paper and some pens. Ask them to write the word "Leaders" on the sheet. They have 10 minutes to write down the qualities that an ideal leader in the BB should have. Help the group to get started by suggesting that they could categorise these qualities into skills, knowledge and the attitudes that good leaders should hold.

After 10 minutes, stop them (or before if the ideas have dried up) and ask for feedback. Write any important ideas or common themes onto the flipchart.

Summarise what the groups have emphasised as the most important qualities in a BB leader as you will be coming back to this later.

Now give out a second sheet of flip chart paper and ask them to write the word "Activities" on it. They now have 10 minutes to write down the activities that they think are the best, or that they think a BB company should be offering.

Help to get them started by saying they can include all activities including holidays, trips, visits etc. You can say that they can put anything down that they think is reasonable, but they should be prepared that some may not be realistic if they are too dangerous/dodgy or uninsurable!

After 10 minutes, stop them (or before if the ideas have dried up) and ask for feedback. Write any important ideas or common themes onto the flipchart.

Now summarise the output from the whole session – themes from the Agreement Line, the Highs and Lows and the ideas about leaders and activities. Make the point that when they go to help in a section they need to remember all of their own experiences and try to put themselves in the shoes of the children they will be working with.

Dos and Don'ts

Finally, you need to ensure that the group members understand the BB Code of Good Practice for working with children.

There are two ways you can do this. Firstly, the more simple approach, is to hand out the small laminated "Code of Good Practice" cards and go through all the dos and don'ts printed on the cards along with the procedure for reporting incidents etc. You can encourage discussion, answer questions and check their understanding and then move on.



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Secondly, the more in-depth approach would be to set up a hazard spotting exercise or to do an exercise on risk assessment **in addition** to the exercise above.

The way to run an exercise on risk assessment for a QB group would be as follows:

Ask the group to call out some activities that would normally take place as part of a junior section programme, for example, football, crafts, cooking, trip to the bowling alley etc.

Then, in small groups, they discuss what the possible risks or hazards of each activity would be. When they have listed the hazards, they then decide what precautions should be in place for each activity to reduce any risk.

Explain that some risks out-weigh the benefit of the activity to the children, but in some cases a company might decide that a small risk is worth carrying because the benefit of the activity to the young people concerned is considerable.

Get them to suggest whether activities are:

- High risk
- Medium risk
- Low risk

And also get them to consider what the consequences might be of the risk actually happening – ie would any accident or injury be likely to be:

- High severity (death/serious injury) or
- Low severity (bruises, grazes etc)

LUNCH - 1 hour

Sharing ideas and activities – 1 hour 30 minutes

Refer to the session before lunch when the group talked about the importance of an interesting, fun and challenging programme and say that the next session is an opportunity to pick up some good ideas to take back to their own companies.

In whatever way you prefer (draw lots, nominate people, use volunteers etc) give every participant an opportunity to run their game or activity with the rest of the group. Don't insist that they all have to do this – some people are happy to participate but not to lead, and at this event it is important not to push people out of their comfort zone. There may be opportunities at the QB Completion course to push boundaries a little.



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Key Training Tip!

The main aim of this exercise is to have fun and to pick up some new ideas. It is not a formal session on instructional technique, or a session to give targeted feedback on how well it went. However, do remember to praise people after every activity and tell them what they did well.

This is also a good opportunity to encourage the young people taking part to think that as part of their QB they have an opportunity to do more than just turn up and assist. Instead it's an opportunity for them to take real responsibility, and can do more than lead games and tuck shop! If they're into recycling then encourage them to think about how they can use their skills and knowledge in this area during their QB, likewise if it's in cricket get them to think about how they could coach Juniors.

Thank everyone for their ideas and move to the break.

BREAK – 15 minutes

Queen's Badge as a springboard for your future (15 minutes)

This final session is an opportunity to outline the opportunities for your group members if they feel they would like to consider working with children and young people in the years to come – either as volunteers or as professional workers.

Give information on opportunities within the BB for further training and for working in a company. Give out the KGV1 information and promote this opportunity.

You can also give out the leaflets on the BB NVQ scheme, and explain that they can do an NVQ/SVQ once they are 16.

Explain what happens next and how they will progress through the QB award. Give the dates and details about the Completion course if they are available.

Recap and Goodbyes

Thank the group members for their participation and for making the day a success.

You could, if you like, go round the group and get everyone to say what for them the highlight of the day was. Or you could finish with a game, a song, some music (of their choice) or use an idea of your own to make the day end on a high.

End