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BRIGADE**
> the adventure begins here



BUILDING YOUR SKILLS

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Building Your Skills

Facilitators Notes

Welcome to the facilitator notes for Building Your Skills 2020/21. These programme materials have been designed specifically for the 2020/21 session to provide you with suitable activities that can be run in a virtual setting as well as for face-to-face activities which may need to maintain social distancing. As well as providing you with adapted activities, these notes will also give you practical advice on how to run the activities virtually with young people.

Aim

For young people to develop the skills to work cooperatively with others, to help make a difference in their life and in their Company.

Objectives

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

- Understand the different roles they play within a group, and how they can change.
- Work effectively with others as part of a team to complete the task at hand.
- Recognise their own strengths and weaknesses and those of other team members.
- Use these experiences to make a difference in their own Companies

Who is This For?

Open to young people in Year 4 of the Company age group, or older, working towards the President's Badge or any young person, who would benefit from developing and building on their teamwork and negotiating skills.

Resources Required

You will need the following items to run this programme virtually:

Host & Other Facilitators:

- Access to Zoom (or similar) account as the host (account needs to have the ability to run a Zoom meeting for 2½ to 3 hours unless being run in two parts).
- A device which has a web camera, microphone and speakers. This should be a PC or Laptop rather than a tablet/mobile device.
- Building Your Skills PowerPoint (which incorporates videos)
- Pen & Notebook/Paper to be able to take notes.
- These 'Facilitators Notes'.

Participants:

- Access to Zoom (or software being used by host) on a device which has a **web camera, microphone and speakers**. Ideally this would be a PC, Laptop or Tablet, using a mobile device to connect is not recommended and will limit the ability to fully participate in the session.
- Pen & Notebook/Paper to be able to take some notes.

Timing

Building your Skills can be run as either a single session or split into two sessions. The timings given are estimates, in practice you may find that some activities take slightly longer and some take slightly less time. Facilitators will therefore need to keep an eye on the time throughout the session and be prepared to be slightly flexible with timings if needed.

The programme can be run as follows:

- 2 hour 45-minute session
- 2 x 1 hour 30-minute sessions

Here is an example of how the programme would work under both scenarios:

Single Session – 2 hour 45-minute Session

Welcome & Devotions (10 mins)

Icebreakers (15 mins)

Discussion: Roles (15 mins)

Survival on the Moon (40 mins)

Break (5 Mins)

Escape Room (45 mins)

You Can Make a Difference (20 mins)

Going Forwards & Goodbye (10 mins)

Log off & Finish

Split Session - 2 x 1 hour 30-minute Sessions

Session One

Welcome & Devotions (10 mins)

Icebreakers (15 mins)

Discussion: Roles (15 mins)

Survival on the Moon (40 mins)

Log off & Finish (5 mins)

Session Two

Welcome Back & Recap (10 mins)

Escape Room (45 mins)

You Can Make a Difference (20mins)

Going Forwards & Goodbye (10min)

Log off & Finish (5 mins)

We recommend asking all facilitators/leaders to log on 30 minutes before the start for a briefing and to run over the programme. Participants should be expected to log on at least 5 minutes before the start time.

Group Sizes

Suggested maximum group size of 25 participants, however when in breakout rooms these should be groups of 6-8 young people. As a minimum, the session should have at least 6 participants and ideally 2 or more breakout rooms. Each breakout room will need a facilitator (a registered BB leader) and one additional registered BB leader. This may require you to have more leaders helping with the session than you normally would. It is recommended to use the same groups of young people each time when going into breakout rooms.

Host & Facilitators

To facilitate the Building your Skills programme we would recommend the following roles:

- **Host** – The Host should take responsibility for bringing together the team required to deliver the programme, take a key role in delivering the programme, advertising the course and communicating with participants through parents/carers and Company leaders and ensuring the programme meets the learning outcomes. The Host will need to have a working knowledge of Zoom (or other platform) and the functionality required to run the programme.
- **Facilitators** – To support the HOST and lead activities in smaller groups (breakout rooms). A Facilitator will be required for each small group of 6-8 participants. The Facilitator will need to have a working knowledge of Zoom (or other platform) and the functionality required to run the programme.
- **Additional Leaders** – To keep everyone safe and ensure good practice there MUST always be 2 registered leaders present, so you may need additional registered BB leaders to support Facilitators in the smaller groups. These additional leaders do not necessarily need to be involved in the programme delivery or have a working knowledge of Zoom but do need to be present and can support the Facilitator and provide encouragement as required. It may be that you could ask leaders from Companies that have participants taking part in the course to do this, although we would recommend not putting leaders and participants from the same Company in the same small groups.

Running Face-to-Face

The programme outlined in this document has been primarily designed to be run virtually although can be adapted to be run face-to-face and maintain social distancing and other COVID-19 guidelines. Access to a number of laptops and projectors or large screens will be required both for all-together sessions and for the breakout activities in small groups.

Where you are looking to run this programme in a face-to-face setting you should ensure you can maintain social distancing and other control measures as per guidance for your local area. Please check the current guidance and operating status at www.boys-brigade.org.uk/coronavirus-update/.

Where this is being run by a Battalion then the Battalion is required to complete the local approval process based on the BB framework for returning to face-to-face activities which requires the Covid Ready Risk Assessment to be completed and approved by a two Office Bearers.

Running Virtually

The recommended platform for running Building Your Skills virtually is Zoom. Zoom allows you to clearly see a large number of participants at once, has the ability to share your screen, provides you with breakout rooms to use and other useful functions.

The 'Basic' plan on Zoom is free allowing meetings up to 40 minutes in length, although it is possible to get the time limit removed (click here to request this https://zoom.us/docs/ent/school-verification.html?zcid=1231&_ga=2.23371006.551525991.1583696790-827731685.1566335579). We recommend that you consider paying for the PRO plan which costs around £15 a month, although you can cancel it at anytime so do not need to pay for an ongoing subscription. The great thing about Zoom is that only the person hosting the meeting needs a Zoom account, everybody else joining the meeting just needs a link and an internet connection. So, we recommend checking out www.zoom.us and setting up an account for your Company/Battalion to use. As with anything new it is important that you spend some time well in advance of your first meeting going through all the settings.

If you are new to Zoom or require a reminder on how to use it, then you will find help and support at <https://boys-brigade.org.uk/virtualsections/> including a video tutorial. You will also find important safeguarding considerations here too and you MUST ensure you follow Brigade policies and procedures to keep everyone safe online.

Do's and Don'ts for Virtual Sessions

- There **MUST NOT** be any 1 to 1 online session's with young people.
- Ensure there is **ALWAYS** a minimum of two registered leaders present during virtual sessions.
- You **MUST** communicate with parents/carers through a Company leader OR where there is to be direct communication with parents/carers and young people make this clear.
- Zoom requires anyone joining a meeting to be 16+ years, and therefore a parent/carer **MUST** login to any meeting on Zoom for young people under 16 years. By logging on we specifically mean accepting any terms and conditions put in place by Zoom. For those under 16 years a parent/carer is required to remain nearby and supervise the session.
- Do **NOT** record sessions or allow young people to record or take screenshots. As recording sessions creates complications in relation to storage of the recording and who can access it (BB face-to-face sessions are not routinely recorded). Consent would also be required for this.
- The Host **MUST** keep a record of who attended each virtual session as they would any BB activity including all leaders.
- If you become concerned about the welfare or safety of a child or young person you **MUST** follow BB safeguarding policies and procedures.

Remember - Safeguarding and keeping young people safe is central to what we do in The Boys' Brigade. Behaviour by leaders should not be any different online to what we expect during face-to-face meetings. All online activity **MUST** be in accordance with our Safeguarding Policy and Leaders Code of conduct. You can view these online at boys-brigade.org.uk/who-we-are/policiesand-regulations/.

Reporting Safeguarding Concerns

Please share any concerns with Company Captains of the young person concerned or for further advice please contact Debbie Moore, Safeguarding Manager at safeguarding@boys-brigade.org.uk or call **01442 509534**.

Zoom Settings / Functionality

Below we have outlined some specific settings that you should check beforehand and functionality you will need to use when delivering the programme on Zoom.

Web Settings

Please check the following settings before starting the session, to do this you should login to your Zoom account via the website and go to 'Settings' and 'Meeting':

- **'In Meeting (Basic)'**:
 - **Chat** should be enabled.
 - If you have PRO plan, **Allow Co-Hosts** should be enabled.
 - **Screen Sharing** should be enabled
 - **Annotation** should be enabled
 - **Whiteboard** should be enabled (optional)
 - **Remote Control** should be enabled
 - **Meeting Reactions** should be enabled.
- **'In Meeting (Advanced)'**:
 - **Breakout Room** should be enabled.

In Meeting Functionality & Settings

The following functionality and settings can be controlled from within the meeting and utilised as required. We would recommend that you familiarise yourself with all the functionality listed below:

- **Waiting room** – This is now set as a default feature in Zoom and we recommend keeping this enabled so when joining participants are initially kept in the 'waiting area' until the host is ready for them. This is

particularly handy in enabling the Host to admit Facilitators into the meeting earlier and then when ready admit participants in. You can see who is in the waiting room and admit them by going to 'Manage Participants' button on the Zoom Meeting Controls.

- **Rename** – Provides the ability for all those joining to rename themselves so they are identifiable, we would recommend asking everyone to ensure their name on screen is show as their first name and Company name (i.e. William, 1st Anywhere). Participants can find the 'rename' option by right-clicking on their profile/video and clicking 'rename', it can also be accessed by going to 'Participants', hovering over a participant and clicking 'More'. Hosts can find the 'rename' option in 'Manage Participants' and hovering over a participant and clicking 'More'.
- **Speaker or Gallery view** - At the top right, you can pick one of two view options -- but this only impacts how you view a meeting, and not others. By default, Active Speaker is the default video layout -- in which the person talking is ramped up to a larger screen -- but there is also a gallery layout which brings in every participant on one screen through a form of grid. It is recommended that you ask all participants to be on Gallery view most of the time so that they can see everyone, particularly when in small groups.
- **Manage Participants** – This tab is particularly important for the Host and Facilitators to get a list view of all participants, mute/unmute participants, rename participants, remove participants, make a participant a Co-Host and a range of other things.
- **Share Screen** - This allows you to share your screen and in particular for delivering this programme will enable you to share the PowerPoint and other resources. We recommend only sharing the specific application rather than your screen. When sharing the PowerPoint you should tick the 'Share Computer Sound' box at the bottom of the window so that the audio in the embedded videos will be shared. Screen sharing can also be used to share for example Microsoft Word or a similar application which could be used as an alternative to the whiteboard or annotation tools (your flipchart online) as you can use the program to list out things, etc. There is also a whiteboard option that can be selected from here and used to annotate.
- **Annotate** – This functionality will only appear when you are screen sharing (i.e. have something to annotate on). When screen sharing 'Annotate' will appear on the Zoom Meetings Controls, once you click this a floating menu will appear allowing you to select text or drawing tools which can then be used to annotate on your shared screen. This will be particularly useful for some activities (i.e. ordering the items in the Survival on the Moon team challenge).
- **Chat** - This can be useful in initially resolving connection issues with sound and or for interactive purposes where you might ask participants to answer a question or respond in a non-verbal way. When anyone puts anything in the chat a notification will appear, but it is useful for the host to have the chat window open at all times to monitor.
- **Co-Host** – If you have a PRO account you can use the 'Co-Host' functionality which means that you could set Facilitators as 'Co-Hosts' which would give them greater control over the settings in Zoom. This is especially useful as if the Host is leading a part of the activity and a participant gets disconnected and comes back into the Waiting Room they can let them in, also if the Host gets disconnected a 'Co-Host' will automatically be made the Host. So it is recommended that you have this enabled and make at least one other leader a 'Co-Host'.
- **Reactions** – These can be used by all participants (if enabled in web settings) to provide non-verbal responses, especially helpful in getting a response from a larger group. Reactions include thumbs up, clap, etc.
- **Raise Hand** – A way of participants getting the attention of the Host is to raise their hand, this can be done by clicking on 'Participants' and within tab clicking 'Raise Hand'.
- **Security** – The in-meeting security controls located within the 'Security' on the Zoom Meeting Control bar, allows you to secure your meeting by controlling who can share their screen, use chat, annotate, unmute, etc which can be helpful, the Host and Co-Hosts will be able to change these settings at any time during the meeting.

- **Breakout Room** – Breaking out into smaller groups is a key part of the delivery of the programme and the Breakout Room functionality enables us to manage this. You will find the Breakout Room button on the Zoom Meeting Controls as long as this option has already been enabled in the web settings before starting the meeting. By clicking on this you will then be presented with options on the number of breakout rooms and how participants will be assigned. Select the number of breakout rooms you want to create and then we would suggest assigning manually based on groups you have already put together based on those registered to attend. It is recommended that the Host is not assigned to a Breakout Room and remains in the main meeting, the Host can still at anytime choose to join a Breakout Room and this can work well in enabling them to move from group to group to see how things are going. The Host is able to use the ‘Broadcast’ feature from the Breakout Rooms window to send messages to all groups. You can also set a number of options from the Breakout Rooms window including to automatically close rooms after a set period of time (i.e. if they have 30 minutes in breakout rooms for a specific task then you can set this and all breakout rooms will close automatically after 30 minutes), alternatively when you click close Breakout Rooms all rooms will be notified with a 60 second countdown before automatically returning participants to the main meeting. Participants in breakout rooms can click the “Ask for Help” icon to invite the host to join your breakout for assistance. The host will get a notification and can jump into that session. Within a Breakout Room the Facilitator will be able to share their screen (as long as ‘allow screen share’ is ticked in ‘security’ in the main meeting), use chat functionality to share links and other content. For more detailed guidance on using breakout rooms go to <https://blog.zoom.us/using-zoom-breakout-rooms/>.

You should note the location or way some of the above are displayed may differ slightly on Apple and mobile devices.

Any Questions and Support

If you have any questions or would like to talk to a member of the team please email us at programme@boys-brigade.org.uk or call 01442 231 681.

The Programme

Welcome (5 Mins)

Start by welcoming the participants to the session and talking them through what they can expect over the next hour or two. Talk through the objectives for the session and what you hope participants will leave having experienced and learnt. Try to do this in an enthusiastic and informal way, helping to ensure participants are encouraged and enthused about the activities they are about to do.

Objectives to highlight include:

- Building and developing teamwork skills
- Understanding that we all play different roles in teams
- Understanding your own and other's strengths and weaknesses
- Considering how we can use our skills to make a difference
- Tick off an important requirement for the President's badge
- Meet and get to know young people from different groups
- Have fun!

For many 'Building Your Skills' will be a completely new experience on their BB journey and could also be one of the first times they have worked with other young people from outside of their own BB Company. To help make everyone comfortable and to establish some best practise, make sure young people know to:

- Listen to each other
- Criticism should be constructive (give an example)
- Respect the views of others, but if you disagree, say so and why
- To engage and participate as much as you can
- Support each other, particularly anyone who is finding any parts of the session difficult
- To be kind and well-mannered throughout

As part of the welcome you may also need to share some support and tips to young people on how to use Zoom throughout the session.

This might include:

- Asking participants to ensure the name showing is their name. This will help with conversations and learning names. Names can be changed by clicking the three dots in the corner of the user's box. We would also suggest in bigger groups that they include their Company name in brackets after their name (i.e. 'Joe Bloggs (1st Anywhere)').
- Asking participants to try to ensure they are in a quiet room with no background noise (TV, washing machine, siblings etc).
- Encouraging young people to place themselves on mute when they are not talking, to help reduce background noise and ensure everybody can clearly hear those speaking.
- Showing participants how to virtually raise their hand. Whilst some activities will allow for natural conversation between young people, other activities may require participants to signal when they would like to contribute to discussions. To virtually raise your hand, click 'participants' and 'raise hand'.

Icebreakers (10 Mins)

Start the session with an icebreaker. Icebreakers are a great way to help learn names, get to know a little about each other and/or warm the group up ready for the rest of the session.

Below are four suggested activities to choose from, or you could use your own. Running the 'Team Name' activity as one of the icebreakers will help for the rest of the session in identifying between different groups.

My Life in Three Objects

A good opportunity for young people to introduce themselves and share a bit about who they are and their interests. Give the group two minutes to hunt around their house for three objects that sum up who they are. This might be a musical instrument, games controller, family photo, football shirt, pet etc. Once back, give each person time to share with the group their 3 items and why they chose those things. Have multiple people brought back the same items? What shared interests do the group have?

This activity could be modelled by a leader first, to help young people consider what items they could use.

Would You Rather?

A fun and easy activity to get the group talking, discussing and interacting with each other. Read out some of the 'would you rather' questions below. Ask the group to put their thumbs up for option one or thumbs down for option two. After everyone has made their decision, encourage a couple of people each time to explain why they have chosen the option they have. Which side has the strongest argument?

- Would you rather be without your games console for a week (*thumbs up*) or without your phone for a week (*thumbs down*)?
- Would you rather have a rewind button or a pause button on your life?
- Would you rather win the lottery or live twice as long?
- Would you rather be a key player and play every game for a lower league football team or play for a premier league football team but always sit on the bench and hardly ever play?
- Would you rather always be 10 minutes late or always be 20 minutes early?
- Would you rather be unable to use search engines or social media ever again?
- Would you rather not wash/shower for a month or give up all technology (phone, games, internet, Netflix etc) for a month?

20 Count

An activity to break the ice that involves everyone. As a group you need to count from one to twenty. Only one person can say a number at any time and a different person must then say the next number. Anyone can start the count, but if more than one person speaks at the same time, counting must start again at one. Everyone must say at least one number. The group cannot discuss tactics or have a group plan. How long will it take to reach twenty?

Increase the difficulty by getting the group to turn off their cameras, so they can't see any visual clues on who is about to speak.

Team Name

Use this as a quick additional activity at the end of your icebreaking time. Ask the group to come up with a team name which they can use for the rest of the 'Building Your Skills' session.

The team name should be something that brings all the participants together. Ideally it should be something that is unique to their group rather than just a generic name, this is to help build a sense of identity for the group. The name could use some of the things the group have learnt about each other during the icebreaker. For example it might build on a collective interest, the participant's names, something that happened to the group during the icebreaker or so on.

Once back in the main room, groups should share their team name and this is then how the groups should be referred to going forwards.

How to Run This Activity

Icebreakers should be done in small groups in breakout rooms, with a facilitator with each group. Group sizes should be made up of roughly 6-8 young people. These groups should then remain the same groups for the rest of the session. This will allow for young people to develop as a team and build off each other's strengths. After 10 minutes the person leading the whole session should call all breakout rooms back to the main room to start the next activity.

Discussion: Roles (10-15 Mins)

Aim

An introduction to the skills element of the course. A look at the different roles we all play in our lives and identifying that different roles require different skills.

Instructions

Start by explaining that we all play lots of different roles in our lives. Write 'Home', 'School', 'Sport' and 'BB' onto the screen as four different areas of our lives. As a large group, brainstorm examples of different roles they might play in these areas.

Examples may include:

- **Home** - Son/daughter, brother/sister, grandchild
- **School** – Friend, mentor, pupil, school council, prefect
- **Sport** (or 'Interests/Hobbies') – Team mate, supporter, captain, sporting positions (striker, defender, goalie etc)
- **BB** – Member, team leader/NCO, team member, band, football, tent leader

You should hopefully have a wide range of roles. Some which might have been obvious and important to the participants and other roles they might not have thought about before. Without realising it we all play lots of different roles in our lives and all these roles are important. Each role requires different skills, commitment levels and abilities. Pick out some of the roles which have been mentioned and ask the group to think about what skills those roles require.

Two examples are:

- **Sports Captain** – Sporting skills, leadership, listening, problem solving, teamwork, good under pressure
- **Friend** – Listening skills, communication, co-operation, trust

Try taking two similar but different roles in the BB, such as BB Team/Squad Leader and a young person that is part of that team/squad member. List the skills these roles require and afterwards take this further by discussing which skills were required by both roles and which are only required for one of the roles.

Some of the skills that should be highlighted include (but not limited to):

- **Team/Squad Leader** – leadership, delegation, motivator, organisation, listening, communication, teamwork, trust,
- **Team/Squad Member** – Listening, communication, co-operation, trust

Key Learning Point

Whilst some roles do require a different set of skills, all of these roles require us to have a basic set of skills. Skills such as an ability to work with others, communicate, listen, recognise other's strengths and weaknesses etc. These basic skills (teamwork, communication, co-operation etc) are important to every role we play, both now and in the future.

The rest of 'Building Your Skills' is about building on those key skills and understanding them more. Understanding how you can use your skills to achieve your potential now and open doors in the future.

How to Run This Activity

Complete this activity as one large group. Participants should be encouraged to contribute to discussions. Depending on group sizes, this may require young people to raise their hand (virtually or physically) to indicate they have a contribution to make.

To record the answers, a leader could use the annotate function and insert a text box onto the screen or open a Microsoft Word document and screen share, typing answers for all to see. Use the notes page in the PowerPoint to do this. This would act like a flip chart paper in a traditional face-to-face setting. To help lead the session, one facilitator should be responsible for recording the answers, with a different facilitator responsible for leading the discussion and calling on young people to contribute. Alternatively, just have a verbal discussion with no notes being recorded on the screen.

Teamwork Challenge: Survival on the Moon (30-40 Mins)

Aim

Groups have crash landed on the moon and must agree how they use their limited resources to ensure survival. An activity to encourage teamwork and develop skills such as problem solving, negotiation and influencing.

Instructions

Start by showing the 'Survival on the Moon' introduction video. This explains what the challenge involves and what groups need to do. The transcript for the video is below:

For this challenge, we've sent you and your team on a mission to the moon. However things don't quite go to plan. Instead of landing by the mothership on the light side of the moon, due to mechanical difficulties your ship has been forced to land at a location 200 miles from your meeting point. This is still on the light side of the moon, but a great distance from where you need to be.

During the landing, much of your equipment was damaged, which now puts you and your team's lives in danger. Your survival depends on reaching the mothership and doing so as quickly and as safely as possible. Some equipment has survived the landing and your job is to choose which items are most important for your survival on the moon.

As a team, you'll need to take a look through the 15 items you've been left with and discuss which items you believe will help you survive on the moon and assist you to reach the mothership. Rank the items from 1 to 15, with 1 being the most important and 15 being the least important. You'll need to think about what use these objects would be on the moon and also if any objects have other hidden uses too.

Your survival on the moon not only depends on your problem solving and creative thinking, but also on your ability to work as a team to come to a group decision. Good luck!

The 15 items the groups have been given are:

- Box of matches
- Food concentrate
- 50 ft of nylon rope
- Parachute silk
- Portable heating unit
- Two .45 calibre pistols
- One case of dehydrated milk
- Two 45kg tanks of oxygen
- Stellar map (stars)
- Self-inflating life raft
- Magnetic compass
- 5 gallons of water
- Signal flares
- First aid kit, including injection needle
- Solar-powered FM receiver transmitter

Groups should work in breakout rooms to discuss their strategy and then return to the main room after 10 minutes to share their answers. Before coming back to the main room, each group should agree on a spokesperson for this challenge, who will share the answers in the main room.

Ask groups to provide their top 5 items and the reasons behind their thinking. After groups have fed back their top 5 items, show the rankings slide on the PowerPoint and talk through the NASA suggestions. Each group can mark their results using the scoring system found on the scoring sheet (facilitators notes). The scoring system will need to be explained to the participants. Which group scored the lowest and showed the best survival skills?

Survival on the Moon - The Rankings & Answers

Below are the NASA rankings and the reasoning behind each one.

Rank	Item	Why
1	Two 45kg tanks of oxygen	Oxygen is the most important survival need. The weight is not a factor since gravity is one-sixth of the earth's. Each tank would only weigh roughly 7kg on the moon.
2	5 gallons of water	The moon can reach over 100c when in direct sunlight. Water would be needed for replacement of tremendous liquid loss on the light side of the moon.
3	Stellar map	Primary means of navigation. Star patterns appear essentially identical on the moon as on Earth.
4	Food concentrate	Efficient means of supplying energy requirements.
5	Solar-powered FM receiver transmitter	For communication with the mothership. However FM requires line of sight transmission and can only be used over short ranges)
6	50 ft of nylon rope	Useful in scaling cliffs, carrying equipment and tying injured together.
7	First aid kit, including injection needle.	Needles connected to vials of vitamins, medicines etc. will fit special aperture in NASA space suit.
8	Parachute silk	Protection from the sun's rays.
9	Self-inflating life raft	CO2 bottle in raft may be used for propulsion.
10	Signal flares	Use as distress signal when the mother ship is sighted. Useless until within sight of the ship though.
11	Two .45 calibre pistols	Possible means of self-propulsion.
12	One case of dehydrated milk	Bulkier than the food concentrate, so not as useful.
13	Portable heating unit	Not needed unless on the dark side of the moon.
14	Magnetic compass	The magnetic field on the moon is not polarised, so it's worthless for navigation.
15	Box of matches	Virtually worthless – there is no oxygen on the moon to sustain combustion.

Scoring

For each item, mark the number of points that your rank differs from the NASA ranking, then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.

Scores are evaluated as follows:

0 – 25 > Excellent

26 - 32 > Good

33 - 45 > Average

46 - 55 > Fair

56 - 70 > Room for Improvement

71 - 112 > You're Stranded on the Moon!

Facilitators should keep a note of the ranking for their group and work out the score so this can be shared once the official Nasa rankings have been shared.

Follow Up Discussion / Questions

Problem solving, influencing others, coming to decisions and negotiating are all skills which are useful in a wide range of settings. As a large group, spend time discussing **some** of the questions below:

- How were decisions made in your group?
- Who influenced the decisions and how?
- How could better decisions have been made?
- How were conflicts managed?
- How did people feel about the decisions? Was everyone listened to?
- How would you do the activity differently if you were asked to do it again?
- What situations at home/school/BB/life do you think are like this exercise and require you to negotiate, influence and come to decisions?

As part of these discussions, try to draw on the experiences of the group from the activity. Highlight ways in which young people used good negotiation and influencing skills. Where discussions were less successful, provide an opportunity to look at ways in which things could have been done differently in hindsight.

Key Learning Point

This activity should have highlighted the effectiveness of working as part of a team and will have helped us put a number of important skills into practise including:

- Listening and respecting each other's views
- Negotiation and Influencing
- Decision making
- Conflict resolution which will have required compromise or a change of direction.

How to Run This Activity

Start as one large group, showing the introduction video for the challenge to all participants using screenshare. Make sure to tick the 'share computer sound' option at the bottom of the window. Once complete send the groups into their breakout rooms with a facilitator each. One person will need to take on the role of writing down the group's rankings, so they can be shared later (Facilitators should also take note of the rankings to allow for scoring).

The facilitators in each room should share the slide with the 15 items on, so participants can remember what items they have to use. The facilitator should not be involved in the discussions, but may need to step in occasionally to help promote discussion and/or get people involved if the group struggle.

After 10 minutes, come back together as one group. A spokesperson from each group should share their top 5 items and the reasoning behind it, before the NASA ranking are revealed.

Finish as a large group going through some of the discussion questions with participants sharing their thoughts. To encourage discussion facilitators could mention positive examples they saw in their breakout rooms and ask a particular participant to expand on that point. This will help to engage participants, with the praise helping to boost participant's confidence.

Teamwork Challenge: Escape Room (45 Mins)

Aim

To work together as a team to think creatively, solve puzzles and escape. Groups will need to work well under pressure, communicate effectively and trust one another's ideas. There are three puzzles to crack within a time limit, in order to escape.

Instructions

Start by showing the 'Escape Room' introduction video. This explains what the challenge involves and what groups need to do.

The escape room challenge is split into three parts and should be carried out in breakout rooms, with a facilitator with each group. The facilitator should share the PowerPoint and start each puzzle. Each challenge provides a number, with groups trying to acquire all three numbers to use as a code to escape with. All three challenges have an 8-minute time limit. This is to add pressure on the group, but also to ensure all the breakout rooms finish the activity at roughly the same time. Complete all three challenges in breakout rooms before returning as one big group for discussions. When splitting out into Breakout rooms the Facilitators of each group should start a timer and record the overall time to complete the Escape Room, so this can be shared later.

The challenges are as follows:

Challenge 1 - What's in the Room?

Enter into a normal looking room. However, amongst the objects around the room are clues which need to be found and put together to find the solution to find the first number in the escape code. The challenge uses an interactive 360 degree video, which young people can move around, zooming in and out of to investigate the room fully. A link providing a close up of the world map on the world is also available for the group to look at (as the detail is not visible on the 360 video).

Share the following links with the group:

360 degree Video – <https://panoraven.com/en/slider/YHs7bXoiyo>

World Map - <https://boys-brigade.org.uk/wp-content/uploads/2020/12/worldmap-escaperoomchallenge.pdf>

Solution

5 of the pictures (world cities) around the room have clocks on. On the noticeboard is a sheet with a maths equation using the clocks. Participants need to find each city on the world map and use the time zone lines on the map to work out what the time is in that city. The clocks at the bottom of the map will help with this. It is assumed that London (GMT) is 12, as per the world map.

1 = New York = **7 o'clock** (GMT – 5)

4 = Rio de Janeiro = **9 o'clock** (GMT – 3)

2 = London = **12 o'clock** (GMT)

5 = Rome = **1 o'clock** (GMT +1)

3 = Sydney = **10 o'clock** (GMT + 10)

Based on the maths equation, the Answer =

Time in city 1 (**7**) x city 4 (**9**) – city 2 (**12**) – city 5 (**1**) / city 3 (**10**) = **5**

Escape code = 5

Clues

The Facilitator can share the clues below with the group during the 8 minutes, but only after the specified number of minutes has elapsed. After 5 minutes if groups are struggling, facilitators can use their discretion to provide other clues where appropriate. It is the intention that all groups get the answer by the end of the time.

Note: Time on the wall clock in the room should be ignored, it is not connected with the challenge, you should advise participants of this if they start to go down this route.

Clues can be given as follows, after:

2 mins – ‘World Cities’ (To help emphasise the pictures are world cities and these are important)

3 min – ‘What’s the time?’ (to help emphasise that time is important)

4 min – ‘London (GMT) is 12 o’clock.’ (To help emphasise that the time in each city is what is needed to crack the maths equation on the notice board).

Challenge 2 - Objects Challenge

Participants will be presented with a collection of seemingly random objects, however by using the objects and applying logical thinking, a hidden number should start to appear.

Solution

The hidden number is 4. Within the image are 4 different categories of objects (buttons, stationary, sports, fruit). By connecting up the items of a category in alphabetical order, and drawing a line between each item, a letter will appear. Place the letters in order, as per the category order at the bottom of the image, the word **f-o-u-r** will appear. Clues will appear throughout the 8 minutes to help guide participants thinking.

Escape code = 4

Clues

The below clues will be revealed automatically within the video at the specified time stamps. After 5 minutes if groups are struggling, facilitators can use their discretion to provide other clues where appropriate. It is the intention that all groups get the answer by the end of the time.

2 min – ‘A-Z’ (a clue encouraging participants to think about the alphabetical order or objects)

3 min – ‘Letters to appear on the sports items to build on the A-Z clue’

4 min – ‘Connect the objects. Lines to start being drawn between the objects in alphabetical order’. If participants carry this on they should notice a shape being formed.

5 mins – ‘All the sports items will be joined up revealing the letter ‘U’. Participants will now hopefully do the same with the other categories to reveal the other three letters.

With this challenge it is possible the team could guess the word (and therefore the escape number) by not completing the task, although they should only be able to successfully escape if they have found the solution (i.e. connecting up the related items to form a letter).

Challenge 3 - Water Containers Challenge

A challenge centred around logical thinking. The group have three containers (8L, 5L & 3L) and are required to measure out 4L of water exactly. There are no markings on the containers, so the only way to measure the water is to fill a container fully. Water can be moved between the containers, thrown away and the group have an unlimited supply of water. Participants have 8-minutes to try and complete the task. On completion of the challenge and measuring 4l of water exactly, participants are rewarded by being given the final escape number.

Solution

This challenge is completed by moving the water around until you have 4L exactly. A full step by step guide to the solution can be found within the PowerPoint, although there are a number of possible solutions involving a different number of steps than the solution we provide.

Escape Code = 9.

Clues

After 5 minutes if groups are struggling, facilitators can use their discretion to provide some clues by initially showing the first 2 steps in the solution to see if they can move on from there). It is the intention that all groups get the answer by the end of the time.

Follow up Discussion / Questions

As a large group, spend time letting the groups share how they got on and discussing some of the questions below. You won't have time to think about all of these questions, so just pick out the ones you think work best based on the experiences the group had during the challenge.

- Which challenge would you say your group performed best at and why?
- Which challenge would you say your group didn't perform as well at and why?
- What skills (teamwork, co-operation, communication etc) do you think you used during this activity. Can you give any examples of how you used those skills?
- How did the group manage discussions? Did you have a system to make sure all participants could share their thoughts or was it a free for all?
- Did you always trust your teammate's theories on how to solve the puzzle or did you sometimes have doubt about the approach the group were taking? How did you express this and share it with the group?
- Were there any points when you realised your idea was completely wrong and you had to start again with a new idea? If so, were you quick to do so, or reluctant to change you train of thought?

As part of these discussions try to draw on any positive experiences where the groups solved the puzzle quickly or worked well as a team. Encourage the groups to explain why they thought this was the case and what they did well. Where things didn't go as well, see if those groups learnt anything about their approach or can think of ways in which they would do things differently going forwards.

Key Learning Point

The escape room challenge was designed to further test participant's teamwork, problem solving and communication skills. In addition to this, the challenges also draw on skills such as co-operation, creative thinking, time management and an ability to trust one another.

A successful group will have:

- Worked together as a Team
- Listened to each other's ideas
- Developed each other's ideas
- Communicated well with one another
- Thought creatively and 'outside the box'
- Worked well under the time pressure
- Delegated roles / parts of the puzzle to complete
- Identified Strengths and Weaknesses

How to Run This Activity

Start as one large group, showing the introduction video to all participants and then send the groups back into their breakout rooms with a facilitator each. The facilitator's job is to introduce each of the three challenges and show the PowerPoint presentation via screenshare. Run all three challenges whilst in the breakout room.

For the 'What's in the room challenge', a facilitator can give remote control of the screen to one participant, allowing them to move around the room. Alternatively, participants can ask the facilitator to move around the room verbally, with the facilitator then zooming in and spinning around the room as per the commands given to them. Place the link for the world map in the chat, so participants can click on it and view this on their own screens.

Whilst the groups should ideally lead discussions themselves, a facilitator should keep an eye on making sure all participants are involved and may wish to provide some additional clues if a group is struggling (based on what is set out for each game). The facilitator therefore should be aware of the solution to each puzzle in order to do this.

Once all three challenges have been completed, spend any leftover time discussing how things went until the host brings you back into the main Zoom meeting. The facilitator for each group should keep a note of the time it took for their group to escape from each of the challenges (so they should set a timer as required). Finish as a large group going through some of the discussion questions with participants sharing their thoughts. To encourage discussion facilitators could mention positive example they saw in their breakout rooms and ask a particular participant to expand on that point. This will help to engage participants, with the praise helping to boost participant's confidence.

Discussion: You Can Make a Difference (20 Mins)

Aim

To explore how young people can use their skills to make a difference in both their own life and also in their BB Companies.

Instructions

Many of the skills looked at during 'Building Your Skills' are useful in helping to make a real difference in young people's lives, both now and in the future. Spend some time looking at how some of the skills developed can help to make a difference in the BB group they belong to and strategies they can use to bring about that change.

Share the below tips for negotiating and influencing. This will be important for participants to know before they look at what changes they would like to make and the methods they might chose to bring that change about.

- Set your objective – identify what you want to achieve
- Identify the other person's needs (this might be the captain, officer-in-charge or chaplain).
- Aim high – never start from the bottom and work up, that will not result in you getting the best deal!
- Have an alternative – the more options the better
- Identify what you are willing to give up – know what you are willing to give up or where you can compromise.

Working in their breakout rooms, ask the participants to think about one thing they would like to change / introduce to their BB group. This might be an activity, piece of equipment, trip/outing, project etc. Once they have decided, ask the participants to think about how they would bring about that change. Things to consider here are:

- How is best to share their idea with their leaders?
- What are the main benefits / selling points to the idea?
- What could be the concerns for the leaders? (cost, appropriateness, safety etc) What steps could be taken to reduce these concerns?
- Does the idea require any planning / preparation etc? If so, who would do this?
- Will you need to negotiate / compromise with your idea? If so, how will you do this / what will you compromise on?

As the facilitator, help to draw out different points of view and encourage debate and discussion. Encourage participants to take responsibility for the things they would like to see.

Key Learning Point

The session is entitled, "You can make a difference". Young people should really feel that they are able to do so. You could highlight real life examples from Companies where individuals or groups of young people have determined an outcome and made a real difference for themselves or other people

How to Run This Activity

Complete the discussion part of this activity in breakout rooms. Each young person should have the opportunity to share an idea with the group. The rest of the group should ask questions and suggest ways to build on the idea or suggest strategies to negotiate for that change.

Going Forwards & Goodbyes

Before finishing the session consider what opportunities you could share with the group from both a local and national perspective, these could include Battalion/District activities for their age group and/or regional or UK wide events which could include Residentials such as Unite (England & Wales), Young Leaders Networks, Easter Course and others. Get in touch with your Regional Office for more details on opportunities available.

Finally, take the opportunity to re-cap on the objectives we set out at the start of the session including:

- Building and developing teamwork skills
- Understanding that we all play different roles in teams
- Understanding your own and other's strengths and weaknesses
- Considering how we can use our skills to make a difference
- Tick off an important requirement for the President's badge
- Meet and get to know young people from different groups
- Have fun!

Thank the group for their participation throughout and share some words of encouragement about completing the President's Badge and how they can make a difference in their Company.

Feedback

We would welcome feedback on this module, please share by emailing programme@boys-brigade.org.uk.



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Registered Address: Felden Lodge, Hemel Hempstead, Herts, HP3 0BL.

Published: December 2020