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BRIGADE**
> the adventure begins here



QUEEN'S BADGE COMPLETION

FACILITATOR'S NOTES

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Queen's Badge Completion

Facilitators Notes

Welcome to the facilitator notes for the Queen's Badge Completion Course 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.

These materials are shorter than normal and have been designed as a temporary measure to allow young people to complete their Queen's Badge, whilst also working within the restrictions that COVID-19 presents.

Aim

To provide the young people attending with opportunities for personal and shared reflection and evaluation; to share experiences, celebrate achievements, challenge opinions, and explore new opportunities.

Objectives

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

- Reflect on their life experiences up to this point.
- Think about the journey working towards the Queen's Badge has taken them on.
- Start to explore what they want from the future

Who is This For?

Open to young people who are about to complete their Queen's Badge.

Resources Required

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

Host & Facilitators:

- Access to Zoom (or similar) account as the host (account needs to have the ability to run a Zoom meeting for 2 to 2½ 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.
- Queen's Badge Completion PowerPoint
- 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

It is recommended that the Queen's Badge Completion programme is run as one session, although it can be split into two. The programme can be completed in 2 hours 50 minutes (allow 3 hours). 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.

Here is an example of how the programme would work:

- **Welcome (5 mins)**
- **Ice Breaker (5 mins)**
- **My Shield Activity (15 mins)**
- **My Journey Activity (40 mins)**
- **Project: Dragon's Den (85 mins)**
 - Why are all Here (10 mins)
 - Brand (15 mins)
- **BREAK (10 mins)**
 - Sales Pitch (60 mins)
- **Conclusion: 1p or £1 million (15 mins)**
- **Goodbyes (5 mins)**

We recommend asking all facilitators/leaders to logon 30 minutes before the start for a briefing and to run over the programme. Participants should be expected to logon 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 or to make sure the Host moves around the breakout rooms during the session. 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 Queen's Badge Completion 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 never be a 1:1 situation and a minimum of 2 registered leaders must be part of the session. When working in smaller groups there should either be two registered leaders present or where there is only one, a roaming leader should move around the breakout rooms throughout the session and be available to go into a breakout room if required to do so. 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 Queen’s Badge Completion 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. 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.
- **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 couple of hours. 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:

- Reflect on your life experiences up to this point.
- Think about the journey working towards the Queen's Badge has taken you on.
- Start to explore what you want from the future.
- Tick off the final requirement for the Queen's badge.
- Meet and hear from other young people in a similar position to you.
- Have fun!

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.

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.

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.

My Shield Activity (15 mins)

Aim

To encourage participants to think about their lives and leading on from the opening ice breaker it is an opportunity for the group to get to know each other a little better.

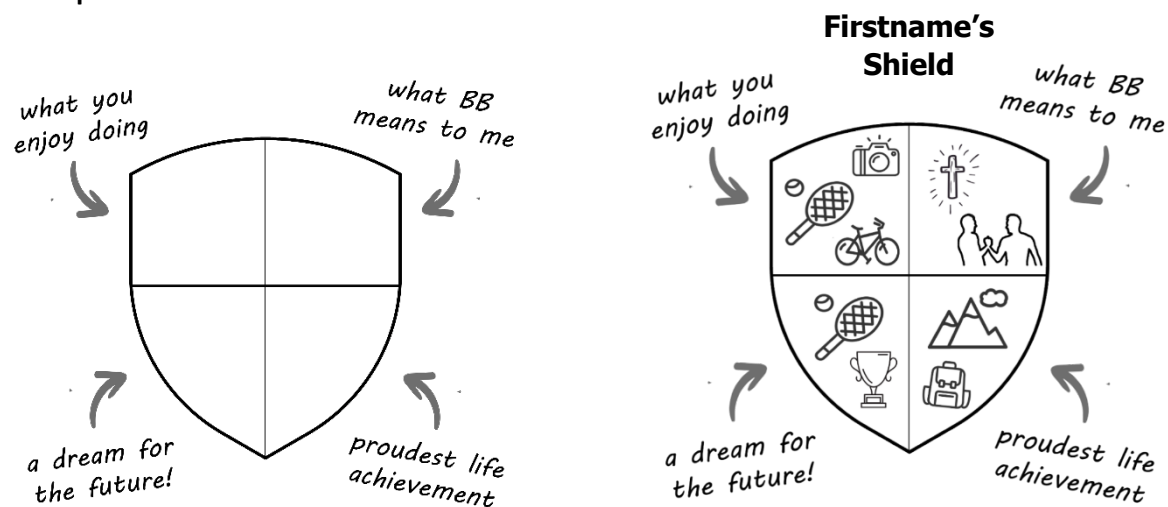
Instructions

Show the video/illustration of 'My Shield' and explain the aim of this activity. Participants will need some paper and pen(s) and should be asked to do the following:

1. Draw the shape of a shield on to a sheet of paper.
2. Divide the shield into four quadrants and explain these are split as follows:
 1. **Things you enjoy doing**
 2. **What BB means to me**
 3. **Proudest life achievement**
 4. **A dream for the future**
3. DRAW (not write) their response to four questions (one for each quadrant).
4. Write 'Your Name' above the shield.

Allow 5-10 minutes for them to work on their shields individually. Then, bring the group back together and give everyone an opportunity to show their shield and talk through them.

Example shield:



- **Things you enjoy doing** – playing tennis, cycling and photography
- **What BB means to me** – faith and friends
- **Proudest life achievement** – climbing 3 peaks
- **A dream for the future** – Tennis World Champion

My Journey (40 Mins)

Aim

An opportunity for participants to reflect on their journey so far, broken down into their BB journey, Queen's Badge journey and faith journey. Allowing young people a chance to reflect, share and recognise how far they have come.

Instructions

Explain that the Queen's Badge Completion Course is an opportunity to reflect on the past, take stock of the present and look forward to the future. The process of getting to the Queen's badge, for some, comes at the end of a 14 year journey. That's a long time!

In that time a lot has changed, both to each individual but also to the world around us. As part of our journeys, all of us will have experienced a wide range of moments, achievements, highs and lows. However, everything that has happened along the way has shaped our experiences, given us opportunities to learn and grown and ultimately helps to shape who we are/will be going forwards.

To begin the course, we are going to take a moment to pause and reflect. This period of reflection is a good chance to all appreciate the journey we have been on, but to also draw on those experiences to look to the future. The activity builds on the 'My Shield' activity already completed.

Go through the three sections below and for each section allow around 10 minutes to work through the questions and have an informal chat and discussion about each one.

My BB Journey

- When did you first join The Boys' Brigade?
- Why / how did you join?
- What has been your highlight or proudest achievement of your time in the BB?
- Which part of the BB have you enjoyed the least?
- If you could go back to the day you joined BB and give your younger self one piece of advice about their BB journey to come, what would you say?

My Queen's Badge Journey

- Ask each person to share with the group what they have done for each area (volunteering, leadership etc)
- What has been the highlight of completing the Queen's Badge?
- Which area did they find the most challenging?
- What do they think they can take away from their Queen's Badge experience which they can use in future? (a skill, increased confidence, knowing they can see things through etc).

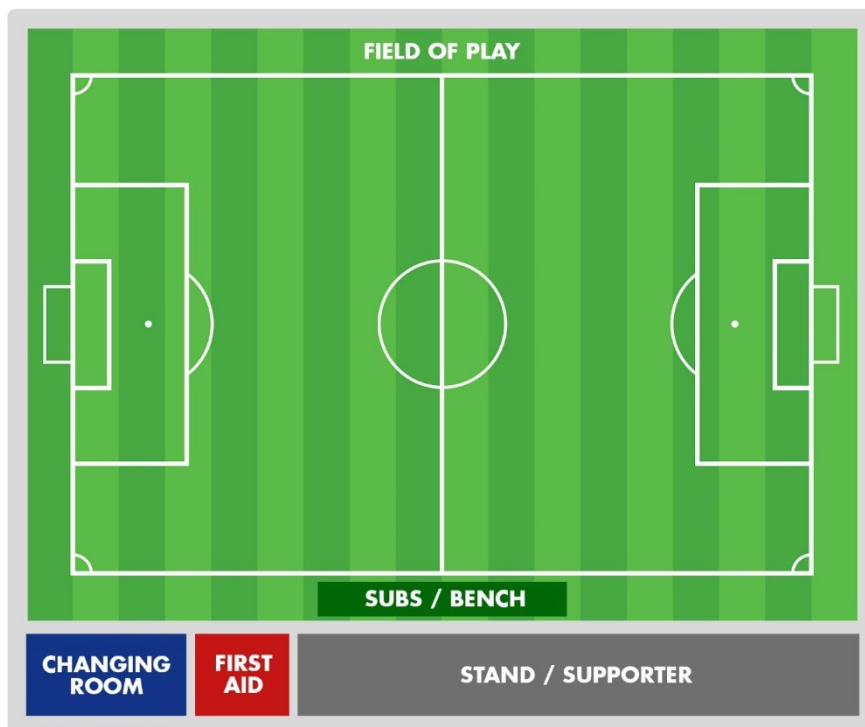
My Faith Journey

This activity should be more leader led to begin with. In order to get the most from this discussion a leader should ideally talk openly about their faith and complete the activity honestly, before asking if any young people would like to share their faith journey.

Explain that throughout our time in BB, we may have been on a faith journey. This might cover learning about the Christian faith, exploring different aspects and how they relate to your life, being part of prayers and worship, taking a look at the Bible and potentially even becoming a Christian and building a relationship with God. A faith journey however isn't just something that might happen just at the beginning, but it is instead a process that Christians go on throughout their whole lives.

This might see people take giant leaps at one point in the journey, but it could also involve going backwards or not really being sure where you are at all.

We are going to look at our journey of faith like a football pitch. Below are a list of different places we might find ourselves on and off the pitch and how that might relate to our faith. A leader should briefly talk through the different positions and then share a little bit about their faith journey. This might include where they honestly find themselves currently, moments in their life when that position might have been different (positively and negatively), Where they were on the pitch aged 17/18 and so on. The more honest and open you are about this, the more young people may open up later on. Throughout remember to reassure young people that it's ok to be at a different stages, there is no right or wrong, it's about you and your relationship with God.



Positions on/off the pitch:

- **Attack** (centre of pitch) = on the pitch, confident in faith and attacking for Christ.
- **Defence** (around goal at either end) = on the pitch, maybe not quite as confident, but you're in the game and a Christian.
- **Stand** = in the stadium and a supporter, but haven't yet made it onto the pitch.
- **Subs bench** = first steps into faith, not on the pitch yet, but have made that commitment and are in the game.
- **Changing Room** = you've got the kit ready to put on, but you're still making your mind up if you want to join the team or not.
- **First Aid** = been on the pitch or in the game, but something may have happened that's knocked you and you're recovering.
- **Outside** (not on the pitch / stadium) = not involved, not a Christian and not ready to make that step into the game to support

After a leader has shared their faith journey, ask if any young people would like to share anything about their journeys. If no-one is comfortable doing so, ask the following questions for participants to think about in their heads for the next minute or two.

- Where would you place yourself on the football pitch? (*could use annotation in Zoom for them to mark themselves with a cross or initials*)
- Have you always been in that position or has it changed over time? If it has changed, what caused that change?
- Is the current position the position you want to be in? Or would you like to move up or down the pitch? If so, where would you like to move to and what do you need to do in order to do so?

Key Learning Point

This has been a period of reflection and an opportunity to look back and appreciate how far the participants have come. The group will be using those experiences during the rest of the course to look at where they currently are in their lives and how they can use those experiences to shape the future.

Project: Dragon's Den

Introduction - Why Are We Still Here? (10 Mins)

Aim

To encourage participants to think about why they are still members of The Boys' Brigade and what has kept them in the organisation. To also consider, why so many of their peers may have left over the years. What can be done to change that in the future?

Instructions

Start by asking if anyone has seen the BBC programme 'Dragon's Den'. If so, could someone give a summary to the group?

Dragon's Den is a TV show where entrepreneurs pitch their business to a panel of successful businesspeople, in the hope one or more of them will invest money into their product.

Say that you are considering going onto Dragon's Den with your business and you'd like to get the group's feedback before you go on the show.

Show the group a copy of the downward sloping graph in the PowerPoint. Explain that the graph shows the performance of your business and then as a group discuss the following questions:

- What does the graph tell us about the business?
- What could have gone wrong?
- What is the future likely to be?
- What would you do to turn things around?

Participants will have to make assumptions about the business purely based on the graph, but encourage them to share their first impressions of the business.

Now show the next slide, which adds the title and axis onto the graph. The 'business' we have just discussed is in fact an organisation we are all members of. It shows how many children and young people are in The Boys' Brigade based on their age. We can see that numbers steadily increase to a peak of around aged 8, but then afterwards sharply declines through the older age groups. Only about 10% of those who started in Anchors make it to 17/18. 90% choose to leave.

Ask the group ...

- How many members were in their age group during Anchors/Juniors and how many are in their age group now?
- Why do they think that change in numbers has happened in their Company?
- What were the reasons for people leaving?
- Why did they choose to stay?

This downward curve for older members isn't something new, it's been the case for quite a while. However, if we were better at retaining older members the curve would look very different. The challenge facing us all is trying to do something about the curve in the future. What could be done differently to help change the shape of that curve?

Read out a couple of the statements below and ask participants to signal whether they agree or disagree (or somewhere in between), by showing a thumbs up / down / in the middle. Briefly

ask someone from each side of the debate to explain why they have chosen to agree/disagree. This only needs to be quick, as these questions are designed to start participants thinking about changes, which they can then explore in more detail during the Dragon's Den activity.

- After nearly 140 years the BB has served its purpose, it's time to stop or rebrand.
- In order to increase membership, BB should loosen its links with the Church
- The BB is as relevant to Young People today as it ever has been.

These are some quite radical ways of looking at the future, designed to generate debate. However, we are all in a position to bring about change for the better to help improve our experiences and those of others.

Encourage participants to hold onto these thoughts for now and they can then use these, along with ideas of their own, for a Dragons Den activity they'll be taking on in a few minutes.

Key Learning Point

This activity should have got young people thinking about what has kept them in The Boys' Brigade to see through their Queen's badge and started to also get them thinking about ways they might change the organisation if they could. By looking back at their experience and the experiences of those around them, the group should be able to use that reflection for the group project later on.

Introduction: Brand (15 Mins)

Aim

An activity to prepare groups for their project work. This challenge gets participants looking at different brands and the message and value behind them. What is 'brand BB'?

Instructions

Start by explaining that before we move on to the group project, we are quickly going to look at brands in order to then start looking at what makes up 'brand BB'.

Logo Quiz

Show the slides with the different logos on and ask participants to guess the logos. Do this as a mini quiz, with young people writing down their answers and then going through the answers afterwards. Were all the brands recognisable, or were there some which were harder than others?

Brands can be found everywhere, from the clothing we wear to the food that we eat. Each brand is trying to say something different, trying to attract slightly different people and portray different values and messages. If we took the time to go through the logos from the quiz, we'd be able to find different brand values, target markets, messages and so on.

Take the two supermarkets below as an example. Ask the group what they think the brand / target market / values for each supermarket is.

Lidl – Reliable, cheap & cheerful, appeal to families, advertising around everyday foods.

Waitrose – Exclusive, expensive, luxury, appeal more to wealthy families or older generations, advertising more around treats (champagne, desserts, luxury foods etc).

Brand BB

Now move on to looking at 'brand BB' and discuss the following.

- What is The Boys' Brigade's brand? What key words would you put against the brand?
- What are our key messages & values?
- Who is our target market?

Use the brand BB slide to write the ideas of the group onto. As they are called out, ask young people to expand on their thoughts and use the suggestions for others to build on with their ideas.

Finish by taking a look at the suggestions which have been made around 'Brand BB' and considering if these messages and values are ones that show off BB at its best? Is there a part of the brand which is holding the organisation back? Is there something you would add to the brand to make it more attractive or relevant in 2021? (These are more rhetorical questions, which will then be explored more in the project work)

Key Learning Point

The 'brand' of any business / organisation is really important as this is what communicates to the world who they are, what they do and who they are there to work with. The Boys' Brigade 'brand' is something all participants have bought into and hopefully their experiences in the organisation match up to the values and messages that the group identified. However with all things, there is always room for improvement and the final part of this activity should have got young people thinking about this, ready for the project which they are about to do.

Project: Dragon Den - The Sales Pitch (60 Mins)

Aim

For participants to use the experiences of their BB and Queen's badge journey to start looking to the future. Groups are tasked with taking the BB model and making changes to it to create a 'perfect' version.

Instructions

The project is a Dragon's Den style sales pitch, where groups are tasked with pitching an updated BB model to a panel of investors.

The instructions for the project are below:

In groups, you are tasked with producing a sales pitch to a group of investors, trying to sell them an improved Boys' Brigade (and Girls' Association). You are to start with the current BB model and then make changes to it in a way that's designed to improve the model, making it more attractive to our target market and improve the quality of the organisation.

You have unlimited resources and no restrictions on what you can or can't do. What you decide to keep of the existing BB model and what components you choose to add or remove are completely up to you. Everything is on the table but your plan does need to be fully thought through and realistic.

You have 30 minutes to consider the changes you would make and prepare a sales pitch for the investors. After your sales pitch, the investors will have some questions for you, so try to make sure you have thought of everything and are prepared for some tough questions.

Your sales pitches start in 30 minutes – good luck!

Before sending groups off into breakout rooms for their project, encourage groups to think about the following when they are making their decisions:

- Try to build on the things that have been discussed throughout the course so far. This includes the highlights of the BB journey that were mentioned at the beginning and the points which were made during the 'why are we still here' session.
- Consider the conversations around 'Brand BB'. Do the messages / values of the new brand change? If so, how do they change and what changes will you make to reflect that?
- Does the target market change? Is the adapted model suitable for the target market?

Use the PowerPoint provided to help groups lead their discussions and create their pitches. The PowerPoint is there as a guide to help groups, but additional slides could be added if the groups wish to explore an area not on the template.

The Pitches

Give the groups 30 minutes to create their sales pitch and then come back together in the main room. One at a time, groups should give their pitch. Ideally a pitch should involve all members, with different people presenting/talking through different parts.

After each sales pitch, leaders should then pose some questions to the group. Leaders should play the role of the investors / Dragons and give the group one or two tough questions. These might be asking them to go into more detail on a particular area or asking them to pick up an area which you don't feel has been looked at. The questions should be tough enough to get young people thinking on their feet, yet ensuring the questions are fair and answerable.

Finish by thanking the groups for presenting their pitches. Highlight some of the ideas that really stood out to you. Explain that for some young people, leadership within the BB is something they might be considering and is something that you'd like to encourage and support. As a leader in the BB, they would be best positioned to bring fresh ideas to their Company and help bring about change designed to improve the quality of the experience for all.

Challenge the participants to consider if any of the suggestions given in their pitch are things they could take back to their Company or Battalion and use to help improve and re-fresh the way things are done in their local settings. As well as driving change locally, young people and young leaders also have opportunities to shape The Boys' Brigade at a national level. If participants are inspired to do so, encourage them to talk to their Company captain about how they do this or to get in touch directly with BBHQ.

Devotions: Choices (15 Mins)

The devotional offers a chance to consider some of the choices facing young people as they finish their Queen's Badge and look to the future. This could be run by reading through the script as it is written or by the host / facilitator adapting the idea and making it their own.

Life is full of choices. Let's take a moment to look at some of the choices we face in our lives and how we get through them.

Ask for a volunteer and give them a choice between having £1 million in cash right now or a magic 1p. The magic 1p will double in value everyday for a month. Ask them to make an immediate decision on which one they would like. Once they have made a decision, ask the rest of the group what they would choose. Once everyone has decided, do the maths (as below). You don't need to read through the whole list, just highlight key days throughout the 31 days.

Day 1: £0.01	Day 10: £5.12	Day 19: £2,621.44	Day 28:
Day 2: £0.02	Day 11: £10.24	Day 20: £5,242.88	£1,342,177.28
Day 3: £0.04	Day 12: £20.48	Day 21: £10,485.76	Day 29:
Day 4: £0.08	Day 13: £40.96	Day 22: £20,971.52	£2,684,354.56
Day 5: £0.16	Day 14: £81.92	Day 23: £20,971.52	Day 30:
Day 6: £0.32	Day 15: £163.84	Day 24: £41,943.04	£5,368,709.12
Day 7: £0.64	Day 16: £327.68	Day 25: £167,772.16	Day 31:
Day 8: £1.28	Day 17: £655.36	Day 26: £335,544.32	£10,737,418.20
Day 9: £2.56	Day 18: £1,310.72	Day 27: £671,088.64	

Who made the 'wrong' decision by quickly deciding to take the £1 million in cash without thinking through the decision properly?

Sometimes decisions in life are really simple, yet sometimes decisions can be a lot harder and require a bit of thought and consideration, just like the £1 million or 1p choice. Things may not always be as they seem and sometimes we need to think long and hard about things before we make decisions.

Life is full of choices and we make lots of decisions each and every day. Which clothes to wear, which game to play on the Xbox/PlayStation, what to have for dinner, if to go to BB or not, and so on.

As you approach your final year or years at school/college and at BB, some big decisions will be (or may have already) coming your way. What's more, now you're starting to hit 18, these decisions are yours alone to make and the responsibility for those decisions is yours.

For example, some may be thinking about whether to go to university or not and if so – which university. Others will be looking at careers and which career or further training you wish to go into. Some may also be considering their future in the BB and what to do going forwards. Some may feel they have reached the end of the road (in BB) and wish to move on, whilst others may be actively considering whether becoming a leader is right for them.

Spend some time letting young people share some of the decisions they are currently having to consider about their futures. Questions to look at could include:

- What decisions have people made / considering about university / work going forwards? Have those decisions been easy or are they still making their mind up?
- Who has given thought to what they would like to do about BB going forwards? Has anyone decided they would like to become a leader? Has anyone decided they will finish and move on? Are some still undecided? Explore the reasons behind those decisions if young people are comfortable doing so.
- Have the group made their minds up about God yet? Have they made a decision on if they believe in God or not and if they wish to get to know him better or not? Is the jury still out? (Depending on the group, this question could be a discussion question or just a rhetorical question)

Being 17/18 is a time when you are faced with some huge decisions to make – decisions which will impact the rest of your life. Some of these choices may seem really easy and you won't give a second thought to and others will be really difficult to make. You might not know if you are doing the right thing or not.

However, we are not alone when it comes to these tough decisions. In 'Who Wants to be a Millionaire' contestants get to use one phone a friend lifeline when they face a tough decision. As Christians if we get stuck, we also get a 'phone a friend' lifeline. But we get to use that lifeline all day, everyday should we wish to. That 'lifeline' is prayer.

If life throws up some problems or if we have a difficult decision to make, then we can always talk to God. No matter what time of the day, where you are or what you are doing. Prayer is a powerful tool.

As we finish this Queen's Badge course and you come to the end of this journey and start looking forward to a new chapter – remember that God is by your side and will remain there as you work out what that new chapter holds for you.

Finish with a prayer.

Suggested Prayer:

Lord, thank you that you are always there for us when we need you. When we have big decisions to make, help us to remember that we can talk to you and ask for your guidance. Sometimes the answers you give may be different to what we might be thinking, but help us to remember that you have a plan for us and know the bigger picture.

As these young people complete their Queen's badge journey, help them to appreciate how far they have come, what they have achieved and how proud they should be of themselves. As they go forwards in life and make important decisions about their future, be with them, help them to always know you are there for them to support and guide.

We ask these things in your name.

Amen.

Summary & Goodbyes (5 Mins)

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:

- Reflect on your life experiences up to this point.
- Think about the journey working towards the Queen's Badge has taken you on.
- Start to explore what you want from the future.
- Tick off the final requirement for the Queen's Badge.
- Meet and hear from other young people in a similar position to you.
- Have fun!

Thank the group for their participation throughout and share some words of encouragement about completing the Queen's Badge and their next steps in life.

Feedback

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



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