

Building Your Skills

Facilitators Notes

Welcome to the facilitator notes for Building Your Skills.

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 1 of the Seniors age group (based on age group changes from 2021/22 session), 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 equipment:

- Computer
- Projector or Large TV
- Speakers
- Building Your Skills PowerPoint (which incorporates videos)
- Pen & Notebook/Paper to be able to take notes.
- Flipchart Paper and Pens
- These 'Facilitators Notes'.
- Other equipment as specified in specific activities, dependent on activities chosen.

Timing

Building your Skills can be run as either a one-day session or split into two evening 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.

These timings are based on the core components for the Building your Skills course. Although locally you may wish to build on the experience further by adding in additional activities or incorporating adventure activities that link into the overall aim of Building your Skills.

The programme can be run as follows:

- 2 hour 50 minute session – *ideal as morning or afternoon on a weekend*
- 2 x 1 hour 25 minute sessions – *ideal to be run over two weekday evenings*

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

Single Session – 2 hour 50 minute Session

Welcome & Devotions (10 mins)

Icebreakers (15 mins)

Discussion: Roles (20 mins)

Survival on the Moon (40 mins)

Break (10 Mins)

Team Challenges (45 mins)

You Can Make a Difference (20 mins)

Going Forwards & Goodbye (10 mins)

Split Session - 2 x 1 hour 25 minute Sessions

Session One

Welcome & Devotions (10 mins)

Icebreakers (15 mins)

Discussion: Roles (20 mins)

Survival on the Moon (40 mins)

Session Two

Welcome Back & Recap (10 mins)

Team Challenge Activities (45 mins)

You Can Make a Difference (20mins)

Going Forwards & Goodbye (10min)

Group Sizes

As a minimum, the session should have at least 6 participants and a suggested maximum group size of 25 participants. Some of the activities require participants to be split into small groups (4-6 participants) and there should be sufficient facilitators to support these groups (i.e. a facilitator per 2-3 groups).

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.
- **Facilitators** – To support the HOST in delivering the session and engaging with participations when working in smaller groups.

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 0300 303 4454.

The Programme

Welcome (10 Mins)

Start by welcoming the participants to the session and talking them through what they can expect as part of the programme. 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

At this point the HOST or a Facilitator should open the session with a short devotions (5 to 10 mins) and a prayer. You can find devotional ideas on the Programme Hub at www.boys-brigade.org.uk/programme/

Icebreakers (15 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 some 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 move to one side of the room for one answer and the other for another answer. 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 (*left hand side*) or without your phone for a week (*right hand side*)?
- 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?

Get in Line

This ice breaker will help to explore alternative means of communication. Carryout this activity as a whole group, starting with something simple like height, tallest to smallest. Then try out other categories which could include:

- Youngest to oldest (could be year or day/month of birthday)
- Company Number (1 to).
- First name (alphabetical A to Z)

Develop this further by not allowing participants to speak or just nominate one person who can speak. As well as being an opportunity to find out a little about each other this game will help the group to start exploring different ways of communicating and also bringing out leadership and teamwork skills.

Rock, Paper, Scissors Tournament

Hold your very own Rock, Paper, Scissors Tournament, simply get the participants to challenge each other to a best of 3 game. The winner stays in the tournament and should immediately challenge another opponent, with the loser moving to one side (they are out). The tournament should continue at a fast pace until you have your champion. As this is an ice breaker encourage participants to introduce themselves to their opponent before each best of 3 game.

Discussion: Roles (20 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.

Now, split into smaller groups for the next part.

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

Start off this activity as one large group and then split into smaller groups to discuss things in more depth. Participants should be encouraged to contribute to discussions.

Use flipcharts to write up the responses, when splitting into smaller groups give each group a couple of sheets of flipchart paper and pens.

Teamwork Challenge: Survival on the Moon (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

Participants should work in smaller groups to discuss their strategy for 10 minutes. Each group will need a 'Survival on the Moon' Worksheet. Before finishing, each group should agree on a spokesperson for this challenge, who will share the answers with the whole group.

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 of 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!

Ask each group for their score to find out how everybody got on. You might want to have a little prize for the winning group.

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.

Teamwork Challenge: Activity Choice (45 Mins)

Aim

Activities that encourage participants to think creatively, solve puzzles and work together as a team. Groups will need to communicate effectively and trust one another's ideas.

HOSTS should select 2 or more activities from the list below:

- **Rope Puzzle**
See Rope Puzzle Activity Card
- **Minfield**
See Minefield Activity Card
- **Spiders Web**
See Spiders Web Activity Card
- **Balloon Bed**
See Balloon Bed Activity Card
- **Water Containers Challenge**
See Water Container Challenge Activity Card
- **Towering Success**
See Towering Success Activity Card

Depending on the length of the session you could build in more of the above activities.

Follow up Discussion / Questions

This discussion should be led by the HOST, with participants being asked to spend some time discussing questions in their smaller groups and then sharing with the whole group. You may not 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 these activities. 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 challenges 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 approach? If so, were you quick to do so, or reluctant to change your train of thought?

As part of these discussions try to draw on any positive experiences and encourage groups to reflect on what went well. Where things didn't go as well, encourage participants to consider how they worked as a team or can think of ways in which they would do things differently going forwards.

Key Learning Point

The challenges are 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
- Identified strengths and weaknesses

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 smaller groups, 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:

- What's the best way to share the 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?

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

Going Forwards & Goodbyes (10 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 Battalion, District, Region 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.

Finish in Prayer.

Feedback

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