

**THE BOYS'  
BRIGADE**  
> the adventure begins here



# QUEEN'S BADGE COMPLETION

**FACILITATOR'S NOTES**



**BOYS-BRIGADE.ORG.UK**



# Queen's Badge Completion

## Facilitators Notes

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

### 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 your life experiences up to this point.
- Think about the journey working towards the Queen's Badge has taken you on.
- Reflect on your Boys' Brigade journey and what the organisation means to you.
- 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.
- Had fun!

### Who is This For?

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

It is expected that young people participate in Queen's Badge Completion towards the end of their Queen's Badge journey, allowing them to be able to reflect on their experience during the residential.

### Resources Required

You will need the following equipment:

- Computer & Projector or Large TV
- Speakers
- Queen's Badge Completion PowerPoint
- Flipchart Paper and Pens
- A4 Paper & Pens
- Template Activity Sheets (My Shield, Football Faith, Dragons Den Project info)
- Letters from Company Captains (Letters Activity)
- These 'Facilitators Notes'
- Other equipment as specified in specific activities

Participants should be asked to bring their Queen's Badge Record Book along to the course.

### Timing

Queen's Badge Completion is designed as a residential weekend, with an overnight stay included in the programme. A typical programme would start around 10am on day one and finish after lunch on day two. The timings given for activities in the programme 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 weekend and be prepared to be flexible with timings if needed.

Parts of the programme have been left clear to allow facilitators to include other opportunities and activities. This might be external activities that are available locally (archery, rock climbing, bowling etc) as well as favourite activities that work well in your space and with the team leading the weekend (quiz night, challenge session, tournaments, escape room etc).

Here is an example of how the programme would work:

### **Saturday**

**10am** Welcome (15 mins)  
**10.15am** Opening Devotions (15 mins)  
**10.30am** Ice Breakers (30 mins)  
**11am** My Shield Activity (45 mins)  
**11.45am** Break (15 mins)  
**12noon** My Journey Activity (45 mins)  
**12:45pm** Lunch  
**1:45pm** Project: Dragon's Den Introduction (60 mins)  
**2.45pm** Project: Dragon's Den Planning (60 mins)  
**3.45pm** Free Activity Time or External Activity (Adventure activities, bowling, foot golf, etc)  
**6pm** Dinner (60 mins)  
**7pm** Project: Dragon's Den Planning (60 mins)  
**8pm** Evening Activity i.e. Quiz, Tournaments, etc (60-90 mins)  
**9.30pm** Letters (30 mins)  
**10pm** Letters Devotion - Talents (15 mins)

### **Sunday**

**8.30am** Breakfast  
**9.30am** 1:1 with Facilitators + Additional time for Dragon's Den Planning (90 mins)  
**11am** Project: Dragon's Den Sales Pitch (60 mins)  
**12noon** Opportunities Going Forward (15 mins)  
**12.15pm** Closing Devotions: 1p or £1 million (30 mins)  
**12.45pm** Lunch (60 mins)  
**1.45pm** Goodbyes

This programme could also be extended and spread over a longer weekend (i.e. Friday to Sunday) with additional activities and opportunities being added in. The focus should always be on providing a high-quality experience for the participants.

## **Group Sizes**

Many of the activities benefit from a reasonable number of young people, to allow for good discussions and sharing of experiences. 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 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.
- **Facilitators** – To support the HOST in delivering the programme and supporting participants 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](mailto:programme@boys-brigade.org.uk) or call 0300 303 4454.

# The Programme

## Welcome (15 mins)

Start by welcoming the participants, introducing yourself as facilitators and sharing any important information about the building(s) you are using (i.e. toilets, refreshments, spaces to use/stay away from).

Talk participants through what they can expect over the weekend. 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.
- Reflect on your Boys' Brigade journey and what the organisation means to you.
- 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 programme difficult.
- To be kind and well-mannered throughout.

## Icebreakers (30 mins)

Start the programme with an icebreaker(s). 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 programme.

Below are some suggested activities to choose from, or you could use your own.

### 10 Things in Common

Split into small groups (ideally at least 5-6 in each) and task each group with coming up with 10 things they all have in common. These shouldn't include obvious things such as the fact they are all humans, they all go to BB, or they all have a heart/lungs/eyes etc, but should instead be more impressive. Possible commonalities might be that they have all attended a professional football match, each own an x-box, all have been to Spain and so on. After a short while ask each group to share the 10 things they have in common with the rest of the group. To help ensure groups try to find impressive commonalities, you could say that the group with the most unique similarities 'win' the icebreaker.

### A Tower of Question

Use a Jenga tower for this ice breaker. You'll need to think of a load of different icebreaker questions and either write them onto the Jenga blocks, or instead write numbers onto the Jenga block and write the questions on a piece of paper (with the numbers next to them). Play a game of Jenga, however the person who pulls out the block will then need to answer the question before the next person can take their turn. If other people wish to answer the same question or have a discussion / conversation about the answers given – this should be encouraged. This activity works best in smaller groups (6-8 per group) with each group having their own Jenga towers.

Possible icebreaker questions include:

- What is your favourite fast-food restaurant?
- Where is the furthest place you have travelled to? (i.e. on holiday)
- Pineapple on a pizza. Yes or no?
- What's your favourite movie?
- If you could have a superpower, what would it be?
- Would you rather be trapped in a room with a dog that never stopped barking or a fire alarm that never stopped ringing?

### Paper Aeroplane Icebreaker

Ask everyone (including the facilitators) to write down an interesting fact or hidden talent about them on a piece of paper (i.e. I've met the Prime Minister, I'm a county cross-country champion, I can say the alphabet backwards in less than 10 seconds etc). Once the whole group has done this, everyone should fold up their paper into a paper aeroplane. When ready the group should throw the planes randomly around the room. Each participant should then go and pick up a plane and open it. Go around the group asking them to read out the interesting fact and then ask the whole group to guess who the fact is about by pointing at someone after the count of 3. Who can guess correctly? What will the group learn about each other? Can any of the hidden talents be demonstrated?

# My Shield Activity (45 mins)

## Aim

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

## Instructions

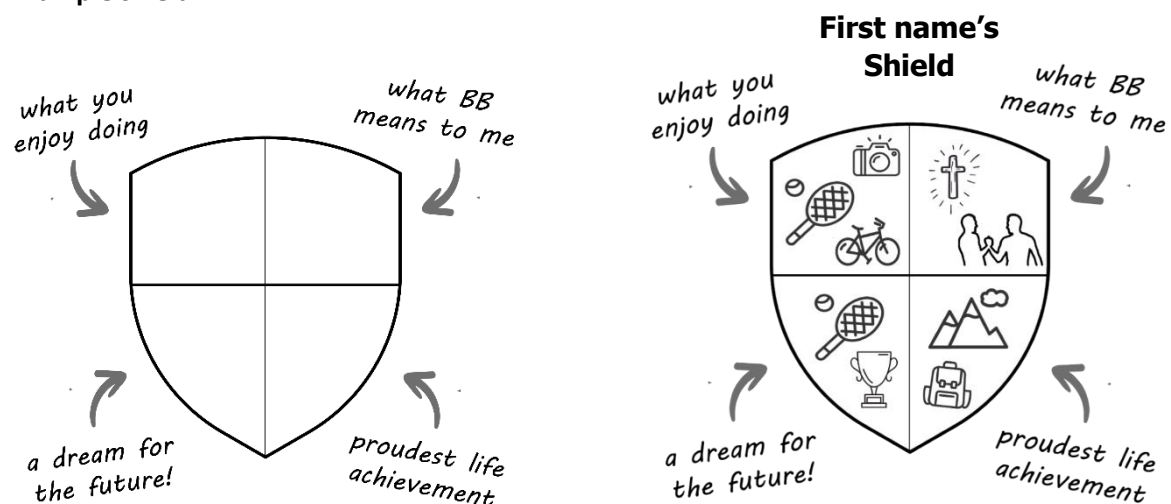
Participants will need some paper and pen(s) and should be asked to do the following:

1. Draw the shape of a shield on to a sheet of paper (or use our template)
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.

**Alternative Method:** Beforehand, encourage participants to come to the weekend with photos/images that cover the 4 parts of the shield. They can then cut these photos up and stick them onto the shield as a collage (rather than drawing).

Allow 20-30 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. The feedback part of the activity is important as it allows young people to reflect on who they are and further introduce themselves to the group. Please allow an appropriate amount of time for each person to share their shield.

## 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

## **Key Learning Point**

This has allowed young people to informally reflect on who they are as an individual and what is important to them. It also has allowed participants to find common ground with others on the course and help to further break the ice and build connections in the group.



# My Journey (45 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 Queen's Badge Completion 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 grow and ultimately helped 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.

Split into smaller groups (i.e 5-6 per group) and go through the three sections below. The groups formed here will ideally be the same groups participants will work in throughout the course. For each section allow around 10-15 minutes to work through the questions and have an informal chat and discussion about each one. Ideally these should be informal conversations between the young people in the group, however a facilitator may need to help get the conversation started or ask some follow up questions to probe a bit deeper on some of the topics.

### 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

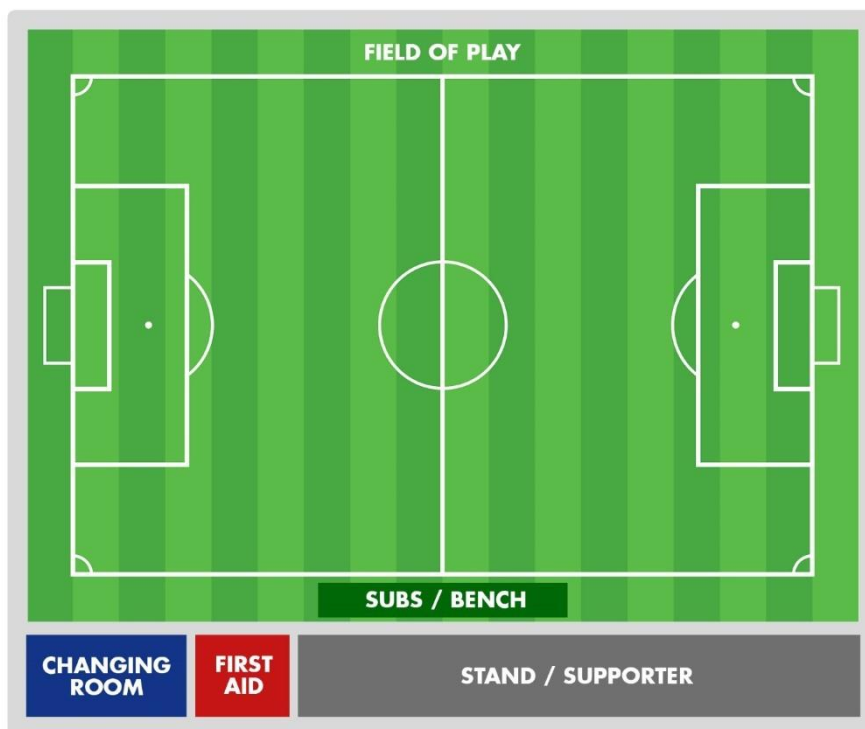
- Ask each person to share with the group what they have done for each area (volunteering, leadership etc)
- What has been the highlight of completing the Queen's Badge?
- Which area did they find the most challenging?
- What do they think they can take away from their Queen's Badge experience which 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 and may be best run as one large group. 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 only 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 is 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 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.
- **First Aid** = been on the pitch or in the game, but something may have happened that's knocked you and you're recovering.
- **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.
- **Stand** = in the stadium and a supporter, but haven't yet made it onto the pitch.
- **Outside** (not on the pitch / in 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? *(Those who are comfortable could place a cross/marker onto the football pitch. This could be done via the image on the PowerPoint or by using our Football Pitch activity sheet and printing one off for participants to mark)*
- 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 activities 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? (30 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 a long time. 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 show whether they agree or disagree (or somewhere in between), by standing along an agreement line across your room. Briefly

ask someone from each side of the debate to explain why they have chosen to agree/disagree. *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 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 should force all groups to accept girls, to help increase membership.
- 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.

# Project: Dragon's Den

## Introduction: Brand (30 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 logos on and ask participants to guess them. Do this as a mini quiz, with young people writing down their answers (individually or in small groups) and then going through the answers afterwards. Were all the brands recognisable, or were some 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's target market and values are for each supermarket.

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

**M&S Food** – Expensive, luxury, high quality, 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 a flipchart 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. Afterwards watch The Boys' Brigade's 'Vision, Mission & Values' video to see what we currently believe our key messages and values are. Have the group identified them all (or similar themes)?

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 that is currently being undersold or not promoted enough? Is there something you would add to the brand to make it more attractive or relevant for today? *(These questions can be discussed as a group or looked at as more rhetorical questions, which can then be explored in the project work later on).*

### Key Learning Point

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 Project & Planning (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 to pitch in the 'Dragon's Den'.

### 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.

Introduce the project by watching the introduction video on the PowerPoint. A transcript of the text is below:

*The Boys' Brigade has been working with children and young people since 1883. In that time hundreds of thousands of young people have been part of this organisation.*

*But is The Boys' Brigade still relevant? Does it meet the needs of young people? Are the activities and programmes attractive?*

*You're best placed to answer those questions – so you tell us!*

*We're sending you into the Dragon's Den to pitch the BB to some investors – but before you go in, you're invited to make any changes and improvements to the BB model.*

*So, in groups, you are tasked with producing a sales pitch, trying to sell The Boys' Brigade.*

*Start with what you know about BB, and then consider changes you would make to improve it and how you could make it more attractive to young people!*

*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.*

*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.*

*The future of the Boys' Brigade is in your hands – good luck!*

This activity is all about letting young people use their experiences and journey through BB so far, to have a say in what they think the strengths and weaknesses of The Boys' Brigade are. How would they shape the organisation for the future, to ensure it remains relevant and successful for years to come? As part of their pitch, young people should take the current BB model and then make changes to it, to create an improved version. Groups will need to think about if they wish to make changes to the organisation's ....

- Structure (i.e. Age range, age groups, genders etc)
- Values & purpose of the organisation
- Activities and programme
- What members should experience and achieve during their time in the BB

Young people should split into small groups of around 5-6 per group. Before sending groups off to plan and prepare their project, encourage them 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?
- Why is the new model of BB better than the one that already exists?

Later on in the programme, groups will then need to pitch their new version of The Boys' Brigade to the rest of the groups and to a panel of 'investors'. The pitch should be roughly 5-10 minutes long and should involve all the members of the group. Pitches can take whatever form the group think is best (i.e. videos, graphics, presentations etc), but should involve a verbal presentation.

Groups can work on their project in the allocated planning times in the programme, as well as bits of free time should they wish to carry on with their pitch planning.

### **Key Learning Point**

This activity is all about taking the group's reflections and experiences around BB and their journey through the organisation and using them to look to the future. Whilst young people are taking part in a formal activity, it is hoped that informal conversations should take place during the task that help to further share experiences of their time in BB and their aspirations for both their future and the future of the Boys' Brigade.



## Letters (30 Mins)

### Aim

A period of reflection that directly celebrates each individual from the viewpoint of their captain (or another appropriate leader) via a personal letter. An opportunity for participants to realise their importance and the contributions they have made to their companies.

### Instructions

This activity should come as a surprise to the participants and therefore should be disguised in the programme you give/show to young people, so they can't guess what it might involve.

A Queen's Badge Completion comes towards the end of a young person's time in the BB. A significant part of the weekend is giving young people an opportunity to reflect on all they have experienced and achieved. The letters activity is an opportunity for the spotlight to be shined directly on the young person themselves, from the view of their captain (or someone similar).

Before the weekend you'll need to request a letter from the young person's captain (or similar position). A template email that you could send to the captain is below. Please ensure this email is sent a good few weeks before the completion weekend, to give the captain plenty of time to write the letter.

It's really important that each young person has a letter to read. It is the responsibility of the host of the course to ensure they have received each letter before the start of the course and chase captains where necessary. Please don't allow any young person to not have a letter to open.

### Running the Activity

Sit the group down and explain to them that we have spent some of the day reflecting on their journeys and achievements. This next activity is going to continue that theme, however it won't be them doing the reflecting.

Share with the group that you have been in contact with each of their captains (or similar) and asked them to provide you with a personal letter about each of them. Within the letter are some reflections from people that know them best and have seen them grow up during their time in BB.

Hand out the letters to the young people and ask them to read their letter. Ideally this should be done privately, giving each young person the time and space to take in what has been written about them. There's no need for people to read other's letters, but if this happens naturally then that's fine.

After everyone has had a chance to read their letter, bring the group back together ask the group:

- How they feel having read the letters?
- Had they realised before how important they were to their BB group?
- Have the letters made them feel proud of all they have achieved during their time in BB?

### Key Learning Point

This activity has no real 'learning' point, but is instead a moment to pause, reflect and celebrate.

## **'Letters' Template Email – To Captains**

*Dear (Insert Captain's name)*

*We're looking forward to welcoming (Young person's name) to our Queen's Badge completion weekend.*

*The weekend's programme looks to highlight the journey and achievements of each young person attending and provide them with an opportunity to reflect and celebrate who they are and what they have achieved. As part of this we will be delivering an activity called 'Letters'. This is where we plan to present each young person with a letter from their Captain (or another appropriate leader) for them to privately read and help them to recognise how important they are to your BB group and why you are proud of all they have achieved. This will form an important part of our weekend's celebrations and I hope you can support us with this activity.*

*Please could we therefore ask that you write a letter that we could give to (Young person's name) during the completion weekend. Ideally the letter should cover at least one side of A4 (but no more than two sides) and celebrates that young person, helping to build their self-esteem and giving them something to take away with them after the weekend. The letter might include:*

- *Your thoughts on why the individual deserves their Queen's Badge*
- *Your proudest moment of them.*
- *How you've seen them grow and develop during their time in BB.*
- *Any skills, talents and/or outstanding qualities you see in the individual.*
- *Any funny memories of that young person.*
- *Highlighting any qualities that make that young person a unique and wonderfully made creation.*

*Please can we ask that the letter is personal and encouraging. Ideally young people should not be aware the letter has been written until we give it to them, so please can we ask you do not tell them about the letter or give it to them beforehand. Letters can be emailed to (insert email address) or send to (insert postal address). Please could we ask that the letter is received by (insert date).*

*Thank you for your support with this activity. We are confident that (Young person's name) will really appreciate reading what you have to say.*

## Letters Devotion - Talents (15 Mins)

### Aim

To expand the letter activity and to consider the talents each young person has been given and how we are called to use them.

### Instructions

This activity should follow directly on from the letters activity. Explain to the group that the letters they have just read celebrate their achievements as well as their personal qualities and talents. Each one of us is made uniquely by God and God has lovingly given us all different qualities – these include our abilities, skills and interests.

Within their letters, some young people may have been praised for certain skills and personal qualities that their captain/leader saw in them. If any young people are comfortable to do so, ask what skills / qualities were highlighted in their letters. Were these skills that were highlighted a surprise to them, or were they already aware they had those skills? If young people aren't comfortable to share any skills that were highlighted in their letters, instead ask the group to each think of one thing they would say they are good at. This might be a sporting skill, a subject at school, the ability to get on well with people, public speaking, problem solving and so on.

Christians believe that our skills and abilities, otherwise known as talents, are given to us by God. These talents aren't randomly selected from a lucky dip, but instead are chosen specifically for us to be used as part of the plan that God has for our lives. Everything about us is given to us by God and therefore it makes us all incredibly special and important.

As a group explore the parable of the talents (Matthew 25 v 14-30).

Ask the group the following questions:

- What do you think the meaning of the parable is?
- Why does the master give different amounts instead of the same amount to each person?
- Does God give the same abilities and talents to us? Why not?
- Using the parable as an example, what do you think God wants us to do with our talents that he has given us?

It's clear from the parable that God wants us to use our talents. God doesn't give us these abilities, just to sit on them and do nothing with them. They are given to us as part of God's plan for our lives. Hopefully you have all been using some of your skills and talents as part of your work completing the Queen's Badge and potentially some of you may have discovered new talents along the way.

**Everyone who uses what they have will get more. They will have much more than they need. But the one who does not use what they have, will have everything taken away.** Matthew 25 v 29

At the end of tomorrow's activities, we will take a look at what the future might hold for each of us and the choices you face at this pivotal part of your life. As part of those decisions, will you be thinking about God's plan for your life and the talents he has given you? Are you currently using those skills that God has given you or are you sitting on them and keeping them hidden? Are you the wise or the lazy servant from the parable?

**Your talents are God's gift to you. What you do with them are your gift back to God.**

Finish in prayer.

# Project: Dragon Den

## The Pitches (60 Mins)

### Aim

The opportunity for groups to present their improved version of The Boys' Brigade to the rest of the group and the panel of 'investors'.

### Instructions

One at a time, groups should give their pitch. Ideally a pitch should involve all members, with different people presenting/talking through different parts. The pitch should be presented to a panel of 'investors', which can be made up of leaders delivering the Queen's Badge completion weekend.

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. If any young people in other groups have any questions, then these could be asked too.

Finish by thanking the groups for presenting their pitches. Highlight some of the ideas that really stood out to you and thought would work really well. 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.

We'd love to hear the suggestions and ideas that participants on your course had. We can then collate the ideas from courses across the UK and feed these back to HQ staff and trustees. To submit a summary of the ideas presented on your course, please email [programme@boys-brigade.org.uk](mailto:programme@boys-brigade.org.uk).

### Key Learning Point

In its basic form, these pitches give participants an opportunity to learn and develop presentation and public speaking skills. However, this activity should also allow young people to realise that they have the ability to shape the organisation they are part of and use their ideas at a local level to bring about change in their own companies, either as Seniors or as future leaders – should they wish to stay on.

## Devotions: Choices (15 Mins)

### Aim

A chance to consider some of the choices facing young people as they finish their Queen's Badge and look to the future, including options around their personal life, BB futures and their faith.

### Instructions

*This activity 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 every day for a month. Ask them to make an immediate decision on which one they would like. Once they have decided, 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.

<b>Day 1:</b> £0.01	<b>Day 10:</b> £5.12	<b>Day 19:</b> £2,621.44	<b>Day 28:</b>
<b>Day 2:</b> £0.02	<b>Day 11:</b> £10.24	<b>Day 20:</b> £5,242.88	£1,342,177.28
<b>Day 3:</b> £0.04	<b>Day 12:</b> £20.48	<b>Day 21:</b> £10,485.76	<b>Day 29:</b>
<b>Day 4:</b> £0.08	<b>Day 13:</b> £40.96	<b>Day 22:</b> £20,971.52	£2,684,354.56
<b>Day 5:</b> £0.16	<b>Day 14:</b> £81.92	<b>Day 23:</b> £20,971.52	<b>Day 30:</b>
<b>Day 6:</b> £0.32	<b>Day 15:</b> £163.84	<b>Day 24:</b> £41,943.04	£5,368,709.12
<b>Day 7:</b> £0.64	<b>Day 16:</b> £327.68	<b>Day 25:</b> £167,772.16	<b>Day 31:</b>
<b>Day 8:</b> £1.28	<b>Day 17:</b> £655.36	<b>Day 26:</b> £335,544.32	£10,737,418.20
<b>Day 9:</b> £2.56	<b>Day 18:</b> £1,310.72	<b>Day 27:</b> £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 (or similar) and at BB, some big decisions will be coming your way (or already have been decided). 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 (or are 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.

**'Do not worry about anything. But pray and ask God for everything you need. And when you pray, always give thanks.'** Philippians 4 v 6

As we finish this Queen's Badge completion weekend 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.*

## Other Programme Elements

### Opening Devotions (15 Mins)

We've provided activities / discussion topics for two of the three devotional periods. However, we've purposefully left the opening devotions clear, to allow the host/facilitator the opportunity to open the weekend with a devotional topic that is important and personal to them. Host/facilitators are also welcome to add in additional devotional activities/prayers across the weekend, should they wish to.

### Free Activity Time or External Activity (120+ Mins)

This is an informal part of the programme that gives young people an opportunity for some down time away from the formal programme and a chance to further build connections with the other participants and facilitators. The host/facilitators should organise something suitable for the group size and the location you are using. This could be an internal activity organised by the host/facilitator or it could be a visit to an external activity provider (activity centre / golf / bowling / escape room).

### Evening Activity (60-90 Mins)

Space has been left in the evening for the host/facilitator to deliver an activity outside of the planned programme. This may be an old favourite from previous programmes (News at Ten, The Island game etc) or a challenge / competition for participants to get involved with (quiz night, sports tournament, minute to win it etc).

### 1:1 With Facilitators

This time should be used by facilitators to sit down individually with participants, spending time finding out about what they did for the different elements of the Queen's Badge, looking through their record book and showing an interest in the participant's journey and experiences. There are also parts of the record book that need to be completed by a facilitator during the completion weekend. This could be done during this 1:1 session or before/after.

### Opportunities Going Forwards (15 Mins)

Share with the group opportunities 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 residential 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.

## Feedback

We would welcome feedback on this module, please share by emailing [programme@boys-brigade.org.uk](mailto:programme@boys-brigade.org.uk).

**THE BOYS'**  
**BRIGADE**  
> the adventure begins here



A Registered Charity in England & Wales (305969) and Scotland (SC038016).  
The Boys' Brigade is a Company limited by guarantee, registered in England & Wales number 145122.  
Registered Address: Felden Lodge, Hemel Hempstead, Herts, HP3 0BL.

Published: January 2022