

# Skills for King's Badge

## Facilitators Notes

Welcome to the facilitator notes for Skills for King's Badge.

### Aim

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

### Objectives

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

- Consider the different qualities of leadership and what makes a good leader.
- Understand the different knowledge, skills and attitudes that make up a leader.
- Think about the different considerations a leader needs to think about when running activities.
- To develop and share new activities and ideas for working with children

### Who is This For?

Open to young people who have started their King's Badge. This session covers the skills-based training requirement of the King's Badge and is ideal for any young person about to take on responsibility working with children in a BB group.

It is expected that young people complete Skills for King's Badge at an early stage of the King's Badge journey and prior to completing their volunteering within the BB.

### Resources Required

You will need the following equipment:

- Computer
- Projector or Large TV
- Speakers
- Skills for QB PowerPoint
- Pen & Notebook/Paper to be able to take notes.
- Flipchart Paper and Pens
- These 'Facilitators Notes'
- Access to games/sports/craft equipment for 'Leading an Activity' element
- Other equipment as specified in specific activities, dependent on activities chosen

Participants should be asked to bring their King's Badge Record Book along to the course. HOST or facilitators should complete the Skills for King's Badge page from the King's Badge Record Book. A downloadable version of this is available in the resources area for Young Peoples Training.

### Timing

Skills for Kings Badge is designed to be run as one session (2 ½ hours) on either a weekday evening or a morning/afternoon session on a weekend. 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 Skills for King's Badge 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 Skills for King's Badge.

Here is an example of how the programme would work:

**Welcome** (5 mins)

**Ice Breakers** (15 mins)

**Opening Devotions - Biblical Leaders** (10 mins)

**Leadership Matters** (15 mins)

**Leadership in BB** (40 mins)

**Break** (5 mins)

**Planning an Activity** (25 mins)

**Leading an Activity** (30 mins)

**Going Forwards & Goodbyes** (5 mins)

## **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 Skills for King's Badge 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](mailto:programme@boys-brigade.org.uk) or call 0300 303 4454.

# 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:

- Consider the different qualities of leadership and what makes a good leader.
- Understand the different knowledge, skills and attitudes that make up a leader.
- Think about the different considerations a leader needs to think about when running activities.
- To develop and share new activities and ideas for working with children
- Tick off an important requirement for the King's badge (preparing for your volunteering in the BB)
- Meet and get to know young people from different groups
- 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

## **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.

### **Who Am I?**

Put a sticker with a name of a well-known leader (Winston Churchill, Barak Obama, Mother Theresa, Richard Branson) on the back of every participant. Then get participants to move around the room and asking questions to try and identify who they are, although they can only ask YES or NO questions (i.e. Am I male?). Players are also limited to only asking one question per person. Once a player has guessed correctly they should put the sticker on their front so that is clear they have identified their person, but they can continue to be asked questions by those still trying to identify who they are. This activity also doubles up as a good introduction to the topic of leadership.

### **Bean Bag Throw**

You will need a number of bean bags for this game, ideally enough for one for each participant. Participants should form a circle and find out the name of the person on their left. Give a participant a bean bag and going round the circle to the left, the person with the bean bag should say the name of the person to their left before throwing the bean bag to them, this should continue around the circle until it gets back to the original person. Now ask participants to move so they are not standing next to the person that was on their left (they can stand anywhere else in the circle). Restart the game with the same person starting and throwing to the person that was originally to their left, again this should continue, once this is going the Facilitator should introduce another bean bag, starting again with the same starting player. As the game continue introduce more and more bean bags and see how long they can keep it going for. Remind the group they are trying to work as a team to get the bean bag to each other rather than throwing as hard as they can, etc! Can you get as many bean bags in play as participants? It will all end in disaster at some point, at which point just start it off again with one bean bag. If there are more than 15 participants you should split into two circles.

### **Thumb War Tournament**

Hold your very own Thumb War 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.

## **Devotions: Biblical Leaders** (10 Mins)

Start the session by sharing a devotion with the group. You could use your own or use our suggested idea below:

### **Biblical Leaders:**

Share the story of a biblical leader(s) from the Bible. This could be Moses, Esther, David, Gideon etc. Whilst sharing their story, try to highlight.

- His or her character and background
- How they became a leader
- What leadership position they held
- What we can learn from them as a leader
- What their strengths and weaknesses are as a leader
- Their relationship with God and how they used him for strength and support

Conclude by sharing that there are plenty of examples of leaders within the Bible – all of these examples can show us how to lead and work with others. Share that even the great leaders of the Bible relied on God to give them strength, courage and determination to see through the challenges they were facing.

As Christians we too have God on our side and as someone to turn to when we need support and help.

Finish in Prayer.

# Leadership Matters: Who's Who (15 Mins)

## Aim

An introduction to the topic of leadership. A look at well-known leaders and what makes them a 'good' or 'bad' leader.

## Instructions

Start by introducing the activity and showing the PowerPoint slide. All these people are or have been leaders.

Working in small groups their task is to:

- Identify as many of the leaders as they can.
- Discuss the different leaders and their strengths and weaknesses.
- Rank the leaders in a scale, from best to worst. Groups will need to provide reasons for their rankings.

There are no right or wrong answers for this activity, the important thing is that participants should be thinking about what makes a good and bad leader. At this stage we won't be formally looking at the characteristics of what makes a 'good' leader, but these should start to be coming out as part of the discussions.

Come back together as a whole group and get feedback from the groups to consider differences or similarities in the rankings and try to highlight these and ask some questions as to why this might be.

For example:

*"Group 2, I can see you have ranked the Prime Minister a lot lower than the other groups. Why did your group decide he ranked lower than some of your other leaders?"*

## Key Learning Point

This activity was about introducing the topic of leadership and to start thinking about what makes a good or bad leader.

Participants should have:

- Identified the strengths and weaknesses of other leaders.
- Started to consider the characteristics of leadership.
- Listened to and respect the opinions of other participants.

## Leadership in the BB: Agreement Line (15 Mins)

### Aim

Exploring leadership in a BB context. An activity that looks at different opinions of leadership in the BB and encourages debates between participants, exploring different viewpoints.

### Instructions

Explain that you are going to read out some statements about leadership in the BB. After each statement participants will need to identify if they agree or disagree with the statement. To do this, young people should move along the agreement line (one end of the room should be designated agree and the other disagree) to indicate their opinion. To show different levels of agreement participants can also be anywhere in between (i.e. strongly agree, agree, neither agree or disagree, etc).

Explain that wherever they are on the line, they will always need to be prepared to justify why they have come to that conclusion. Your role as the facilitator is to ask participants to say why they have come to the decision they have, and to generally get a debate going. Try to ensure you hear from both sides of the debate. If all participants have made the same decision, then the facilitator should ask questions that get young people considering the other side of the debate.

### Statements:

- Young people should be given a say on their programme at BB
- To be a BB leader you should have grown up in The Boys' Brigade.
- All BB leaders should be under 30.
- All BB leaders should be Christians.
- The activities we do at Boys' Brigade are more important than the Leaders.

### Key Learning Point

During this activity hopefully you have all had the opportunity to express your views on a range of subjects and started to think about what leadership in The Boys' Brigade is all about. As part of your King's Badge journey you will take on a role as a young leader in the BB and the rest of this session is intended to prepare you for that and give you confidence and ideas to be an effective leader.

# Leadership in the BB: Activities & Leaders (15 Mins)

## Aim

To take a look at two of the most important aspects of BB – activities and leaders. Participants will explore what makes for a good leader and a good activity and why both are important.

## Instructions

This next section explores two of the most important aspects of BB – activities and leaders. For these activities it is recommended that participants work in smaller groups to allow greater participation and discussion.

## Leaders

Ask the group to think about what makes a good leader. Use a flipchart to jot down the different ideas that are mentioned by the group. Groups should consider all different qualities. These might include suggestions such as organised, good communicator, positive attitude, knowledge of sports/crafts/bible etc, listens to others, good at delegating and so on.

Once the group have a good number of suggestions, introduce the concept of knowledge, skills and attitude.

**Knowledge** – Facts & information gained through experience or training. An example might be knowledge of how BB works (badge systems, age groups, admin etc).

**Skills** – The ability to do something well. Examples include communicating, teamwork, organisation etc.

**Attitude** – A way of thinking. Examples include being positive, hardworking, determined, friendly etc.

Go back through the suggestions made under what makes a good leader and identify what falls under knowledge, skills or attitude. Have the group naturally come up with a good mix of all three, or is there one area that has slightly less in?

Ask the group which area they think is most important, knowledge, skills or attitude? The answer is that all three are just as important as each other. When a leader has a nice mix of all three, then this is the perfect recipe for a good BB leader.

## Activities

Now ask the group to consider what makes a good activity. Write down the activities that they think are the best, or that they think a BB company should be offering. Help to get them started by saying they can include all activities including holidays, trips, visits etc. You can say that they can put anything down that they think is reasonable, but they should be prepared that some may not be realistic if they are too dangerous or uninsurable.

Once they have finished have a quick discussion on any common themes that have appeared. Do the group feel like they get those activities already as part of their BB programme?

## What's More Important?

Finish the discussions by coming back to the question of 'What's more important – activities or leaders?' (Highlighting that we asked this question as part of the earlier agreement line activity). Let the group discuss this and try to encourage all viewpoints to be considered.

Whilst both activities and leaders are crucial to a successful BB group, without the leaders then there simply would be no activities. Good quality leaders are what drives a BB group, helps to build relationships with children and young people and keeps them wanting to come back for more. A programme (activities) might be what attracts members to BB, but it is the relationships (leaders) that help to retain them.



Summarise the output from all the discussions around leaders and activities.

### **Key Learning Point**

When you take on a volunteering role and become a young leader, it is important to remember that you should take all of your own experiences alongside what you have agreed makes a good leader and activity. As leaders we should be looking to show the qualities we have identified and be positive role models to all those around us.

## Leadership in the BB: Job Advert (15 Mins)

### Aim

To continue thinking about what makes a good BB leader by creating a job advert, designed to find the perfect leader. What should be included in the person specification?

### Instructions

Explain that we now want to use our knowledge of what makes a good BB leader to create a job advert to help find the 'perfect' BB leader.

In small groups, participants are tasked with coming up with 5 statements which could be used on the job advert to attract the right person. The statements should be centred around the 'person specification' of a job advert.

Examples might include:

- An enthusiastic person, full of energy
- Someone who can work well with children and young people, helping to build positive relationships.

Give groups just over 5 minutes to come up with their 5 statements and then come back together as a whole group. Firstly, each group should share their 5 statements. The host / facilitator should use a flipchart to write down the statements for each group, so everyone can see what has been suggested.

Now as a large group, try to agree on which 5 statements should be used for the final job advert. Ideally this discussion should be led by the participants, with the host encouraging discussion where needed.

Finally ask the group if these statements sell the benefits of being a BB leader? If not, quickly discuss what the benefits of being a BB leader are and why people give up their time to volunteer as a BB leader. Can any of the statements be adjusted to reflect these, so they are clear to any potential leader?

Examples might include:

- Good for my CV
- Sharing my Faith
- Providing children and young people opportunities they otherwise wouldn't have
- Giving back (thankful for their experience in BB)

### Key Learning Point

This activity has brought together everything that we have done as part of the 'Leadership in the BB' section of this programme, enabling participants to draw on their discussions and thoughts in those previous activities. By creating the job advert, using just 5 key statements, participants should now have narrowed down exactly what they think makes a good BB leader, the benefits that being a BB leader brings and why people get involved in volunteering and become leaders in the first place.

## Practicalities of Leadership: Planning an Activity (25 Mins)

### Aim

To think about the practicalities of leadership and running BB activities. Preparing young people for the leadership role they will be taking on and help to give them confidence to take an activity back to their BB Company and run it with the age group they are working with.

### Instructions

Skills for King's Badge is linked to young people taking on a volunteering role within the BB through working towards their King's Badge. To help prepare them for that, this next part of the programme will get them thinking about their role in leading activities and the considerations they need to make.

In pairs or groups 2-3, participants should focus on planning an activity which they will then lead in the next session of this course. In planning participants need to consider what needs to be done in order to run this activity safely and successfully for a particular age group. To support this the Host/Facilitators should make participants aware of the space and equipment available to them for their activities. You may also want to set a time allowed (i.e. 5 minutes) for running the activity.

To begin with, don't share any of the below factors, to allow participants an opportunity to think about the different considerations for themselves. Facilitators should check in with the groups and highlight any considerations that haven't been discussed and get them to think about these too. Factors to consider include (these are just the basics, the group may come up with other important considerations too:)

- What the activity is and how it will be run
- Age group and ability
- Equipment
- Location
- Safety & Safeguarding
- Leader Ratio (Number of leaders & young people)

Explain to the group that now we've done the planning we are ready to move into the next activity, where each group will have the opportunity to lead their activity.

### Key Learning Point

This activity should have brought together all the previous discussions about what makes a good leader and activity. Planning is an extremely important when it comes to running a high quality programme and it's important that both leaders and young people are involved in this.

## Practicalities of Leadership: Leading an Activity (30 Mins)

### Aim

This is all about putting what we have learnt and considered into practice, through building confidence in leading activities and being able to reflect on what has worked well and what we might do differently.

### Instructions

Give each pair or group 5 minutes to lead the activity they have planned in the previous session. The remainder of the group should participate in the activity. When working with larger groups you might want to split up into two smaller groups based on time constraints and enabling everyone to have an opportunity.

After each pair/group has led an activity ask them to say how they think it went and then invite other participants to provide any feedback.

Some questions to ask:

- What do you think went well?
- What didn't go so well?
- What would you do differently?

You could also add in tips and advice including:

- Safety considerations (venue, rules, behaviour)
- Variations of activities (different way of doing it, or increasing difficulty)
- Preparation (was everything setup properly)
- Instructions/Communication
- Adapt or stop activity if not working

**Challenge** – Finally, challenge the young people to take their idea back to their Company or come up with something else and speak to their Captain/ Leader in Charge about taking responsibility for running an activity like the one they have created.

### Key Learning Point

This activity should have brought together all the previous discussions about what makes a good leader and activity and provided participants with enthusiasm and confidence to take on real responsibility within the age group they are working with. Highlight that young people can be fully involved with the planning and running of activities, if they wish to, and shouldn't just be seen as someone who is there to support.

## Summary & Goodbyes

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

- Consider the different qualities of leadership and what makes a good leader.
- Understand the different knowledge, skills and attitudes that make up a leader.
- Think about the different considerations a leader needs to think about when running activities.
- To develop and share new activities and ideas for working with children
- Tick off an important requirement for the King's badge (preparing for your volunteering in the BB)
- 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 King's Badge and embarking on their volunteering journey!

## Feedback

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