Skills for King's Badge
Facilitators Notes

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

Aim
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.

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

Host & Facilitators:

- Access to Zoom (or similar) account as the host (account needs to have the ability to run a Zoom meeting for 2 to 2½ hours unless being run in two parts).
- A device which has a **web camera**, **microphone** and **speakers**. This should be a PC or Laptop rather than a tablet/mobile device.
- Skills for King's Badge PowerPoint
- Pen & Notebook/Paper to be able to take notes.
- These 'Facilitators Notes'.

Participants:

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

Timing
It is recommended that the Skills for King's Badge programme is run a one session as it can be completed within 2 hours. The timings given are estimates, in practice you may find that some activities take slightly longer and some take slightly less time. Facilitators will therefore need to keep an eye on the time throughout the session and be prepared to be slightly flexible with timings if needed.

Here is an example of how the programme would work:

Welcome (5 mins)

Ice Breakers (10 mins)

Opening Devotions - Biblical Leaders (10 mins)

Leadership Matters (15 mins)

Leadership in BB (45 mins) **- *including 5-min Break***

Practicalities of Leadership (25 mins)

Summary & Log off (5 mins)

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

Group Sizes

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

Host & Facilitators

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

Running Face-to-Face

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

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

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

Running Virtually

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

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

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

Do's and Don'ts for Virtual Sessions

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

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

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

Zoom Settings / Functionality

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

Web Settings

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

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

In Meeting Functionality & Settings

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

- **Waiting room –** This is now set as a default feature in Zoom and we recommend keeping this enabled so when joining participants are initially kept in the 'waiting area' until the host is ready for them. This is particularly handy in enabling the Host to admit Facilitators into the meeting earlier and then when ready admit participants in. You can see who is in the waiting room and admit them by going to 'Manage Participants' button on the Zoom Meeting Controls.
- **Rename** – Provides the ability for all those joining to rename themselves so they are identifiable, we would recommend asking everyone to ensure their name on screen is show as their first name and Company name (i.e. William, 1st Anywhere). Participants can find the 'rename' option by right-clicking on their profile/video and clicking 'rename', it can also be accessed by going to 'Participants', hovering over a participant and clicking 'More'. Hosts can find the 'rename' option in 'Manage Participants' and hovering over a participant and clicking 'More'.
- **Speaker or Gallery view -** At the top right, you can pick one of two view options -- but this only impacts how you view a meeting, and not others. By default, Active Speaker is the default video layout -- in which the person talking is ramped up to a larger screen -- but there is also a gallery layout which brings in every participant on one screen through a form of grid. It is recommended that you ask all participants to be on Gallery view most of the time so that they can see everyone, particularly when in small groups.
- **Manage Participants** – This tab is particularly important for the Host and Facilitators to get a list view of all participants, mute/unmute participants, rename participants, remove participants, make a participant a Co-Host and a range of other things.
- **Share Screen** - This allows you to share your screen and in particular for delivering this programme will enable you to share the PowerPoint and other resources. We recommend only sharing the specific application rather than your screen. Screen sharing can also be used to share for example Microsoft Word or a similar application which could be used as an alternative to the whiteboard or annotation tools (your flipchart online) as you can use the program to list out things, etc. There is also a whiteboard option that can be selected from here and used to annotate.
- **Annotate** – This functionality will only appear when you are screen sharing (i.e. have something to annotate on). When screen sharing 'Annotate' will appear on the Zoom Meetings Controls, once you click this a floating menu will appear allowing you to select text or drawing tools which can then be used to annotate on your shared screen. This will be particularly useful for some activities.
- **Chat** - This can be useful in initially resolving connection issues with sound and or for interactive purposes where you might ask participants to answer a question or respond in a non-verbal way. When

anyone puts anything in the chat a notification will appear, but it is useful for the host to have the chat window open at all times to monitor.

- **Co-Host** – If you have a PRO account you can use the 'Co-Host' functionality which means that you could set Facilitators as 'Co-Hosts' which would give them greater control over the settings in Zoom. This is especially useful as if the Host is leading a part of the activity and a participant gets disconnected and comes back into the Waiting Room they can let them in, also if the Host gets disconnected a 'Co-Host' will automatically be made the Host. So it is recommended that you have this enabled and make at least one other leader a 'Co-Host'.
- **Reactions** – These can be used by all participants (if enabled in web settings) to provide non-verbal responses, especially helpful in getting a response from a larger group. Reactions include thumbs up, clap, etc.
- **Raise Hand** – A way of participants getting the attention of the Host is to raise their hand, this can be done by clicking on 'Participants' and within tab clicking 'Raise Hand'.
- **Security –** The in-meeting security controls located within the 'Security' on the Zoom Meeting Control bar, allows you to secure your meeting by controlling who can share their screen, use chat, annotate, unmute, etc which can be helpful, the Host and Co-Hosts will be able to change these settings at any time during the meeting.
- **Breakout Room** – Breaking out into smaller groups is a key part of the delivery of the programme and the Breakout Room functionality enables us to manage this. You will find the Breakout Room button on the Zoom Meeting Controls as long as this option has already been enabled in the web settings before starting the meeting. By clicking on this you will then be presented with options on the number of breakout rooms and how participants will be assigned. Select the number of breakout rooms you want to create and then we would suggest assigning manually based on groups you have already put together based on those registered to attend. It is recommended that the Host is not assigned to a Breakout Room and remains in the main meeting, the Host can still at anytime choose to join a Breakout Room and this can work well in enabling them to move from group to group to see how things are going. The Host is able to use the 'Broadcast' feature form the Breakout Rooms window to send messages to all groups. You can also set a number of options from the Breakout Rooms window including to automatically close rooms after a set period of time (i.e. if they have 30 minutes in breakout rooms for a specific task then you can set this and all breakout rooms will close automatically after 30 minutes), alternatively when you click close Breakout Rooms all rooms will be notified with a 60 second countdown before automatically returning participants to the main meeting. Participants in breakout rooms can click the "Ask for Help" icon to invite the host to join your breakout for assistance. The host will get a notification and can jump into that session. Within a Breakout Room the Facilitator will be able to share their screen (as long as 'allow screen share' is ticked in 'security' in the main meeting), use chat functionality to share links and other content. For more detailed guidance on using breakout rooms go to https://blog.zoom.us/using-zoom-breakout-rooms/.

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

Any Questions and Support

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

The Programme

Welcome (5 mins)

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

Objectives to highlight include:

- 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

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

This might include:

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

Icebreakers (10 mins)

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

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

My Life in Three Objects

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

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

Would You Rather?

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

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

20 Count

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

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

Team Name

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

The team name should be something that brings all the participants together. Ideally it should be something that is unique to their group rather than just a generic name, this is to help build a sense of identity for the group. The name could use some of the things the group have learnt about each other during the icebreaker.

For example it might build on a collective interest, the participant's names, something that happened to the group during the icebreaker or so on.

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

How to Run This Activity

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

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. Explain that in small groups they will be shown some photos of well know people. All these people are or have been leaders. As a group 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. Facilitators could keep a note of any good points which are made and refer back to these later on in the programme.

Once small group discussions in breakout rooms have finished, groups should return back to the main room and a spokesperson for each group should share where they placed each leader in their rankings and some of the reasons why. The host / facilitators should look for any difference or similarities in the groups rankings and try to highlight these and ask some questions to the groups 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.

How to Run This Activity
Start by introducing the activity in the main room, but then head into breakout rooms for groups to start discussing. Finally, finish in the main room again for groups to feedback and discuss their rankings.

Facilitators should share the PowerPoint with the leaders faces on using screenshare. At least one participant should make a note of the group's rankings, so they can be shared with the main group for the final discussions.

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 show a thumbs up or a thumbs down. To show different levels of agreement, use the below method:

Thumb directly up – Strongly agree

Thumb up at an angle – Slightly agree

Thumb pointing to the side – neither agree nor disagree

Thumb down at an angle – Slightly disagree

Thumb directly down – Strongly disagree

Explain that however they have their thumb pointed, 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.
- The activities we do at Boys' Brigade are more important than the Leaders.
- All BB leaders should be Christians.

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.

How to Run This Activity

This activity should be run in the main meeting room as one large group. Ideally discussion should mainly come from the participants, but facilitators may need to contribute if discussion dries up or needs a boost.

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. Head into breakout rooms and the facilitator in each room should introduce the following tasks.

Leaders
Ask the group to think about what makes a good leader. Use the annotate function in Zoom or a Word document via screenshare as a virtual 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. They should 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.

<div style="border:1px solid #1a2b5e; padding:10px;">

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.

</div>

<div style="border:1px solid #1a2b5e; padding:10px;">

How to Run This Activity

Introduce the activity in the main room and then split into the breakout rooms for the rest of this activity. Facilitators in the breakout rooms should introduce each discussion and encourage conversations.

Annotate on PowerPoint or share a Word document via screenshare and use this as a virtual flipchart, to jot down suggestions that are made.

</div>

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 breakout rooms, groups 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 return to the main room for a large group discussion. Firstly, each group should share their 5 statements. The host / facilitator should use annotation or a Microsoft Word document via screenshare 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.

How to Run This Activity

Introduce the activity in the main room and then split into the breakout rooms to allow small groups to come up with their 5 statements. Return then to the main room for larger group discussions.

Annotate on PowerPoint or Share a Word document via screenshare and use this as a virtual flipchart, to jot down suggestions that are made. This will be particularly useful in the large group discussion, when trying to create the final 5 statements.

Practicalities of Leadership: Running 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 breakout rooms, participants should plan an activity which they could lead and consider what needs to be done in order to run this activity in a Company / age group (section). To begin with, don't share any of the below factors, to allow participants an opportunity to think about the different considerations for themselves. After a while, highlight any considerations that haven't been discussed and get the group 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)

Once the groups have come up with their idea and considered all the different elements, head back to the main room and ask each group to briefly share what they have come up with and what they have considered.

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 final 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.

> ### How to Run This Activity
>
> Introduce the activity in the main room and then split into the breakout rooms to allow small groups to come up with their activity and considerations. Return then to the main room to allow each group to share their idea.

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 your Regional Office for more details on opportunities available.

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

- 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.