



The **Information** section contains lots of information to help leaders facilitate the programme for 15 to 18 year olds.

This includes:

- About Challenge Plus
- Programme Essentials
- Administration Essentials
- Safety Essentials

The Information section links with other publications from The Boys' Brigade including the Safety Handbook and Officers' Handbook.

About Challenge Plus

Welcome to Challenge Plus. This pack is for all those involved in the 15-18 year old age group. Whether you are a young person, leader or somewhere in between, we really hope that this pack will be an invaluable resource, and just the aid you need to work together to create a fantastic Seniors' programme.

We know that having a good group of Seniors is central to the success of many Companies. Seniors are invaluable role models, and some may begin to gain experience as volunteer youth leaders. However we must also meet their needs by providing separate engaging activities and opportunities **just for them**.

What's in the pack?

The programme pack includes five main sections:

- Information – this will guide you through how to use the pack
- Projects – fully resourced project outlines with tips and ideas for delivery
- Challenges – task objectives with tips and ideas for implementation
- Extras – an additional resource bank to supplement your programme
- Awards – this shows how young people's efforts and achievements can be recognised

What does Challenge Plus provide?

The Challenge Plus programme provides:

- fully resourced Challenges and Projects with ideas for delivery
- flexibility of working in age groups or all ages together
- a range and balance of activities to cater for different interests
- faith development resources
- a new Seniors' Award Scheme
- a new Young Volunteer Award
- links with The Duke of Edinburgh's Award

Key Tip!

In addition to the programme pack the following resources are also available from BB Supplies:

- Handbook for Young People – "The I-File" shared with the Discover Programme
- Badges
- Record Cards
- Certificates

Why has Challenge Plus been developed?

Each week The Boys' Brigade works with thousands of young people, and for many of them the BB is their only connection with the church. We firmly believe that to share the gospel we need to be in contact with young people and this programme provides opportunities to make a positive impact in their lives and be able to share your faith in a meaningful way.

Through being role models and building relationships we try to reveal who Jesus is through our actions...

“Be an example to everyone with your words, your actions, your love, your faith and your life.” 1 Timothy 4:12 (NCV)

This programme resources groups and leaders to firstly engage young people, and then form strong relationships through which our lives will speak even louder than words!

Key Tip!

Young people talking about and living out their faith is probably the best way to show Jesus to other young people. Look for ways to encourage this!

Now more than ever we see a real need to engage young people in the life of the Church in a meaningful way. If we truly want to reach these young people to be the Church of today and tomorrow, then we have to be open to their ideas, value what they say, and allow them to express themselves in the way they want to today.

Key Tip!

The Challenge Plus Programme resources groups and leaders to:

- provide a fun, balanced and challenging programme
- recognise young people for their effort and achievement
- build trusting relationships between and with young people
- provide opportunities to nurture faith

What should young people expect?

The Challenge Plus programme complements the earlier BB programmes in contributing to the government's outcome framework for young people.

- **Be Healthy** – Through participation in the Challenge Plus programme healthy lifestyles are promoted.
- **Stay Safe** – The BB provides a safe environment for young people to be.
- **Enjoy and Achieve** – Through participation in the Challenge Plus programme young people access a range of recreational activities and receive recognition for their achievements.
- **Make a Positive Contribution** – Young people are encouraged to participate in decision making and to make a difference in their communities by initiating voluntary activities.
- **Achieve Economic Well Being** – Through participation in the Challenge Plus programme young people are helped to prepare for adult life.

Our work with young people is also underpinned by the following four core values of youth work:

- **Participation** – Young people shape what they are doing and have influence in decision making.
- **Empowerment** – Young people are encouraged to make a difference.
- **Education** – Young people know more as a result of what they are doing.
- **Equality of Opportunity** – All young people are able to access the programme.

All these values were at the core of our work with the Discover Programme (11 – 15 years) and led to a series of entitlements that are equally relevant to this programme:

- **To experience new challenges**
To develop and use existing skills, to learn new skills, to develop confidence, to have a sense of achievement and receive recognition.

- **To be listened to and have a say**

To have opinions listened to and acted upon wherever possible.

- **To be respected and valued**

To be trusted and given responsibility, to be treated as you would like to be treated, to be appreciated, and to have the opportunity to contribute to and be part of a wider community.

- **To have fun**

To be able to come to BB because they enjoy it and want to.

- **To have the opportunity to develop faith**

To be able to explore their faith, at their own speed, in a way that is approachable and meets their individual needs.

Key Tip!

Do all your young people get these opportunities? If not, it is crucial that over the next year you think about how you can make these happen.

How do I use Challenge Plus?

Challenge Plus provides a range of resources to meet the needs of your young people, but the attitude and approach to the programme is equally as important as the activities that the group does.

BB leaders have a wealth of experience at planning programmes and individual activities, but do you need to be doing this with this age group?

Challenge Plus is a partnership between young people and leaders, where young people drive the programme and leaders act as facilitators.

Key Tip!

A good facilitator will:

- Be flexible – Being constantly aware of the group.
- Respect the group.
- Keep the group on track.
- Encourage people's opinions.
- Create a safe environment

The skill is to support and enable young people to generate the programme and create the atmosphere where all are valued.

Key Tip!

Leaders are always ultimately responsible.

Do I need a minimum number to run Challenge Plus?

Challenge Plus has been designed to be flexible enough to run with different size groups, from individuals to large groups. Consequently it can be run alongside a group using Discover. However wherever possible try to run a separate group even if it is not every week or for only a short time.

Why is it important that young people in this age group have separate activities?

Whether your group has sufficient numbers to run an effective programme by yourselves or not, there is great value in meeting up with members of other BB groups to share experiences. Such meetings widen opportunities and can be effective in delivering specific parts of the programme or simply as a social activity.

Key Tip!

- Keep some activities just for this age group, as something to look forward and aspire towards.
- Why not suggest running a monthly Seniors activity in your Battalion, where you could do some projects from Challenge Plus? Many Battalions run such events and activities that are just for this age group as does the Brigade nationally. These can be very supportive of groups where there are very few seniors and consequently a limited programme.

How can I get more young people to attend?

Many BB Companies do recruit very successfully at this age. Evidence is that new members are brought by friends and are attracted by the programme and the atmosphere. It is really important to make new members feel welcome and not make the young person self-conscious. It is important to value their presence and treat them as an equal member of the group.

Key Tip!

Try to remove as many barriers as you can for people not to attend. Parts of the programme or BB setup that are normal for us can be intimidating. Think carefully about what you could do to make the group as accessible as possible to new members – remember, you can often arrange a more effective programme with more young people.

Not having young people in this age group can seem like a self fulfilling prophecy. If you don't have a programme just for this age group or a group of young people to attract more, then why would young people come? Break the cycle by being proactive about recruitment and changing what you do.

Key Tip!

- Start recruiting young and grow your own seniors.
- Put on a special event (with food!) for seniors to bring their friends along to.

What's next?

By the time a young person has completed the Challenge Plus programme, their time in the BB will have come to an end. Through their time in BB they will have been challenged with the Gospel and it is our prayer that many will have found a personal Christian Faith. For some it will be appropriate to become a volunteer youth leader within the BB, and develop their skills as a youth worker. However remember that this is not our primary objective.

Key Tip!

Work closely with the minister to look at how young people can be effectively integrated into the life of the church.

Programme Essentials

Activity Programme

Challenge Plus is about more than gaining badges and provides you with the means to plan a whole programme whether or not your young people decide to try and gain an award.

What should a Seniors' programme include?

Do not limit the scope of the programme by what you have done in previous years or what you *assume* you are able to offer. Try and think outside the box and then both you and your young people will have a wider range of experiences.

The programme should offer a range and balance of activities responsive to the needs of the particular group and individuals. This will include activities from the three Project programme zones (Community, Life Skills and Recreation & Leisure) and Challenges, opportunity to develop leadership and individual interests, time to explore faith and creation of space within the programme to just be. Sometimes we can think that young people need to be occupied all of the time and if they're not then we are failing. The creation of a safe space where they can simply come and relax is really important and helps create the atmosphere to develop positive relationships. Go on, be brave and don't be anxious about building free time into the programme.

What are Challenges and Projects?

The Challenge Plus Programme is divided into Projects and Challenges.

Challenges are shorter activities that can be completed by the group or by an individual. Each Challenge listed has ideas on how the Challenge can be carried out and health and safety guidance. Some Challenges can be completed on the usual group meeting night whilst others may require a different night or venue. Challenges cover a variety of ideas ranging from 'Climb a Munro' to 'Review a local takeaway meal'.

Projects are longer activities that take more hours to complete spread over several weeks. Projects include taster activities that are short sessions to act as an introduction to the topic, and help prepare for the Project. By trying a taster, young people will get an idea of whether the Project will be of interest to them. Following the tasters, there will be resourced ideas on how the Project could be carried out.

Projects are grouped into three programme zones:

- Community
- Life skills
- Recreation and leisure

Key Tip!

- Young people should be taking the lead with Projects and Challenges. You are there to support and encourage. Give them the pack to guide them through what they need to do.
- Once you have done one project you will see the benefits that the young people gain from doing them.
- Remember every young person in the group should be able to say what they think. Encourage those who might just sit back and let others lead to get involved.

Why are there separate cards for the Challenges?

These cards are an easy to use convenient way to look through the Challenges, and pick out the ones that you want to use.

What is a zone?

Zones are the basic structure of the Projects in Challenge Plus and help group Projects together, as well as provide variety in the programme.

The three Project zones are listed below:

Community This zone gives opportunity to learn about and make a difference to the world around us.

Recreation & Leisure This zone gives opportunity to be adventurous and develop confidence through an active and healthy lifestyle.

Skills This zone gives opportunity to learn new skills and display creativity.

What do the symbols mean?

Each Project contains various types of activity, denoted by different symbols:



Tasters are short introductions to a Project, and can act as an inspiration to take the Project further.



Christian Faith activities are related to the Project and allows faith issues to be explored.



Projects are the main part of the programme, which are fully resourced and offer guidance on how to complete.



Going Further is all the extra information that gives you more ideas on how you could develop this project even further.

Within each activity there are also the following symbols which mean:



Equipment

Guidance on the equipment and resources that will be needed to complete the particular activity.



Time

Guidance on how long the activity will take.



Group Size

Guidance on the number of people needed for the particular activity.



Preparation

Everything that needs to be done in advance of an evening.



Tips / Advice

Our top tips on how to make this a really good activity.



Safety Issues / Risk Assessment

Guidance on particular safety issues when carrying out the activity.



Additional Resources

Websites and other links to support the Project.



Programme Ideas

Ideas on how to take the Project further.



Trips / Visits

Ideas for trips and visits



Programme Links

How the Project links to others in the programme.

What about Christian Faith?

All that we do in the BB is underpinned by the Christian Faith. Some activities that are undertaken will naturally provide the opportunity for young people to question and explore life issues offering leaders the opportunity to share their faith. In the programme, time should also be given to develop and nurture discipleship. This can be done through the Christian Faith ideas in each topic, and also by working in partnership with your church.

Key Tip!

Have a look in Extras at the Christian Faith Resources for details of more resources.

Remember the way you act as role model is probably more important than anything else you do. If you don't act out your faith in daily life, then how will anyone know the difference that Jesus can make. By developing trusting, positive relationships with young people and by modelling who Jesus is, leaders can help young people to know Jesus for themselves.

Are all these activities supposed to be done on a typical BB evening?

You will notice that not all the Projects and Challenges are practical to do on a typical BB night. This is a deliberate feature of Challenge Plus, and means that the programme recognises what is done inside and outside of a BB evening. Consequently not everything that is done has to be in a BB context, e.g. *it could be on a family holiday.*

Do I have to use the Challenge Plus activities?

The simple answer is no. The activities provided have worked well with groups and are ideas and starters to get your group going. However, we're sure that you and your group will have your own ideas which will meet the objectives of the programme and meet the needs of your young people. That's excellent. All we ask is that you send your ideas in so that other groups can benefit.

What role do badges play in the programme?

We all like to be recognised for what we achieve and the badge scheme is there to celebrate all this hard work. For some young people it will act as an encouragement and incentive to experience new activities.

Some young people may need that extra encouragement to work for badges or Duke of Edinburgh's Awards or the Brigade's major awards such as the Queen's Badge. **These awards are of benefit to all and are attainable by all.** Ensure that the young people know what is involved, can plan their own programme of activity to gain an award and realise that such awards show perseverance and say a great deal about them to others.

All members should be given the opportunity to work for these awards and with the right encouragement, many will respond to the challenge.

What equipment do I need?

With every topic in Challenge Plus there is a list of equipment and resources that will be needed. Below we have also put together a list of useful equipment that every company should think about getting:

Small/large balls	Badminton/Volleyball net
Cones/markers	Badminton racquets
Whistle	Clipboard
Stopwatch	Pens
Uni-hoc set	Pencils
Kwik Cricket set	Paper
Quoits	Flip chart pad
TV/Video/DVD	Marker pens
Laptop	Felt tip pens
Basketball	Post-it notes

Programme Planning

Who plans the programme?

Central to Challenge Plus is the active involvement of young people in decision making in all areas of the programme. Throughout their time in BB young people will have gained invaluable experience in this. In Anchors and Juniors we ask young people to state their opinions and make choices in what they do. In Discover young people gain more responsibility, engage in their communities, and discuss and reflect upon what they think.

Now it's time to develop this even further!

You could plan an excellent programme for your young people, but with this age group the process is of just as much importance as the outcome. Challenge Plus gets young people involved in every area right from the planning, through to the delivery and review of the programme. **The material is all written for use by young people and leaders in partnership.** It is accessible enough to be picked up by a young person and be guided through how to deliver a programme topic. Don't be afraid to give your young people Challenge Plus and let them fly with it!

Key Tip!

1. It is important that all of the seniors are included in designing the programme. Ensure that they have access to Challenge Plus and the suggestions in each zone.
2. Young people can use copies of the "I-File" to gain an understanding of the badges available and how they might earn them.
3. Encourage the group to always be looking for new ideas and things that they might like to do. Be aware of national initiatives as well as local events which the group might like to consider.

What am I trying to achieve?

Programme planning isn't just the activities we do, but why we do them. Therefore rather than starting by thinking about what activities you are going to do on a particular evening, it's important to begin by thinking about your aims:

- What do you want to achieve?
- Why do you want to achieve it?
- How does this activity help you to do this?

Key Tip!

In discussions with your group always think about what you are trying to achieve.

Remember there is no set way that you have to do BB. Work out what is best for you, but don't just stick with it, work out how you can continually make it better.

Stop and think (reflective practice)!

The key to doing anything well is often taking a brief moment to stop and think about the following questions:

- What went well?
- What didn't?
- What you would do differently next time?

When ever you see the symbol below remember to stop and think!



Key Tip!

Use the "Evaluation Form" template to review a session. It is good to do this regularly.

What about trips & visits?

BB positively encourages groups to involve young people in trips & visits. This is because we often get more from "doing" rather than just being told about something. Trips & visits can provide a valuable opportunity for young people to take part in positive experiences which otherwise might not be available to them. The benefits of such trips and visits include the opportunity to:

- enhance learning and raise achievement
- develop independence
- develop team work
- face challenges
- raise confidence and self-esteem
- develop social skills
- extend personal horizons

Consequently such trips and visits are as crucial a part of the programme as the activities that you regularly put on during your meeting night. All groups should endeavour to put them on throughout the year. At the end of each topic you will see some ideas for trips & visits, but feel free to make up your own. The other extremely good resource you have at your disposal is to ask your young people where they would like to go or what they would like to do.

The following are some important points to bear in mind when undertaking a trip with your young people:

- A pre-visit may be needed before making a booking to ensure that it is appropriate.
- Make sure that any bookings and transport are booked well in advance.
- Take into account what your young people and their parents can afford, and make sure that no one misses out on an opportunity because of money.
- Make sure that your young people and their parents have all the necessary information.
- The leader to young people ratio needs to be taken into account.
- If any specialist activities are being undertaken ensure that any instructors hold the appropriate qualifications and insurance before commencing.

Key Tip!

The health and safety of young people taking part in trips and visits is of paramount importance. Risk Assessments and Special Activity Consent Forms may be needed. Planning and control of visits must be done in advance, and more details can be found in The Boys' Brigade Safety Handbook. Ensure the activity is covered under The Boys' Brigade insurance policy, if unsure contact BBUK Headquarters.

Being a Leader

What's the role of a leader?

Although we envisage young people leading the Challenge Plus programme, there is still a really important role for leaders even if it is slightly different. Your role is to inspire, encourage and challenge, to know and develop the strengths of individual group members, to create an atmosphere of mutual respect where all are valued and to enable the group and individuals to evaluate activity and personal contribution.

It is a more backseat role, and requires different skills, but the rewards will be immense.

Key Tip!

Remember that young people, like all of us, learn from making mistakes. Sometimes they will have not made sufficient preparation, but if you step in each and every time, what will they learn? Allowing a few activities to fail and discussing why they did is an effective way of planning for future success.

Remember though, it is wrong to set young people up for failure!

Never forget young people can never have ultimate responsibility. You have to ensure that everything is safe. This should not be used as an easy excuse not to do something, and if you do have to say an activity is not possible make sure that the young people understand the reasons why. This is a partnership so try to refrain from being dictatorial wherever possible.

How do I build relationships?

Quickly think of the rights that young people gain during their time in Seniors, e.g. *at 18 young people can legally buy cigarettes. As young people accrue more rights, how does this affect the relationship between the individuals themselves and between the leader and the group?*

Working with 15 – 18 year olds is different to working with younger members and successful leaders will be those who can build and foster trusting relationships based on understanding and mutual respect.

Key Tip!

Wherever possible get involved in the activities and get alongside the young people. This can be great fun and you'll get to know your young people through doing it. Don't just watch from the sidelines, but equally stop yourself from taking over.

What is my role in helping young people work towards the awards?

It is your role to support and prompt, but make sure that you are helping the young people to plan and work towards the awards not doing it for them.

What about young leaders?

It is important that all young people are listened to and are able to participate. However, some of the group may wish and have the ability to play a leadership role with younger groups. This is to be encouraged as we want to foster the talents of all of the young people and recognise those who have abilities and gifts to lead others.

Key Tip!

Don't restrict young people by only giving them opportunities to lead in certain areas, e.g. *games* or *tuck shop*. Ask them for their ideas and encourage them to do more than even they think they are capable of.

The Brigade provides courses to develop the leadership skills of seniors and there are many outside agencies such as sporting bodies which also do this.

Key Tip!

Look at the KGVI course at www.boys-brigade.org.uk.

Project Planning

Projects are central to the Challenge Plus programme and how they are approached will be critical to its success or failure. Below are several phases that will be useful to work through:

1. Motivation

Start by thinking about why you should do the project. You need to educate and motivate yourself, and the tasters are a useful way to help this process. The motivation will probably be the end results, e.g. *what you can change as a result of doing it, who you can help, the skills you can gain etc.* If you can get everyone to imagine what you could achieve then the results will follow quite naturally.

2. Initial Ideas

Getting some initial ideas is probably the hardest part of any project. Your natural inkling might be to do something safe and easy or something that has been done before. You might be faced with a wall of silence or confusion. However the key is to confront this stage with enthusiasm, creativity, a fresh outlook, and persistence. Get inspiration by looking at what other people have done, and this might just get the creative ideas flowing.

Key Tip!

When coming up with ideas there are no bad ones!

Below are some ways to encourage imaginative ideas:

- **Criteria**
Introduce a scoring system for project ideas using different criteria. List the criteria for a good project, and then get everyone to enter their marks out of 10 into the grid. Add the marks up and go with the best score.
- **Ideas Avalanche**
Set a topic for discussion and ask for suggestions. Write down on the flip chart any answers given.
- **Discussion Carousel**
Make two concentric circles of the same number of people, the inner facing out and the outer facing in. Set up the topic for discussion. Give everyone a minute and then move to the next person.
- **Post-Its Idea Storm**
Write a question(s) to be discussed onto a flip chart. Ask the group to write their ideas onto the post-its as they are generated and stick on the flip chart. Feedback.
- **Issue Tree**
Draw a tree outline. Label the trunk with a chosen issue, the roots as the causes, the branches as the effects of the issue, and the fruit with possible solutions to the problems.
- **Circle Time**
Sit in a circle with the whole group to discuss your feelings on a particular issue. Everyone takes it in turn to speak, and only one person speaks at any one time. Pass an object around to signify when you are allowed to speak.
- **Graffiti Wall**
Display your idea artistically for everyone to see.
- **How Chain**
Consider a project and then consider two ways of doing it. Then consider how you will accomplish each idea. Keep on asking how until you run out of answers. This will help you think through your project and see if it is feasible.

3. Do your research

In order to make your project a success you need to look into the topic. There is lots of help in the programme pack on how you can do this. Having someone to turn to for advice is really important.

Key Tip!

Get excited! You need to communicate your vision and passion for the project.

4. Plan Your Project

Think about the following different areas in your planning:

- a) **Goals** What do you want to achieve? Clearly articulate what at the end of the project you want to have done. It is useful to think about these taking into account all the different groups of people (stakeholders) who are involved in the project. Make these goals **SMART**:

Specific – A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- Who?
- What ?
- Where?
- When?
- Which?
- Why?

e.g. A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable – Think about definite ways for measuring your progress towards each goal you set. This means you will stay on track and be a real inspiration to keep on going. To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them

Realistic – To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labour of love. Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Time-based – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

Complete the "Project Overview" template, including a brief description of your project, the benefits that doing the project will bring to different groups of people, a record of your goals, what success in this project will look like, and an estimate of the cost and time of the project.

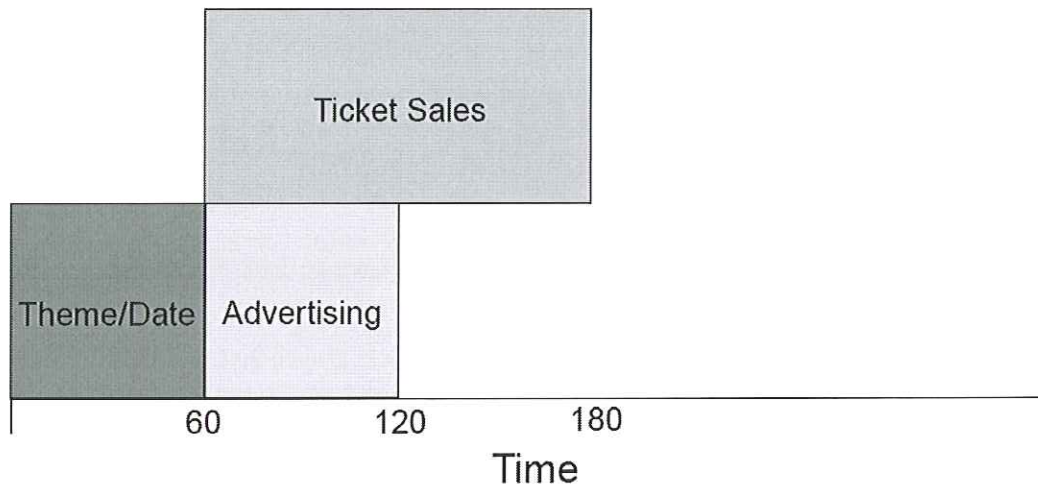
- b) **Project Tasks** Complete the "Project Tasks" template. Think about every stage that will need to be completed to achieve your goals. What do you need to do to succeed? Who is responsible for doing it? How long will it take? When does it need to be done by? When does it need to be started? Are there any tasks that are dependent on any others, e.g. *buying the food for a fundraising project when you don't know how many people will be attending?* **Remember to allow time to plan your Project properly, including using these planning templates.**

Key Tip!

Give yourself plenty of time to complete tasks and build in a bit of extra time for the unexpected. Remember to mark each one off when they are completed.

Task	Description	Person Responsible	Duration	Start Date	End Date	Dependencies	Completed
1 Agree theme and date	Agree the theme of the fundraising meal and a date for it to be held	Joe Bloggs	60 mins	08/01/09	08/01/09	Church hall availability	✓
2 Advertising	Create posters describing the fundraising dinner and giving vital information.	Joe Bloggs	60 mins	08/01/09	15/01/09	Agreeing a date (1)	
3 Selling tickets	Sell 50 tickets to the fundraising dinner, inviting friends, family and church members.	Jane Bloggs	120 mins	08/01/09	22/01/09	Agreeing a date (1)	

Using the "Milestones" template, record the key dates in the Project by when tasks need to be completed, e.g. *tickets sold 22/01/09*. Now create a "Project Timeline" using the template. This will depict the different tasks that need to take place from the beginning to the end of the project. The x-axis represents the length of time of the project. This will help you see whether your deadlines are realistic. Remember to look at those tasks that can run at the same time and those that are dependent on others. If they can run concurrently then they will be placed on the timeline at the same place but at different places on the y-axis.



Key Tip!

Write out each task on a piece of card and stick with blue tac to the timeline. This will help you plan out your time successfully. The width of the task card will represent the length of time it will take.

Record on the "Project Responsibilities" template the different jobs that everyone will undertake in the project, e.g. *Joe Bloggs advertising and ticket sales.*

Key Tip!

Recording this information on paper and thinking about it in advance will provide a great foundation for a successful project.

- c) **Budget** When you are planning your project you need to think about how much it will cost. Many of the Projects have a financial implication and you will need to think creatively about how you fund them. Record on the "Budget Plan" template the different expenditure and income you expect.

Key Tip!

Make sure that at the very least the expenditure and income balance. It is preferable that the income is higher than the expenditure, and in some projects essential, e.g. *fundraising project.*

- d) **Risks** When ignored, risks don't go away. The "Risk Analysis" template will help you think through all the things that might make your project go wrong. Each risk is given a score to mark its seriousness. This is worked out by marking the likelihood of the risk occurring and its impact. Always record the action required to minimise the risk even if it is a conscious decision to do nothing.

Risk	Likelihood High (3)/ Medium (2)/ Low (1)	Impact High (3)/ Medium (2)/ Low (1)	Score = Likelihood x Impact	Action Required
Not selling tickets	Not very likely with all our supporters and contacts. 1	Could lose some money that otherwise would go to charity. 3	3	Make sure that we set the price at a reasonable level, give plenty of time to sell tickets, and that we maximise our contacts both in BB, Church, friends and family.

Remember! This is a different exercise to Risk Assessments which also may need to be carried out. Consult the Safety Handbook (available from BB Supplies) for more information and a “Risk Assessment” template. Risk assessments should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the leader in charge of the trip or holiday put the safety measures in place?
- What steps will be taken in an emergency?

Risk assessments should not be over complicated. In most activities, the potential problems or hazards will be few and can be dealt with by a few simple measures. Checking them is common sense, but a necessary requirement.

- 5. Make it Happen** Now you've *simply* got to go and do it! By planning well you will find that this is much easier.
- 6. Evaluate** Review what you've done. There are lots of different parts to evaluating a Project, whether it is the process undertaken, the experience had by others, or a concrete measurement, e.g. *amount of money raised*. Go back to the goals you set at the beginning and see whether you accomplished them.

Administration Essentials

Member information

It is important to maintain a list of the young people in your group and their attendance at activities. Membership forms can be purchased from BB Supplies. These are a useful way of obtaining information about the young person and their family. This information should then be recorded on the Record Card for the young person.

What information should be obtained?

You should obtain the following information for each young person in your group:

- full name of young person
- date of birth of young person
- address – *including postcode*
- home phone number
- mobile phone number for young person (optional)
- email address for young person (optional)
- parent/guardian name – *including title*
- mobile phone number for parent/guardian (optional)
- work phone number for parent/guardian (optional)
- email address for parent/guardian (optional)
- alternative contact name & phone number
- Secondary School/College attended (optional)
- Church attended – *if applicable* (optional)

Although many of the Seniors will travel to BB by themselves, it is important to be aware of anyone who should be denied access to the young person.

Written records from the parent/guardian should indicate any special needs or medication. This is information which would be requested annually through the completion of an Annual Consent Form.

Additional information which may be of use may include what skills or hobbies parents/guardians might have. **They might be willing to get involved in helping out at BB!**

Remember information can be out of date very quickly and it is important that the Annual Consent form and other methods of gathering information is completed at least once a year. All information **MUST** be treated as confidential and comply with the Data Protection Act (See the Safety Handbook for more information on the Data Protection Act).

Keeping track of attendance

A register should be taken at each activity which should include all young people, leaders and visitors in attendance.

Membership Fees/Subs

When you join any group or club you would expect to pay a membership fee or a subscription. This is used to contribute towards the running costs of the group including the purchase of equipment and resources for weekly activities, and membership (or capitation) fees to the national organisation for insurance and support services.

When setting a fee, remember to take into account the community in which you live, whilst making sure the fee reflects the activities offered to the young people.

Safety Essentials

How do we ensure everyone's safety?

Guiding Principle:

It is the duty of the Company Captain to satisfy themselves that all individuals who are given any element of responsibility for young people are competent. They must also be satisfied that in all company activities, due consideration is given to the safety of young people and leaders.

The Safety Handbook is issued to each BB Company; copies are also available from BB Supplies and on the BB web site at:

www.boys-brigade.org.uk/leaders/library

Providing a safe environment for all BB activities is a fundamental responsibility for every leader. All leaders should make themselves familiar with the Safety Handbook and updates that are issued from time to time. Leaders must also be aware of any policies devised by the church to which the Company belongs.

It is strongly recommended that all leaders develop the habit of doing risk assessments. These range from the formal ones written on paper such as those for holidays & camps and the annual risk assessment of the premises, through to the quick informal risk assessment you may discuss with a colleague before doing a new activity.

Remember! When planning an activity, think about the **probability** of accident or harm occurring and then think about the possible **severity** of the harm if an accident does happen. Then think about all potential hazards and the appropriate precautions you can take.

The Safety Handbook is your guide, and all BB training includes an element of safety awareness. You are particularly encouraged to read or re-read the following sections in The Safety Handbook:

- The Brigade's 'Safe from Harm' policies including child protection and the prevention of abuse, and the recruitment, selection, training and registration of leaders.
- General safety awareness including staff ratios and areas of potential danger.
- Emergency First Aid.
- The use of public transport, private cars and minibuses.
- Reporting and recording requirements for accidents and incidents.
- The use of risk assessments, and annual parental consent and special event consent forms.
- The regulations, selection and training requirements for leaders and the regulations and notification requirements for overnight events, camps and holidays.

Information



Project Overview

Project: _____
Project Leader: _____
Start Date: _____
End Date: _____

Project Description: *What will the project look like?*

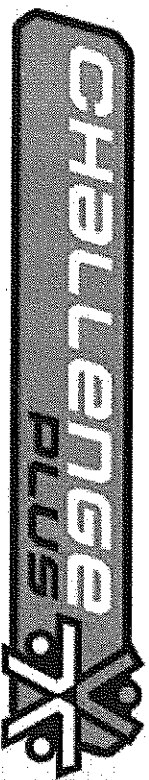
Project Benefits: *What will doing this project mean?*

Project Aim: *What do you want to achieve?*

Project Outcomes: *What do you hope will happen?*

Success Criteria: *What will mean that this project is a success?*

Initial Estimate of Cost and Time:



Project Tasks

Project: _____
Dates: _____

Task	Description	Person Responsible	Duration	Start Date	End Date	Dependencies	Completed
1							
2							
3							
4							
5							
6							



Project Responsibilities

Project:	_____
Project Leader:	_____
Dates:	_____

Name	Role

Notes:

Project:

Dates:

e.g. Tickets sales

£

£

£

£

£

£

£

£

Total income

£

e.g. Vehicle hire

f

f

f

f

£

£

£

f

10

Total expenditure

£

Estimated Balance

(subtract total expenditure from total income)

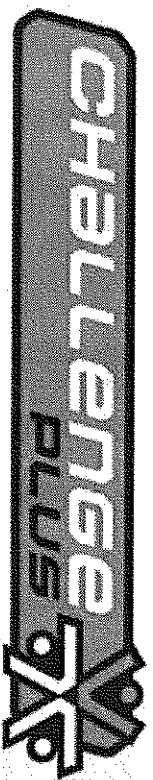
£

Notes:



Project: _____
Dates: _____

[illegible]



Project Timeline

Project:	_____
Dates:	_____

--



Project: _____
Dates: _____

Risk	Likelihood High (3)/ Medium (2)/ Low (1)	Impact High (3)/ Medium (2)/ Low (1)	Score = Likelihood x Impact	Action Required

Project Evaluation

Project:

Resources Used:

Project Aim: *What did you want to achieve?*

Intended Outcomes: *What you hoped would happen?*

Actual Outcomes: *What actually happened?*

Learning Review : *What did you learn about the project and topic, the process, and those taking part?*

Participants Comments (as appropriate):

Follow Up Action Required:



Evaluation Form

Session Activity: _____

Number Leaders: _____ Number Participants: _____

Resources Used:

Overall Aim:

- i
- ii
- iii

Intended Outcomes (what we hoped would happen):

- i
- ii
- iii

Actual Outcomes (what actually happened):

- i
- ii
- iii

Learning Review (things that we learnt about the session, the process, and those taking part):

Participants Comments (as appropriate):

Follow Up Action Required:



Use the table below to record the hours you spend volunteering.

[illegible]

Continue on another sheet if necessary.