

Communication

Aim: To become effective communicators in one-to-one situations and to an audience



Taster 1

How assertive are you? (1)

Aim: To look at the differences between being “assertive”, “passive” and “aggressive” and how these communication styles can help or hinder you in your relationships and in life



Equipment:

- Copies of the “Assertiveness Quiz” template
- Paper
- Pens



20 mins +



Any

Instructions:

Hand out a pen and a copy of the “Assertiveness Quiz” template to everyone in the group. If you know that some group members will struggle with this, suggest doing it in pairs. There are a series of situations and possible responses shown on the page. Tick the response that you feel would be closest to your own reaction in a similar circumstance. Most people are familiar with quizzes such as this, and so will need minimum support.

Once everyone has finished come together. Read out the questions and the answers and keep a tally of how many “a”, “b” and “c’s” they have ticked. Stress that no one needs to share their score but do encourage feedback.

Think about:

- Which letter have they ticked the most?
- Do they agree with the statement about themselves?
- Do they agree with the quiz?
- How easy is it to say what you want?
- How can you be more assertive without becoming aggressive?



Preparation:

Make sure that you understand the idea of assertive communication yourself so you can get involved in the discussions. Go to www.supportline.org.uk/problems/assertiveness.php and www.moodjuice.scot.nhs.uk/assertiveness.asp for more information.



Safety Issues / Risk Assessment:

Be sensitive to the possibility that group members may have experienced bullying or harassment and, for them, this subject will have added significance.



Taster 2

How assertive are you? (2)

Aim: To look at situations where we want to be more assertive



Equipment:

- Paper
- Pens



20 mins



Any

Instructions:

In pairs get everyone to make a list of situations where they would like to be more assertive, e.g. *taking faulty goods back to a shop, telling cold-callers (phone or doorstep) that you don't want whatever they're selling, being bullied, standing up to a friend who's very demanding*. Be honest and give an example for situations in which **you** would like to be more assertive

In pairs, think about how you can achieve this. Remember that assertiveness is midway between being passive and always giving in to others, and being aggressive. It's not always about getting what you want, but it is about being clear and feeling better about yourself.

You could "rehearse" what you want to say or do, and maybe swap places so you can feel what it is like to listen to someone being assertive, but not aggressive.

Summarise by asking people to share (if they wish to) what they have decided to change in their lives. Wish them luck and say that they can review their progress next week if appropriate.



Preparation:

Familiarise yourself with the following assertiveness techniques:

1. **"I" messages**

If you are unhappy about someone's behaviour is it best to say how you feel rather than attacking the other person. This means using the word "I" in what you say. Suppose you had cooked a meal several evenings on the run for your flatmate and each time he or she had arrived late and the dinner had been spoiled. A suitable "I" message might be "I get very upset when you arrive late for dinner because I put a lot of energy into making it and I feel it's a waste if the food is cold or overdone."

This tells the other person how you feel and paves the way for a helpful discussion of the situation. This is different from "you" messages which attack the other person, e.g. *"You're always late for dinner. You're selfish and inconsiderate. You can make your own dinner from now on."*

2. **The Scratched Record**

This can be useful with strangers when you have a specific task e.g. *when taking goods back to the shops*. It consists simply of repeating your point several times no matter how the other person tries to divert you:

Customer: "Hello, I'd like to return these trousers because they've got a mark on them"

Shopkeeper: "Hmm...well, it's only a small mark. It will probably wash off".

Customer: "I'd still like them changed please".

Shopkeeper: "We don't have any more of that size in stock".

Customer: "I would like a replacement pair".

Shopkeeper: "OK. We'll re-order them and they should be in by the end of the week"



Safety Issues / Risk Assessment:

Be sensitive to the possibility that group members may have experienced bullying or harassment and, for them, this subject will have added significance.



Taster 3

Just a Minute

Aim: To have fun while thinking on your feet!



Equipment:

- Ideally you should use bells, buzzers or similar for the individuals playing. Alternatively, players adopt a "sound" they make when challenging the speaker.
- A list of subjects to talk about
- Stopwatch



30 mins



Any

Instructions:

The object of the game is for participants to talk for "just a minute" on a given subject, "without repetition, hesitation or deviation". To speak for the full minute without being challenged can be very difficult!

- Elect a "Chairperson" who gives out the subjects and decides if the challenges are valid.
- The first player is given a subject from the list and as they start to speak, the clock starts.
- If the first speaker hesitates, repeats a word (any word, even "the" or "and") or has deviated too far from the subject then another player can challenge by sounding their buzzer.
- Whilst the challenge is being made the stopwatch stops.
- The "Chair" then rules whether or not the challenge is valid, at which point the successful challenger takes up the subject, but from the point where the clock stopped.
- The winner is the person talking when the minute is up.



Preparation:

Make a long list of subjects – some easy, some difficult and some downright bizarre!



Tips / Advice:

- Keep it rolling at a fast pace, encourage everyone to get involved and make sure the Chair is assertive!
- Take turns at being the Chair



Taster 4

Death By Powerpoint

Aim: To create a Powerpoint presentation using only 5 words



Equipment:

- Laptops
- Digital cameras
- Projector
- Screen



60 mins +



2-3 per laptop

Instructions:

Most people will have heard the expression “death by PowerPoint” and even more will have felt the mind-numbing effects of sitting through long boring presentations with slides consisting of little more than bullet point lists! Furthermore, it is true to say that many people using PowerPoint fail to use their own personalities and skills as the audience will be focussed on a screen and not on the presenter. This taster challenges the group members to come up with a truly powerful PowerPoint by giving a presentation where they are the star of the show, and the slides add impact rather than draining energy from the audience.

Using the following guidelines, give a presentation (using one, two or three presenters – whatever people prefer) where the PowerPoint slides feature only images. You are allowed just 5 words to use as a title! If you can, try and make the presentation a “real” one, *i.e. for church, or at a display night or for recruiting new members at school etc.* If this is not possible, then have a list of subjects available for people to choose from. These can range from the serious, *e.g. poverty, child labour, racism, homelessness etc.*, to the more random and light-hearted, *e.g. their favourite band, best holiday destination, worst ever TV programme, why school should be abolished, the joy of socks, stupidest hobby, etc.* Whatever the subject, the aim is to “wow” the audience and generate an emotional reaction.

Guidelines:

- Tell your audience a story.
- The first 5 slides are the most important.
- If your audience don't like you they won't listen, so sell yourself.
- A picture is worth a thousand words.
- Go for an emotional impact – happiness, sadness, drama, laughter, nostalgia, empathy, warmth, uplifting, injustice, shock etc. For example, if you are talking about conservation or the environment, find an image that makes the audience sit up – dead fish floating in a river, supermarket trolleys abandoned in parks, litter in hedgerows.
- Have your main points written on cue cards – *not on your slides.*
- Are you “telling” or “selling”? Do you want the audience to commit to a course of action afterwards? For example, donate to a charity, sign a petition, join the BB, start a campaign. Make it clear in your summary what you want them to do or remember.
- Keep it simple, short and go for maximum impact.

If the presentation is to be given at a future date, suggest a time for rehearsal. If it is just in the group, ask for volunteers to give their presentations and give constructive feedback.



Tips / Advice:

- Here are some examples of using a minimum number of words for maximum impact:
 - “Make films from the heart.” A Film School
 - “Blog your photos – save trees.” PENTAX Photo Gallery
 - “Games are good for you.” Discovery Channel
 - “Design is changing the world.” A design business
 - “Encourage kids to be creative.” Company promoting drama in schools
 - “Don't take your organs to heaven.” Organ donation campaign
- Constructive feedback is essential and means telling people what went well, and giving positive messages. Get the presenter to say what they would do differently next time.



Christian Faith Stories

Aim: To see how Jesus communicated a message to people



Equipment:

- Bible



30 mins



3-7

Project Description:

Give each member of the group one minute to entertain and engage the group, however they can. If a member of the group gets bored make the sound of a buzzer.

Jesus often engaged people with his first action whether it was a question, story, strange statement or action. He grabbed their attention and then used this to guide the discussion so that it developed into a meaningful conversation about a life changing topic! He met people where they were at whether they were drawing water from a well (**John 4:1-42**), fishing (**Matthew 4:18-22**), or collecting taxes (**Luke 9:1-10**). In **John 3:1-21** Jesus' first words to Nicodemus, a religious scholar, were a puzzle that left him searching.

Think about these stories:

- What initially engaged the characters in the story?
- What message did Jesus put across?
- What impact did it have?
- What stories or parts of The Bible stick in your mind the most?
- Why do you remember them?
- Why was Jesus a good communicator?
- Why does telling a story get a point across better than just telling someone what to do or think?
- What was Jesus trying to communicate?

The gospels are filled with stories of people who encountered Jesus and consequently their personal stories were forever changed!

Think about:

- Do you have a story about God's impact on your life?
- How can your story impact others?



Tips / Advice:

- Be prepared to share your story with the group.
- The Art of Connecting is an excellent resource to equip young people sharing their faith. It runs over 7 weeks, will excite and encourage young people to examine their own story and journey with Jesus, to connect genuinely with their friends and their 'stories,' and throughout – to go deeper in their knowledge of God's story. Go to www.yfc.co.uk for more information.



Project 3 Minute Wonder!

Aim: To make a 3 minute video to be entered into an annual national competition



Equipment:

- Video camera
- Projector
- Screen
- Props as needed



5 hours +



Any

Instructions:

It's time to get creative by making a 3 minute film on the subject of your choice. It can be animated, a short drama, a "News at Ten" style piece, a documentary, a comedy etc. However it must be used to communicate a message. **The winning film makers will receive £100 worth of cinema vouchers.** Films will need to be emailed or sent to BBHQ by 30th June every year, and the winning film will be premiered at Brigade Council.

Think about:

- What groups will you work in? Between 3 and 5 people in a group is ideal, but if someone wanted to work alone this is also ok.
- What different roles will need to be fulfilled? Advise the groups to think about their roles – technical, script writers, direction, acting/presenting, make-up and costume etc.
- What deadline are you working to? Get an agreement on when the films need to be ready by.
- What idea is your film based around?
- What message are you trying to communicate?
- What are you going to shoot?
- What equipment and props do you need?



Tips / Advice:

- Make sure you have enough video cameras to go round.
- Most phones or digital cameras have the capability of recording a 3 minute video which can be edited on a PC.
- Plan the video with storyboards and research it before you shoot.
- You may wish to have a "Cannes Film Festival" night at the company, when people vote for their favourite film. Have a prize ready for the winner, and make the Cannes evening as realistic as you like, e.g. *red carpet, seats in rows, wearing bow ties or evening dress, popcorn etc.*



Safety Issues / Risk Assessment:

The usual safety and supervision guidelines should be adhered to if people are going off-site to make their films

The Duke of Edinburgh's Award:

Skills: Public Speaking & Debating



Going Further



Programme Ideas:

- Do a PowerPoint presentation to present a Bible story in a modern setting.
- Act out or video a Bible story in a "News at Ten" style.
- Design a ten minute worship session for church using different technology or props to communicate their message.
- Communication with people who are visually impaired or have a hearing impairment.
- Foreign languages
- Presentation skills
- Body language



Trips / Visits:

- Shadow a reporter / journalist
- Visit someone who is visually or hearing impaired
- Watch a professional speaker e.g. *politician, newsreader*



Programme Links:

- Positive Publicity project
- Preparing for Work project



STOP & THINK!

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

Projects

Moving On

Aim: To gain the skills to prepare for independent living



Taster 1

Living With Others

Aim: To think through some of the issues involved in living with other people



Equipment:

- Pens
- Paper
- "Resolving Disputes" template



30 mins



2-10

Instructions:

Moving away from home can seem idyllic, but lurking beneath your new found freedom could be the 'flatmate from hell'.

Think about:

- Who would be your ideal "celebrity" flat mate and why?
- Would you like to live with a smoker?
- Would you be willing to live with male only or female only flatmates?
- Is it important that you share the same interests?
- Could you live with somebody who enjoys going out every night, when you like quiet nights in?
- Can you put up with somebody being really messy or over tidy?

When sharing a home with other people, the main causes of problems are:

- Bills
- Chores
- Personal belongings
- Personal space

Have a look at the "Resolving Disputes" template, and then act out some of the following role plays:

1. Housemate A refuses to pay their part of the electricity bill, because they don't have a heater in their room and consequently they don't believe that they use as much electricity.
2. Housemate A always cleans the house without being asked or telling anyone, but housemate B always makes a big deal when they do anything. Housemate A thinks that B doesn't do a very good job even then.
3. Housemate A doesn't have internet in their room and goes into housemate B's room to use their computer when they are out without asking. This really annoys B.

Write a list of 10 rules that would help your house run smoothly.

**Tips / Advice:**

Have a look at www.nusonline.co.uk.

**Taster 2**

Let's Talk About Money

Aim: To see how much living away from home costs

**Equipment:**

- Computer
- Pen & paper
- "What does it cost to be a student in 2005/2006?" template



30 mins



1-5

Instructions:

Moving away from home can seem like everything you've ever wished for, but it does cost. Think through how much your monthly income and expenditure will be:

Income

This is how much money you have coming into you bank account, and could include:

- Job
- Parental contributions
- Savings
- Scholarships (*if at university*)
- Bursaries (*if at university*)
- Grants (*if at university*)
- Loans

Expenditure

This is what you spend your money on, and could include:

- Tuition fees (*if at university*)
- Books, equipment (*if at university*)
- Field trips (*if at university*)
- Rent
- Gas
- Electricity
- Water
- Home phone
- TV licence
- Insurance

- Cable / satellite
- Broadband
- Food
- Clothing / shoes
- Mobile
- Entertainment
- Transport
- Loan payments
- Credit card payments
- Savings
- Charitable giving

Compare this to the "What does it cost to be a student in 2005/2006?" template.

Think of five money saving tips. *e.g. turning the thermostat down by 1°C can cut your heating bill by about 10 per cent, that's around £100 per year.*



Tips / Advice:

- You could create your own spreadsheet to calculate a budget or use the UCAS budget calculator www.ucas.com/students/studentfinance/budget_calculator.
- Have a look at www.nusonline.co.uk.
- Remember not everyone will be going to university; some people will be going to work.



Taster 3

Safety

Aim: To highlight some issues of safety when moving away from home



Equipment:

- Computer
- Pen
- Paper



40 mins



1-5

Instructions:

Moving away from home can be a fairly daunting experience. Research the following issues, see why they could be a potential danger, what precautions you can take and how much does it cost *e.g. time, money etc.*:

- Carbon monoxide
- Second hand furniture
- Home security

- Personal safety out and about
- Transport
- Going out at night
- Fire
- Alcohol
- Drugs
- Sex

Research one of the above issues and produce a presentation or leaflet containing guidance for others. If you share out the issues listed above and any others you can think of amongst the group it will be helpful in getting as much information as possible together. Then either carry out a presentation on each issue or let everyone in the group have a copy of the leaflet produced.



Preparation:

Research will have to be carried out before writing the leaflet or presentation.



Tips / Advice:

- Only use trusted websites that give credible information.
- Have a look at www.nusonline.co.uk.



Safety Issues / Risk Assessment:

Make sure that the advice given out is responsible. If it isn't challenge it.



Christian Faith Choices

Aim: To think about the choices ahead of you when you leave home



Equipment:

- Bibles



20 mins



2-5

Instructions:

When you leave home you get to make many more choices for yourself. For many Christianity and church can be seen as really boring and a place that you have been made to go for years either by parents or a BB leader. Well there is some good news. Once you've left home there is nothing that anyone can do to make you go! However work through the following ...

- Draw a large cross on a piece of paper.
- Use the centre of the cross to represent how close you have felt to God. Think of experiences you have had in your life, which could include the first time you heard anything about Jesus, feeling lonely, or becoming a Christian.
- Mark a ring on the paper representing that occasion and how close you felt to God then.

- Share this with the rest of the group and include:
 - When they started thinking about God?
 - If God is someone real to them?
 - What life was like before they became a Christian (if they have)?
 - What was life like after they became a Christian?

Read Matthew 7:7-8 and God's promise to be near to all.

Think about:

- What are you going to do when you leave home?
- Are you going to leave all the "God stuff" behind? Or carry on? How?
- Why is it worthwhile going to church at all?

Meeting with other Christians and being taught God's word is how we grow. It's really hard to be a Christian without having the support of others around you, and also lending that support to others. Moreover if you get into the habit of going now you will do so in the future whatever difficulties or distractions there are.

Think about:

- What is a good church? **Read Romans 12, Hebrews 10:24-25, 1 John 3:11-18.**
- How do you find a good church that will support you? Get a recommendation. See if you can go to church with some of your friends. Don't be put off by just one service – especially if it's not one of their normal ones – try the church at other times too.

These are real choices that you will need to make, but if you choose to make them now you are setting yourself up to run a good race and to be well trained. **Read 1 Corinthians 9:24-27.**



Preparation:

Think about the reasons why you go to church. What benefit has it personally had for you?



Tips / Advice:

- Allow people to ask questions; don't worry if you don't know the answers. Be honest. Tell it as it is.
- The Art of Connecting is an excellent resource to equip young people sharing their faith. It runs over 7 weeks, will excite and encourage young people to examine their own story and journey with Jesus, to connect genuinely with their friends and their 'stories,' and throughout – to go deeper in their knowledge of God's story. The price of the pack, comprising the full Art of Connecting Leaders Guide including two DVDs, is £19.95 (plus £2.00 p+p). Go to www.yfc.co.uk for more information.

The Duke of Edinburgh's Award:

- Skills: Life Skills
- Skills: Money Management



Project Big Brother

Aim: To take care of yourself for a whole week



Equipment:

- Budget
- Household facilities



1 week



3+

Project Description:

When you live at home a lot of things just happen. Food appears on the table, clothes get washed etc! For a week look after yourself. This involves cooking, cleaning, washing, ironing, shopping and anything else you can think of. Start by following these steps:

- Agree a budget for the week.
- Decide how you will spend the money.
- Draw up a timetable for what you need to do, e.g. *Monday – shopping, Tuesday – ironing.*
- Now live without any assistance for a week. Remember that getting a lift to the supermarket or eating what someone else has cooked for you is assistance!
- Create a Big Brother video diary of your experiences sharing what you've done, learnt, and struggled with.



Tips / Advice:

You could agree to cook for the whole family.



Safety Issues / Risk Assessment:

Special care is needed when using home appliances. Follow manufacturer's guidelines.



Going Further



Programme Ideas:

- Banking
- Loans
- Pensions
- Mortgages
- Renting
- Being a good neighbour



Trips/ Visits:

- Bank official
- Independent living (weekend away)



Programme Links:

- Cooking project
- DIY project



STOP & THINK!

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

Driving

Aim: To prepare for the driving theory and practical tests, to learn routine maintenance and responsibilities on the road



Taster 1



Finding Out About Driving

Aim: To find out what you need to do to be able to drive



Equipment:

- Internet access
- Information from Driving Standards Agency



20 mins



Any

Instructions:

There is a process which everyone wishing to drive needs to go through in order to get their licence and be able to drive legally. There are also minimum ages, as to when you can start the process and when you can actually drive.

Go through the steps below to help everyone understand how the process* works:

• Obtain a Provisional Driving Licence

This needs to be done prior to booking a Theory Test and before being able to drive any vehicle with 'L' plates. For learning to drive a car, this can be applied for upto 3 months before your 17th birthday, or anytime after that. To drive a moped a provisional licence can be obtained on or after your 16th birthday.

A Provisional licence MUST be held before learning to drive any vehicle. To apply for your provisional licence, you will need the D1 application form that is available from Post Offices, or use the online service at www.direct.gov.uk/en/Motoring/DriverLicensing (check costs of applying for a licence).

• Learn the Highway Code

You will need to spend some time learning the Highway Code before you take your Theory test.

• Book and Take a Theory Test

You will need to book up and take a theory test (check costs and where your local testing centre is based).

• Learn to Drive

If you have obtained a provisional licence to drive a moped, then before you can actually start driving and after taking the Theory Test you will need to complete the CBT (Compulsory Basic Training) with a certified instructor (check costs and where your local testing centre is based).

You will need to learn to drive, and this should be done with an Approved Driving Instructor (ADI). In addition if you want to practise your driving with an accompanying driver, the accompanying driver must be over the age of 21 and must have held (and still hold) a full licence, in the relevant vehicle category, for at least three years. You will also need to know basic maintenance of a vehicle, as this forms part of the practical test.

* Information above is correct as at July 2008, please check www.dsa.gov.uk or www.dvla.gov.uk for current regulations.

- **Take the Test**

When comfortable you will need to book and take your Practical Test (check costs and where your local testing centre is based).

- **Apply for the Full Licence**

Once you have completed all of the above you need to apply for your full licence (minimum age 17). Not applicable for mopeds.

As you may expect there are a lot of rules and procedures related to driving, but it is important to remember that they are there for the safety of all. In addition there are many laws to the road, some of which may be covered in your theory test.

Read through the following statements, and ask the group to consider whether they think they are true or false:

- Driving whilst under the influence of alcohol is illegal and extremely dangerous.
- You have been driving for an hour and are a little tired, so it's ok as you drive to take a sip from a bottle of water.
- Driving after one pint of beer effects your driving.
- Whilst driving it's ok to make a quick call home to let Mum know I'm going to be late for dinner.
- Setting your Sat Nav whilst driving is fine.

Discuss these with the group and see what different views there are. You might have other statements you would like to add as well.



Preparation:

- Purchase a current Highway Code book
- Check current costs of a provisional licence, taking a theory test, taking a practical test and completing the CBT mopeds course.
- Find out where the nearest approved centres are for: taking a theory test, taking a practical test and completing the CBT mopeds course.



Tips / Advice:

It is important to learn safe driving practice from the beginning of your driving career because bad habits are hard to break.



Taster 2

The Theory Test

Aim: To prepare for the driving Theory Test



Equipment:

- Highway Code (latest edition) or access to an online version
- Internet access
- Flipchart / Whiteboard
- Pens



3 hours +



Any

Instructions:

The Highway Code has lots of signs, road markings, signals, etc. that you need to be aware of before you are able to pass your Theory Test and then start to drive. The Theory Test is touch screen based, and contains questions with multiple choice answers as well as video clips to test hazard perception.

Using the online version of the Highway Code, create a PowerPoint Presentation with a range of signs, markings and signals. Go through it asking if anyone knows what each one is. This could be done as a little quiz or competition. This should clarify the general knowledge of individuals within the group, and indicate how long you will need to spend looking at the Highway Code.

There are then a number of ways in which to learn the highway code, including:

- The group could go out on a walk following a planned route in the local area. Provide them with a large scale map and pen to be able to mark on the road signs and markings which they see on route. Hopefully they will be able to identify what they mean, but for those which they are unsure of they should look them up in The Highway Code upon returning to your church. Be sure that the route covers a wide range of signs and markings, and that you have the answers.
- Use a Noughts & Crosses grid and assign each box on the grid (9 in all) a chapter or page number from the Highway Code Book (you could do this on a flipchart pad or white board). Then create 2 teams, one being noughts and one being crosses. In turn each team chooses a square and has to answer a question chosen by the person leading the activity from the chapter or page number; if correct they then get their respective mark. Play continues until there is a winning team or stalemate. Create your own additional rules about how you pass questions over to the other team, etc.

Now that you have carried out the above activities try completing the theory practice test online at www.theory-tests.co.uk. This could be completed at home if you do not have access to the internet at your meeting place.



Preparation:

- Purchase a current Highway Code book or use the Online version at www.direct.gov.uk/en/TravelAndTransport/Highwaycode/ (although the Department for Transport states "In any proceedings, whether civil or criminal, only the Department for Transport's current printed version of the Code should be relied upon").
- Make sure you have internet access available if required.
- You need to register to use www.theory-tests.co.uk, and there are a limited number of tests available FREE. For access to a larger range of tests there is a subscription fee.

**Tips / Advice:**

- Make sure that you use the current Highway Code.
- Look on the internet for online resources to help you prepare for your theory test.

**Taster 3**

Hazard Perception

Aim: To test your hazard perception and awareness in preparation for a Theory Test



1 hour



Any

Instructions:

Hazard perception is part of the Theory Test. You will be presented with a series of video clips which feature every day road scenes and in each clip there will be at least one developing hazard. You must spot this hazard as quickly as possible. This is a very important part of the test as you do not have a chance to review your answers; as on the road, you only have one chance to respond!

To prepare for this part of the test you could use one of the online hazard perception tests available at www.theory-tests.co.uk. Alternatively you could go out into the street and spend some time observing the traffic passing you and the hazards that occur. Log these incidents and keep a note of who spotted the hazard first. Ideally this would be carried out on an A road, perhaps near a junction so that you get a good opportunity to see a range of vehicles and driving behaviours. Once you go back to your meeting place you could discuss the hazards that have been recorded, what actually happened and what could have happened e.g. *if the car had not stopped when the child ran across the road.*

You could also choose a film or TV programme which has some appropriate clips for the group to watch and discuss. Films or programmes involving Police car chases would be ideal and provide a lot of discussion points.

**Preparation:**

- Make sure you have internet access available if required.
- You need to register to use www.theory-tests.co.uk, and there are a limited number of tests available FREE. For access to a larger range of tests there is a subscription fee.
- If planning to watch a clip from a film/programme, get together some examples before the meeting night.

**Safety Issues / Risk Assessment:**

Ensure the safety of all when going out onto the street to observe traffic.



Christian Faith

The Journey of a Thousand Miles Starts with a Single Step

Projects

Life Skills

Aim: To consider or reflect being on a 'straight road' with Jesus



Equipment:

- Bible



20 mins



Any

Instructions:

Mark an arrow route on the floor for a blindfolded group to walk through. Ask for a volunteer to act as a guide. Blindfold the group and direct them through the course. Record the time it takes to complete the task, and give time penalties if the group steps over the markings.

The following is a Chinese saying 'The journey of a thousand miles starts with a single step.'

Life is so much like a journey, and we use this analogy in lots of our expressions:

- Let's cross that bridge when we come to it, shall we?
- His life has no direction at the moment.
- I don't know which way to turn!
- You just have to forget about it and move on.
- I set out to do the right thing.
- When I left school I found myself at a crossroads.

Think about:

- What do the following statements say to you?
- Are they helpful?

Read Proverbs 4:10-13, 25-27.

Think about:

- What do the above passages say to you?
- How do you think they apply to you now?

Pray

Pray for the right road for you to travel on and seek God's help when there are temptations to swerve, turn left or right off the 'straight road' to Him.



Tips / Advice

- If this is done outside plain flour can be used to mark the route.
- Split into two teams to complete the task and do it as a timed competition.



Project The Practical Test

Aim: To prepare and take your Practical Driving Test



Equipment:

- Internet access



10 hours +



Individual

Project Description:

You will first need to have taken and successfully passed your Theory Test.

In this project you must prepare and pass your driving test, following the correct procedure and become a good and safe driver.

The Practical Driving Test is a big step and you will need to spend time with an Approved Driving Instructor (ADI) before taking it. Learning to drive with an ADI is important to ensure you learn proper techniques and do not fall into bad habits. There are lots of local ADI's as well as Driving Schools like BSM, AA and RAC, look online to find the best one for you. There are a number of sites which will help you to find a local ADI including www.findadrivinginstructor.com and www.driving-schools-directory.co.uk.

Remember that you should book your test at least 4-6 weeks before you want to take it, as this is usually the minimum waiting time. Make sure your instructor is also confident that you are ready. You don't want to waste your money taking it too soon.

As part of the practical test you will be asked some questions about the maintenance of the vehicle and you will be expected to know the key parts of the vehicle and engine. If possible arrange a visit to a garage or for a motor mechanic to come down to your meeting place and go over the basics of car maintenance.

In some areas there are off-road driving centres where young people aged 16+ can experience driving a car without a licence or having passed a test. Using these centres can be expensive, but they are the only way for those under 17 to experience driving a vehicle or start learning a bit earlier. You should check the centres have approved instructors, insurance and risk assessments in place.



Tips / Advice:

You will need to be able to allocate sufficient time and money to fulfil this project.



Safety Issues / Risk Assessment:

Ensure you follow the correct process and abide by the rules set out by the Driving & Vehicle Licensing Agency and the Driving Standards Agency.

The Duke of Edinburgh's Award:

Skills: Motor Cars



Going Further



Additional Resources:

- **Driving Standards Agency (DSA)** www.dsa.gov.uk
- **Driving Instructors Association (DIA)** www.driving.org
- **British School of Motoring (BSM)** www.bsm.co.uk
- **The Automobile Association (AA)** www.TheAA.com
- **Driver and Vehicle Licensing Authority (DVLA)** www.dvla.gov.uk
- **The Official Highway Code** www.direct.gov.uk



Programme Ideas:

- Cost of driving: Financial & Environmental
- Motor mechanics
- Alternative transportation



Trips / Visits:

- Off-road driver taster session
- Car garage / Vehicle mechanic
- Go karting
- Quad biking



Programme Links:

- 24hr Travel challenge

STOP & THINK!

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

Projects

Your Values

Aim: To have informed opinions on various ethical subjects, to engage in debate and to respect all points of view



Taster 1

Movie Time

Aim: To watch a film and consider the ethical issues



Equipment:

- DVD player
- TV/ projector
- Screen
- Drinks
- Popcorn



2 hours



Any

Instructions:

Check the local cinema listings and find a current film (or past one being re-shown, more often in a smaller, specialist cinema) with ethical issues. Alternatively, you could buy or rent a DVD of a similar film to show on a TV or through a projector at your own meeting place. Drinks and popcorn etc. could be arranged during the film and then have the discussion afterwards over coffee / hot chocolate etc.

Here are some suggested recent titles with ethical issues worthy of debate ...

Film	Rating	Time	Additional Information	Topic
An Inconvenient Truth	U	1 hr 40 mins	Good website with follow up ideas at www.an-inconvenient-truth.com and www.climatecrisis.net .	Climate Change
Bamako	PG	1 hr 58 mins	Film backed by Christian Aid. Good background info and interviews at www.bamakothemovie.com .	Developed world's treatment of Africa and it's imposition of free trade on the continent
Bowling for Columbine	15	2 hrs 5 mins		Gun Culture
Black Gold	U	1 hr 22 mins	Film supported by Oxfam. Follow up activities and campaign info at www.blackgoldmovie.com .	Fair trade (or lack thereof) in the coffee business worldwide
Blood Diamond	15	2 hrs 23 mins		Ethics of the diamond trading industry and the people who suffer as a result of western complacency

Film	Rating	Time	Additional Information	Topic
Bruce Almighty & Evan Almighty	12 PG	1 hr 42 mins 1 hr 46 mins		Explores various issues about what people would do with God's powers if they had them.
Goodbye Bafana	15	1 hr 57 mins		Apartheid and racism in South Africa
Sicko	12A	1 hr 53 mins		Availability of free healthcare
Super Size Me	12A	1 hr 40 mins		Fast food marketing and its links to poverty and health issues in developed countries

Think about:

- What was the plot summary?
- Who were the key characters?
- How did the film make you feel?



Preparation:

Watch the film before showing it to the group and think about some discussion questions.



Tips / Advice:

- It will depend on the screening time as to what time you go but make sure it doesn't finish too late so that you have enough time to discuss the issues that were raised – you could go to a coffee shop to undertake this chat.
- The above films are just a few examples – this list will go out of date so keep your eyes open for current film reviews in the press and choose an up-to-date one.



Safety Issues / Risk Assessment:

- Ensure that the film's rating is appropriate for those watching it.
- Some of these films deal with graphic or challenging stories.



Taster 2

The Cave Explorers

Aim: To consider our own value positions



30 mins +



Any

Instructions:

Like scientists, philosophers use experiments to test their theories. Unlike scientists, their experiments do not require sophisticated laboratories, white-robed technicians or even rodents. They occur in the mind, and start with 'What if.' These "thought experiments" help philosophers clarify their understanding of certain concepts and intuitions. In the field of ethics though, experimenters typically present a dilemma, examine the most popular "intuitive" response and then show the implications for real-world issues.

One of the most famous thought experiments in ethics is "the runaway trolley". It aims to clarify how we should distinguish right from wrong. Here is the scenario with two well-known variations.

1. The Runaway Trolley Car

A runaway trolley car is hurtling down a track. In its path are five people who will definitely be killed unless you, a bystander, flip a switch which will divert it onto another track, where it will kill one person.

Think about:

- Should you flip the switch?
- How many people would need to be on that main track for you to change your mind?

2. The Fat Man and the Trolley Car

The runaway trolley car is hurtling down a track where it will kill five people. You are standing on a bridge above the track and, aware of the imminent disaster, you decide to jump on the track to block the trolley car. Although you will die, the five people will be saved.

Just before your leap, you realise that you are too light to stop the trolley. Next to you, a fat man is standing on the very edge of the bridge. He would certainly block the trolley, although he would undoubtedly die from the impact. A small nudge and he would fall right onto the track below. No one would ever know. Should you push him?

Research shows that everyone ("without hesitation") would choose to flip the switch in the first trolley case, but that most of us would be appalled at the idea of pushing the fat man.

Think about:

- Why is it acceptable to sacrifice the one person in The Runaway Trolley Car but not in The Fat Man case?
- Can it ever be morally acceptable to kill an innocent person if that is the only way to save many?
- Should some actions such as deliberately killing innocent people against their wishes ever be done?
- How can those who vote to flick the switch but not to push the fat man explain this apparent discrepancy?

3. The Cave Explorers

An enormous rock falls and blocks the exit of a cave you and five other tourists have been exploring. Fortunately, you spot a hole elsewhere and decide to let "Big Jack" out first. But Big Jack, a man of generous proportions, gets stuck in the hole. He cannot be moved and there is no other way out.

The high tide is rising and, unless you get out soon, everyone but Big Jack (whose head is sticking out of the cave) will inevitably drown. Searching through your backpack, you find a stick of dynamite. It will not move the rock, but will certainly blast Big Jack out of the hole. Big Jack, anticipating your thoughts, pleads for his life. He does not want to die, but neither do you and your four companions.

The majority of people are not willing to push the fat man off the bridge, but are willing to blast him out of a hole to save five people.

- Should you blast Big Jack out?
- If the roles were reversed, what would you advise your trapped companions to do?
- What are the differences between scenario 2 and 3? Is it that you are trapped and self-preservation prevails?

Whatever our views, these experiments encourage us to examine our moral beliefs and intuitions and, perhaps, to uncover some inconsistencies in our thinking, e.g. *do you illegally download music but would never consider stealing from a shop? Does a person's right to life require us to make great personal sacrifices? If so, should we donate far more to humanitarian aid? Is there a moral difference between killing someone and letting that person die? When does the end justify the means? Are there actions we should never perform, whatever the consequences?*



Christian Faith

Do Not Judge Others

Aim: To think about how we unfairly judge other people



Equipment:

- Bible



20 mins +



Any

Instructions:

In reflecting on our own values there is a need to take care that judgements are not made against others and that we should look at ourselves first.

Show some pictures of celebrities from recent news stories and ask the group to say what they think about them.

Read Matthew 7:1-2.

Think about:

- Have there been any occasions when you have judged someone else?
- With the benefit of hindsight what effect do you think that judgement had on that person?
- Has there ever been a time when you feel someone has judged you?
- How did you feel and how did you respond when that happened?

Reflect

- Have your opinions changed over time?
- Have you judged someone else unfairly?
- What is God saying to you about how you treat and judge others?

Pray

Think about the times when you may have judged people perhaps unfairly and seek God's leading to help you think positively first before making any kind of judgment about anyone else.



Tips / Advice:

Use an appropriate accessible version of the Bible, e.g. *The Message*, *Youth Bible* etc.

The Duke of Edinburgh's Award:

Skills: Public Speaking and Debating



Project What do I think about ...?

Aim: To communicate an ethical debate



Equipment:

- Flip chart & pens
- Bible
- Concordance



4 hours +



Any

Project Description:

This can be undertaken over a period of time through times of discussion, debate, film making or presentation and below are some ideas you could use – choose one topic that you feel is relevant and meaningful to you. In each of the topics try to look at what the Bible teaches. It is interesting to find out how the Bible can be used to justify some quite opposite ideas.

- **Animal Ethics** Do animals have or need rights? Is animal life raw material for human consumption or is it of the same value as human life?
- **Capital Punishment** Is it ever justified? Is all life sacred and the death penalty state murder? Are some crimes so terrible that only the ultimate sanction will do? Is there conflict between the Old and New Testaments? How does this fit into the Christian ideas of justice and forgiveness?
- **Drink Driving** You might never drink and drive yourself, but would you go in a car if the driver had been drinking? Think of the rainy night, you've missed the last bus and it's a three mile walk. Your friend who has been drinking at the local pub offers you a lift home – do you accept? Think of all the possible consequences for accepting/not accepting the lift.
- **Euthanasia** What would you do if someone you loved asked you to help them die? Is euthanasia the compassionate answer to terminal illness? Is all life sacred or does it depend on the quality of life? If human life is made in God's image what does this mean?
- **War** Is it ever right to go to war? Is there a moral way to conduct war? Is there such thing as a just war? Which present day conflicts do you think could be defined as just wars?

There are many other topics that individuals or the group may consider to have an ethical dimension and there may be topical issues that can be investigated including e.g. *lying, nuclear weapons, modern slavery, torture*.

Remember to consider the topic from different standpoints. Are you able to argue a view that you yourself don't hold. Have a go; it really makes you think of all the issues.

There are four stages to the project:

- **Research the issue(s)** It is most important that whatever topics are chosen sufficient research is undertaken so that you are having informed debate.
- **Debate the issue(s)**
- **Communicate the debate** It's important to choose an appropriate media to achieve this.
- **Challenge ourselves & others** There are very few absolutes in life, and it's important that we are prepared to challenge each other's opinions and be willing to reflect ourselves.



Tips / Advice:

- Be prepared to challenge your own and other people's opinions and beliefs.
- Go to www.biblegateway.com or use a concordance to find key words or topics in the Bible.



Going Further



Programme Ideas:

Invite a panel to discuss and answer questions



Programme Links:

Communication project



Positive Publicity

Aim: To explore how the BB can get positive publicity in the local media



Taster 1

Find a Good Story

Aim: To determine what makes an engaging news story in your local press



Equipment:

- Copies of your local newspapers



20 mins



Any

Instructions:

Look through copies of your local newspaper and mark any story that is of interest. Alternatively listen to your local radio station or watch your local television station and make a note of what stories capture your imagination.

Think about:

- What attracted you to the story?
- What was special about it?



Preparation:

- Collect copies of your local newspaper(s)
- Download recordings of local radio station
- Record the local news from the TV



Taster 2

How good are we?

Aim: To improve your Company's PR



Equipment:

- Paper
- Pens
- Flipchart & pens



30 mins



Any

Instructions:

Public relations (PR) is the practice of managing what information goes out from an organisation to the public in order to describe the organisation in the best possible light. PR is often tailored to suit different audiences that might be interested in the organisation. For example in the BB the message you might like to send out to young people may be different to that of adults. For an audience of young people you might like to show the range of exciting activities and opportunities that they might undertake, whereas to parents you might like to show how BB is a safe and trusted environment for their children to spend their time.

Think about:

- How is your group perceived by different members of the community *e.g. young people, parents, OAPs etc.*?
- How do you know this is the case?
- Is this the message that you want to be hearing?
- What message do you want to communicate?
- What changes do you need to make to improve this perception?
- How could you go about changing this?
- How long would it take?
- Whose support would you need to make it happen?



Preparation:

You could try and find out ways in which the Company has previously publicised itself.



Tips / Advice:

- Don't be afraid to show what the BB is like today. Some people have a strong idea of what BB should be like, however remember it can come in all shapes and sizes.
- Be creative and target your audiences.



Taster 3

Good News

Aim: To show yourself in a positive light



20 mins



Any

Instructions:

Young people often have a hard time in the press, and the actions of a minority tarnish all the great things that are done by lots of young people around the UK and Ireland. Go through all the things that you do and come up with something that shows you in a good light. This doesn't have to be complicated – sometimes the simple things work much better.

Think about:

- Why did you choose this activity?
- Why would other people be interested in it?
- How could you communicate this message to others?



Tips / Advice:

Remember – it has to be “positive”!



Christian Faith My Story

Aim: To share your own story



Equipment:

- Bible



30 mins



Any

Instructions:

How we share something good and positive can affect how those around us react to that news. They may have a much clearer picture of what we do, learn something new, have a different perception and a greater understanding leading to wanting to know more. However there are ways and means to doing this. You wouldn't promote the BB well with a grumpy face or by moaning about one of the activities, would you?

Think about:

- What impact do you think your project has had on your BB Company?
- If you were 'to tell your story' what would you want to say about yourself?
- What would you want to share?
- What place would God have?
- What impact do you think it would have?

Read John 1:41–42.

"The first thing he did after finding where Jesus lived was find his own brother, Simon, telling him, "We've found the Messiah" (that is, "Christ").

The Message

Think about:

- Why did Andrew go and find his brother?
- What got him so excited?
- Is it easy to share your story with other young people?
- Are other people interested in your story?



Tips / Advice:

- Be ready to use your story as an example.
- The Art of Connecting is an excellent resource to equip young people sharing their faith. It runs over 7 weeks, will excite and encourage young people to examine their own story and journey with Jesus, to connect genuinely with their friends and their 'stories,' and throughout – to go deeper in their knowledge of God's story. Go to www.yfc.co.uk for more information.



Safety Issues / Risk Assessment:

Some members of the group may have issues that they are uncomfortable talking about in a group. Ensure that you respect their wishes but give everyone the space to talk if they wish.

The Duke of Edinburgh's Award:

- Skills: Journalism
- Skills: Newsletter & Magazine Production



Project PR Campaign

Aim: To achieve positive publicity about your BB Company in your local press, on local radio or TV



6 hours +



Any

Project Description:

From the taster sessions you will have found out what makes an engaging story, how The Boys' Brigade is perceived, and the type of story that you could communicate. Now go and put all this into action by getting some positive publicity in the local media, whether that is through a newspaper, local radio or TV station. Create a prolonged campaign that will take into account different audiences, different media, and a message that your group is going strong!

Think about:

- What message do you want to communicate? It might be easy to get publicity for an article about the history of your group, but if that doesn't fit with your aims then you might be doing more harm than good.

- Is there a theme to your campaign e.g. *new members*?
- What different ways will you communicate this message?
- How will you keep up the momentum of the campaign?
- What time frame are you working to?
- Who is your target audience?
- What will be the best way to target them?
- Why will a media organisation want to run with your story?
- How will it stand out?
- Who is going to be involved?
- When is it going to happen? When will it have the greatest impact?
- Are there any cost implications?
- How will you measure the impact of the publicity?

Getting publicity isn't difficult if you know what you're doing. All you need to do is decide what you want to achieve, think up some story ideas, and then submit them to the media as press releases. However keep submitting idea after idea as publicity is a long-term game. Remember if at first you don't succeed...

Here are a few top tips to get your story noticed:

- **Be the first, the newest, the oldest, the biggest, the smallest**
Different is great. Journalists get sent a constant stream of "average" all day long – so make sure your story stands out.
- **By introducing something new or improved**
Make it clear what's better and why, and what benefits it is going to have.
- **Mark the passage of time**
Has it been a year, 5 years, 10 years or even 125 years since something significant happened?
- **When you win an award**
Send out your own publicity about the award.
- **Re-launch your website**
Tell journalists what's good about your new site, and why.
- **Do something in a different way**
Particularly if it's "always been done this way". That's what Richard Branson and Stelios do.
- **Attempt to set or beat a record**
A publicity classic, for a reason. Everyone loves a record attempt. And there are plenty of records to go for. Try to make your record relevant in some way to The Boys' Brigade.



Tips / Advice:

Local newspaper journalists are sent dozens of news releases every day, so to get yours to stand out follow these tips:

- Ensure that the news angle is in the introduction to your press release. Remember: WHO, WHAT, WHY, WHEN, WHERE, HOW.
- Keep it short and simple but make sure that all the facts are there.
- As far as possible try to find the human-interest angle and back it up with a quote.
- Contact numbers should be included on the release if more information is required.
- If you are planning an announcement ensure that it meets the deadlines of the newspapers in your area.



Safety Issues / Risk Assessment:

It isn't true that all publicity is good publicity!



Going Further



Programme Ideas:

- Record a radio broadcast
- Produce a newsletter or magazine
- Create a documentary or short film
- Make a video diary of camp



Trips / Visits:

- TV station
- Radio station
- Local newspaper



Programme Links:

- Your Church Reaching Out project
- Fundraising project
- Effective Communication project
- Hands on Conservation project
- Appear on TV or Radio challenge
- Positive Publicity challenge
- Read All About It challenge



STOP & THINK!

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

Preparing for Work

Aim: To explore career choices and to give practical experience in gaining a job



Taster 1

Choosing a Career

Aim: To consider the advice you have received to date and ideas you have for future careers



Equipment:

- Flip chart, paper and pens
- Recruitment advertisements from a range of newspapers
- Pens and paper



30 mins +



Any

Instructions:

Thinking about a career can seem daunting particularly if you don't think you know what you want to do. In the past many people would often inherit or take up a single lifelong job, and the concept of an unfolding career encompassing different professions had little or no meaning. However increasingly people no longer have jobs for life, but have a career that covers many different professions over time. Don't think about what you might want to do for the rest of your life, but what you want to do first! The labour market is currently far more flexible than ever before, people are often more able to retrain and undergo continuing professional development.

Think about:

- What do you see yourself doing in 10 years time?
- What career do you want to follow?
- What has shaped this idea e.g. *parents, peers, interests, skills, teachers, money etc.*?
- What careers advice have you received to date? How useful have you found it?
- Where can you go for careers advice?

What job to apply for?

Have a range of recruitment advertisements to look through. Individually read them through and select one you would be interested in applying for. Consider the following questions when making the decision:

- What is it in the advertisement that appeals to you?
- Why did you choose this particular career?
- Why do you think you would be suitable for this type of role?

Come back together as a group and ask each individual to say which job they would be interested in applying for and why, using the three questions as a basis for their answer.



Preparation:

- Bring a range of recruitment advertisements.
- Find out where locally careers advice can be obtained.



Tips / Advice:

- Facilitate the discussion, but let the group lead the debate themselves.
- Resist from commenting on the careers choices individuals suggest. Explain that only the individual can ultimately choose their career, but there is plenty of advice and support available.
- Remember that not everyone will want or need to go through a university education.



Taster 2

Why that career?

Aim: To learn from others' experiences how they made their career choices



30 mins +



Any

Instructions:

It's always interesting to hear and learn from other people's experiences, whether they are completely positive or not. Decide how you want to structure the evening, will it be a formal presentation or a cosy chat over tea and coffee? Get the guest to introduce themselves and outline their career. Then leave some time for questions.

Some possible questions could include:

- How did they decide on this career?
- What influenced them?
- What was the best opportunity they ever had?
- What mistakes did they make?
- What would they do differently if they were starting out today?
- What one top piece of advice would they give the group?



Preparation:

- Involve the group in planning the session.
- Where possible get the group involved in deciding who should be asked to come and speak, members of the group should be encouraged to invite the individuals and brief them on what should be covered in the talk. (10 minutes is probably long enough for each talk). They may have specific people or careers in mind that they would like to hear about.
- Invite someone from the group to facilitate the session, welcoming the guests, leading the questions session and thanking the guests at the close of the session.

- Ask the group to start thinking about the questions they may wish to ask.
- Ask the guests to explain a bit about their current role and then talk through how they got to do it.



Tips / Advice:

- Don't feel that you need to think of hundreds of questions or that you have to stick to the questions you thought about previously. The best questions will take into account what has been previously said.
- Choose guests with a variety of careers, backgrounds and experiences.



Taster 3

Career's Advice

Aim: To explore the different resources on the internet that provide careers' guidance



Equipment:

- Laptop
- Internet access



45 mins +



2-4

Instructions:

No website or computer programme can instantly identify the perfect career for you. However they can be a really useful resource to highlight possibilities, opportunities and provide factual information about necessary qualifications, pay, useful links etc.

Have a look at some of these sites for more useful information:

- www.learndirect-advice.co.uk
- www.connexions-direct.com
- www.jobs.guardian.co.uk/careers
- www.prospects.ac.uk
- www.monster.co.uk

Have a look at some possible jobs and find out as much as you can about how you will get in to that career. Think about:

- What qualifications do you need?
- Who might employ you?
- What are the benefits of that career?
- What are other people's experiences?
- What will you get paid?



Tips / Advice:

Remember that not everyone will want or need to go through a university education.



Christian Faith The Apprentice

Aim: To think about what qualifications you need to be Jesus' apprentice



Equipment:

- Bible
- Flipchart & pens



20 mins



Any

Instructions:

The Apprentice is a reality television show that is billed as "The Ultimate Job Interview". In the show a group of 15-18 business people compete in an elimination-style competition for a one-year, £100,000 job working for one of Alan Sugar's companies.

Using a flipchart to record your ideas, think about:

- If you were Sir Alan Sugar who would you want to be your apprentice?
- What skills would they have?
- What would they be like?
- What sort of a background would they have?

The disciples were the apprentices of Jesus during his ministry. They followed him around and tried to live their lives like him. The disciples had a really important job that involved nurturing the early church.

Using a flipchart to record your ideas, think about:

- If you were on the Selection Committee to appoint disciples for Jesus, what qualities would you look for?
- What do they need to be able to do?

When we look at the people Jesus took on to be his apprentices many of them seem very unlikely disciples:

- Andrew a fisherman isn't mentioned very much in the gospels other than he has a pretty famous brother Simon Peter. However he plays a really important role. Whenever we hear about him he is bringing someone else to Jesus. **Read John 1: 35-40, 6:8; 12:22.**
- Simon Peter was an unpredictable and unreliable man. **Read Matthew 14:22-34, 26:69-75.** However when Jesus first saw him he took one look and gave him a new name (**John 1:41-42**). Simon becomes Cephas (The Rock – not the wrestler or the boxer!). Peter appears as anything but a rock. He is impulsive, scared and unreliable. However Jesus builds his Church on him.
- Philip is an indecisive man, but Jesus seeks him out and calls him to follow him (**John 1:43-44**). He seems totally out of his depth. When faced with feeding 5000, his only thought is that even with a lot of money they couldn't feed all these people. When the Greeks came to him asking to see Jesus he did not know what to do and consulted with Andrew before bringing them to Jesus (**John 12:20-22**). It was also Philip in the upper room who asked to be shown the Father (**John 14:8-9**). However Jesus chose this limited ordinary man to become his disciple.
- Matthew was a tax collector who Jesus called to be a disciple. Most people hated the tax collectors. The Romans farmed out the tax collection to local leaders who were personally responsible for delivering the sums. The tax collectors were allowed to levy additional fees and pocket the extra money and so were despised for robbing their own people. When everyone else shunned tax collectors Jesus calls Matthew to join his inner circle.

It's not easy to work out what Jesus is doing. Why would you start an organisation, movement or religion with those who have no experience, limited CVs, questionable backgrounds, are untrustworthy, and lack courage? All this reminds us that Jesus can see our potential. He looks at people who make many mistakes, and sees something that he can use. According to worldly thinking the men Jesus chose would definitely not be fit for the job, but Jesus knew they were right!

The problem is most of us find it hard to believe in ourselves. The Pharisees ridiculed Jesus when he encouraged Matthew. They have decided that no good can come from a tax collector. It's not only Matthew who was discouraged but each of us has something that whispers in our ear saying, "You can't really change. You have made too many mistakes. You are not able to start over. You need to be perfect in order to be any good at all. You can't do this!"

Reflect

- What things have people told you that you are no good at?
- Have you not done something because you thought you would fail?
- Do you believe in yourself?

Jesus knows our mistakes, choices, compromises and abilities, and despite this believes in you and me. God's concern is not what we bring to the table, His concern is how much we will allow Him to make us into the people we can be. Remember Jesus started the Church with people like you and me at the wheel.

Pray

Thank God that he sees the potential in each one of us and not simply what we ourselves or others see. Pray that everyone will know God's calling on their lives.



Project My New Career

Aim: To help the group understand the stages involved in applying for a new job and to provide some tips in making a successful application



Equipment:

- "Sample Job Advertisement" template
- "Sample Job Description" template
- "Sample Person Specification" template
- "Sample Application Form" template
- "CV" template
- "Sample Interview Questions" template
- Pens and paper



6-10 hours



Any

Project Description:

When you apply for a job there are several stages to the process from writing a CV, completing an application form, and undertaking an interview.

Stage 1: Preparing a CV

Using the "CV" template prepare a CV. Think about the experiences they have had to date, and those that would sell themselves in the best possible light, e.g. *work experience, BB opportunities and achievements, qualifications, school achievements, other interests, hobbies.*

Think about:

- What are your main strengths?
- What is your unique selling point?

Stage 2: Applying for a job

Using the "Sample Job Advertisement", Sample Job Description", "Sample Person Specification", and "Sample Application Form" template provided or an application pack for a locally advertised position that you might like to apply for. Complete an application form.

Firstly go through the documents with the group explaining what is included in each, asking the group to highlight what they think are the key phrases/points in each. Then ask the group to match their experiences to the criteria listed in the information pack in order to demonstrate that they would be a suitable candidate for the job. Refer back to the CV's prepared in stage 1. Ask the group to each complete an application form.

Stage 3: Preparing for the Interview

On a flip chart think about all the questions that you may be asked in an interview. Some possible questions may include:

- Tell us something about your present job/work experience to date?
- What achievement are you most proud of?
- What are your main strengths?
- What do you think is your main area for development and why?
- What do you see yourself doing in 5 years time?
- If successful, what can you bring to this job that no one else can?
- Why should we give the job to you?

Think about:

- What makes a good answer?
- How would you answer these questions?

Get the group to think about other aspects of the interview – not just how you answer the questions:

- Tone of voice
- Structure of answers, if asked for a specific example a possible technique to use is the STAR technique.

S – What was the **situation**?

T – What was the **task**?

A – What **action** did you take?

R – What was the **result**?

- Body language
- Remember not to over talk or just give one word answers.

From the list of questions the group comes up with, in pairs ask the group to practise the interview. One person playing the part of the interviewer and one person playing the part of the interviewee. After 5-10 minutes swap roles.

Think about:

- What makes a good interview?
- What makes a poor interview?

Stage 4: The Interview

Prepare a separate room to conduct an informal interview, have a couple of chairs, water and glasses, set out so as not to appear too formal or daunting (e.g. *not 2 chairs facing each other across a table*). Ask someone with experience of conducting interviews to come and undertake these for you. You could ask them to use some of the questions that the group had thought of at stage 4 or use the "Sample Interview Questions" template. Ask the interviewer to conduct a short interview with each member of the group (10-15 minutes). Depending on the size of the group this may need to be done over 2 weeks. Ask the group to come dressed for an interview, and try to make the experience as realistic as possible.

Stage 5: Receiving Feedback

Ask the person that undertook the interviews to come and give some feedback, commenting generally on the completion of the application forms and the interviews. Ask the person, from their experience to give some tips for the future. Give the group the opportunity to ask any questions and to discuss how they felt about the interview, what went well, what they would do differently next time.

If appropriate ask the person to say who they would give the job to and why?



Tips / Advice:

- Recognise the differing skills and abilities of the group. Individuals may require different levels of support at each stage.
- Be flexible dependent on the experiences of the group.
- Ensure feedback is positive and constructive.
- Involve individuals with experience in recruitment and selection to input into preparation and in leading the session where appropriate.
- At the end of the project the group should have picked up some useful tips on applying successfully for a role and feel more confident about the selection process rather than more daunted by it!

The Duke of Edinburgh's Award:

Skills: Life Skills



Going Further



Programme Ideas:

- Equal opportunities
- Understanding tax and pensions
- Faith affecting life choices
- Living as a Christian



Trips / Visits:

- Work experience
- Job talk (A Day in the Life...)



Programme Links:

- Moving On project
- Young Enterprise project



STOP & THINK!

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

Projects

Young Enterprise

Aim: To create a functioning business model and to take on specific roles within it



Taster 1

The Apprentice

Aim: To observe and evaluate a business model created to deliver a given task



Equipment:

- TV/DVD
- Flip chart



60 mins +



Any

Instructions:

The Apprentice is a reality television show that is billed as "The Ultimate Job Interview". In the show a group of 15-18 business people compete in an elimination-style competition for a one-year, £100,000 job working for one of Alan Sugar's companies.

- Show an episode of The Apprentice. It may be better to use an episode from a previous series if possible so that the group are not so familiar with the outcome.
- As you watch the episode fill out the "Project Information" template. You may like to stop the play back to allow discussion in small groups.
- Stop the recording just before the board room scene.

Think about:

- Which of the two teams does the group think is the winner? Ask for reasons and note on the flip chart (winning is usually the most profit made).
- What is the role of the team leader?
- What other roles were determined?
- Was there delegation of responsibilities?
- Would this group have approached the task in any other way?
- At the end of an episode a member of the losing team is always fired. Who would the group fire and why?

Watch the remainder of the episode and discuss the outcome in the episode compared with the initial predictions.



Preparation:

- Record an episode of The Apprentice. It may be better to use an episode from a previous series if possible so that the group are not so familiar with the outcome.
- Watch the episode in advance.



Tips / Advice:

The language in some episodes can be colourful and you may need to consider this.



Taster 2

Dragons' Den

Aim: To observe and comment on presentations and feasibility of ideas of a variety of entrepreneurs



Equipment:

- TV/DVD



60 mins



Any

Instructions:

Dragons' Den is a television programme that consists of entrepreneurs pitching their ideas to secure investment finance from business experts – the "Dragons". The contestants are people who have what they consider to be a viable and potentially very profitable business idea, but who lack funding. In return for financial backing, the contestants give the Dragons a percentage of the company's stock, which is the chief point of negotiation. The contestants must make a presentation to pitch their idea, and the Dragons then probe the idea further, often revealing an embarrassing lack of preparation on the part of the contestants or uncovering troubling facts, and consequently rejecting the investment.

- Ask someone to outline the object of the programme.
- Watch one of the entrepreneur's pitches to the Dragons.
- Stop the recording at the end of the pitch and ask group members if they think that the Dragons will invest.
- Determine the information that the Dragons will need to ascertain before investing their money, e.g. *cost of sales, firm orders, sales projections etc.*
- Watch the interrogation by the Dragons and discuss.

Now it is time for the group members to take the place of the Dragons.

- Watch two pitches from two entrepreneurs (without the questioning from the Dragons).
- Give each group member a certain amount of money each.
- Having watched the clips, what questions would they ask and in which product would they invest. Remember that in the programme, the Dragons can compete against each other to invest in the product.
- Watch the outcome of the bidding on TV and discuss as a group the outcome.



Preparation:

- Ensure that the group members understand the nature of the programme, especially the request from the entrepreneur, e.g. if they are asking for £30,000 for a 15% stake of the business, then they are valuing the business at £200,000.
- Record appropriate clips and ensure you know when to stop the recording.



Tips / Advice:

Run through the clips prior to the session so that you are comfortable and familiar with where recording needs to stop.



Taster 3

BB-Ebay

Aim: To introduce basic trading skills



Equipment:

- Items that you are willing to sell



45 mins



Any

Instructions:

Ebay the online auction web site was founded in San Jose, California, on September 3rd 1995, by French-born Iranian computer programmer Pierre Omidyar as AuctionWeb. The very first item sold on eBay was a broken laser pointer for \$14.83. Astonished, Omidyar contacted the winning bidder to ask if he understood that the laser pointer was broken. In his responding email, the buyer explained: "I'm a collector of broken laser pointers."

Have a look at the Ebay web site (www.ebay.co.uk) to see how it operates. Have members of the group ever bought or sold anything on e-bay? To register to trade on e-bay people have to be at least 18, but looking at the site will establish the principles. There are a number of BB items on e-bay to view. Guess the value of particular BB items and then see what price they are selling for on e-bay. Prepare to be surprised.

Set up an auction within the group/Company as a fundraiser for a particular project:

- Gather together a number of items to sell. They can be collected from other members of the company, or can be supplied by the members of the group.
- This could include auctioning themselves for a particular task or skill such as an hour's baby sitting.



Preparation:

If you are going to guess the price of items you will need to download photographs of them.



Tips / Advice:

Make sure you have permission to actually sell any items. It may be advisable to inform your church if you are planning an auction or fundraising event.



Christian Faith Ethical Business

Aim: To discuss how to be a good employer, make money, and treat suppliers and workers in a non-exploitative manner



30 mins



Any

Instructions:

There are many relevant activities related to Fair Trade. A good introduction to this might be to play the Banana game detailed in the Discover programme, e.g. *if a banana costs a certain amount, how much should each of the groups involved getting it to market receive?*

Read Luke 19:1 – 9. Zacchaeus the tax collector put money ahead of everything until his encounter with Jesus.

Think about:

- What was Zacchaeus' attitude to money?
- How did this effect him?
- What would Jesus expect in our business dealings?

Read Luke 16:1 – 13. Jesus said that it was not possible to serve two masters, God & money.

Think about:

- Why has the pursuit of money become so important in society?
- What is a healthy attitude towards money?
- What do you do with your money? Could you give some away?
- Do you know what tithing is? Tithing is giving 10% of your money away.
- Do you feel blessed by what you have?

Reflect

- How do you use your money?
- Do you try and serve two masters?
- Could you bless others with your money? Who could you help by giving them money?

Pray

Pray that God will help you know how to use your money, that you will be generous, and look to bless others with what you have been blessed with.



Preparation:

Research a fair trade game.



Project Young Enterprise

Aim: To work as a group/groups to develop a money making idea using roles to develop individual skills



Equipment:

As required



8 hours +



Any split into groups of 3-6

Project Description:

This project looks at how you can set up a fully functioning business:

- Arrange a visit to a local business or arrange for people involved in the business to come and talk to the young people.
- The business should be something that has an end product.
- Determine the different roles in the business that result in the manufacture of a finished product. There could be a Managing Director, Sales & Marketing, production team etc.
- What skills are needed to fulfil these roles?

Form groups depending on numbers and task them to manufacture a marketable product. Think about:

- What roles are needed and who will fulfil them?
- What capital do you have?
- When will you schedule meetings?

Remember to evaluate the business:

- How did people feel in their role?
- Were they allowed to use their skills or did they feel lack of control?
- At the end of the period is there a marketable product?
- Have you made a profit?
- Who would Sir Alan Sugar fire? Hopefully no one!



Tips / Advice:

An example of a product might be to make a Company Calendar.

The Duke of Edinburgh's Award:

Skills: Young Enterprise



Going Further



Additional Resources:

- The Chocolate Game: Delicious fair trade game and lots of other resources are available from www.oxfam.org.uk.
- Play the World Trade Game from www.oikoumene.org.
- **Young Enterprise** www.youngenterprise.org.uk

Young Enterprise offers a range of programmes, based on the principle of Learning by Doing. Some of our programmes enable students to work together to run their own real company. Others use games, hands on activities and role play to develop skills and capabilities for business and enterprise.



Programme Ideas:

- Working relationships
- Customer satisfaction
- Fair trade taste test
- Marketing



Trips / Visits:

- Visit a company
- Talk to an entrepreneur



Programme Links:

- International project
- Fundraising project



STOP & THINK!

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

Parenting

Aim: To enable young people to explore issues of relationships & parenting and develop their own views & understandings



Taster 1

Teenage Parenting – Myths & Realities

Aim: To find out the facts about teenage pregnancies and teenage parenting



Equipment:

- Quiz questions
- Flip chart and pens
- A4 paper and selection of felt tips/coloured pencils/crayons etc



30 mins



Any

Instructions:

Britain has the highest rate of teenage pregnancy in Europe, and lots of people and agencies are trying to tackle the issue.

Think about:

- Do you know of any teenage parents? Maybe a girl in your school is pregnant, or has a baby. Maybe one of your male friends has got a girl pregnant or is a dad. If no-one has any personal stories then move on.

A Picture of a Teenage Parent

- Give out a flip chart sheet and in pairs draw a "teenage parent". You can draw as much detail as you want in 10 minutes or so. Give them a name, clothes, maybe draw their home in the background or pets or prized possession. Don't advise what gender the parent is, leave that up to them.
- Make notes around the drawing or embellish it in any way you like. When you are all done, ask each pair to talk the rest of the group through their drawing.
- Make mental notes of the gender/class/race/appearance etc. of the drawings and try and pull out any emerging themes. Particularly comment on any that stand out because they are different. If they are all fairly similar, comment on that.
- Comment on each others drawings (This is intended to be light-hearted – so no need for a deadly serious moral stance to be adopted!) It is probable – but be prepared to be surprised – that most people will have a stereotyped image of "teenage parent". This is likely to be female, working class, unemployed, living on benefits, a bit stupid, live in a council flat, irresponsible, smoker, "chav", loser etc. All you need to do is flag this up – no need to challenge at this stage.

Quiz

Stick flip chart sheets on the wall, with each of the questions and the three possible answers to them. Alternatively you could give each person a quiz sheet, or even put them into pairs and call out the questions and get them to write down "A" "B" or "C" on a sheet of paper.

Questions

1. In the last five years teenage pregnancies have:
 - a). Risen
 - b). Fallen
 - c). Stayed around the same
2. In 1970 young women aged 15 to 19 were:
 - a). Less likely to have become mums
 - b). More likely to have become mums
 - c). Around the same
3. Where are mums under 18 most likely to live:
 - a). In Council accommodation
 - b). At home with their parents
 - c). In private accommodation
4. Young women from poorer backgrounds are:
 - a). Less likely to become mums
 - b). More likely to become mums
 - c). Around the same
5. What do young mums say about the effect having a baby has had on their determination to get a good job:
 - a). Less determined to get a good job
 - b). More determined to get a good job
 - c). Around the same as before
6. How much income support (benefits) do pregnant young women aged 16 and 17 get to live on each week?
 - a). Less than £45
 - b). £45 to £60
 - c). £60 to £80

Once you have completed the quiz, in whatever way you have chosen, give the answers:

1. Overall, teenage pregnancies have **fallen** by 10% since 1999.
2. In 1970 young women aged 15 to 19 were **almost twice as likely** to have become mums as they are today.
3. 70% of mums aged 15 to 16 live at home with their parents and over 50% of 17 to 18 year olds **stay at home with their parents.**
4. Young women from unskilled manual backgrounds are **more than twice as likely** to become teenage mums than those from professional backgrounds.
5. A survey in 2003 showed that 80% of teenage mums said that having a baby had **increased their determination to get a good job.**
6. Pregnant young women aged 16 to 18 get about **£33.50 income support a week** (£44 if they are living away from home). Under 16s who are pregnant can't claim any benefits.

Think about:

- Why do they think the media gives us such a distorted view of teenage mums?
- How are mothers in their 20's, 30's and 40's viewed? Are they given more respect?
- Is there a stereotype of a teenage dad? e.g. *the stud*, *the chav*.
- Why is there less to say about teenage dads?
- What responsibility for the care of a child would a 15 or 16 year old boy have?
- How would his life change compared to a 15 or 16 year old mother?

End the activity by summarising that there is very little respect for teenage parents.

Think about:

- Why do they think this is?
- Is it because teenagers are not viewed as responsible parents?
- Or are teenagers just generally seen as irresponsible and a problem?
- Is teenage pregnancy **always** a bad thing? Who for? The teenager? The baby? The teenage parent's parents? Why?



Preparation:

Write the quiz questions onto separate flip chart sheets.



Tips / Advice:

Be sensitive to the possibility that one of the group members may have direct or close family experience of teenage pregnancy. As group leader, keep all judgement-loaded words or phrases out of your communications. This activity is a taster that will link with other activities about the realities and skills of parenting, but is not designed to put young people off – but to give them facts and information so that parenting is a role they can choose if and when it is right for them.



Taster 2

Baby think it over!

Aim: To experience the “round the clock” care needed by babies



Equipment:

- A baby simulator (hired from education authorities) or you can improvise with a sandbag and a recording device (mobile phone etc).



60 mins +



Any

Instructions:

The idea of this taster is that group members take turns in caring for the “baby”. Simulator babies are lifelike replicas that are programmed to sleep, cry, need food, nappy changes, play, attention and constant supervision (Unfortunately the only thing this simulation cannot replicate is the love and bonding...aaaaah!) If their needs are unmet after 12 hours or 24 “abuses” they turn themselves off. Clearly, this could be quite distressing even though it is a simulation, and the hire kits have lots of advice and guidance for whoever is the facilitator of the activity.

You will need to make sure you have planned in advance how many people are going to take turns caring for the baby, and for what periods of time. You can be inventive with how you organise this – maybe some people will be “single parents” while others share the care. You can get the group to take turns while other games or activities are going on during a normal BB night, or you can extend the activity over a week or so with people having genuine “round the clock” responsibility. Negotiate in advance how you want to play it, and encourage ideas on how to make the activity more challenging or lifelike!



Preparation:

Work out how many people are going to take part and how long their responsibilities last.



Tips / Advice:

Details of how to source your baby, as follows:

- **Life Choice** www.lifechoice.co.uk
Life Choice will hire out babies with accessories and clothing for £25 per baby but only take orders for a minimum of 20 babies, so this could be something organised regionally.
- You can also Google “Ready or Not Tot” to see if your local Primary Care health Trust hires out these baby simulators from their health resource centre. At time of going to print, a quick glance shows that several do.
- Alternatively, you may be able to hire a baby simulator from your local education authority resources centre, as these are used in many schools.
- If none of these is an option, you could get the group to think how to create a “baby” using a sandbag of about 20lbs and an alarm device and recording of a baby crying (This could be a Taster activity in itself to promote creativity and technological invention).

Any project exploring parenting will inevitably cause people to reflect on the way they themselves were/are parented. The leaders should be prepared to listen sensitively to anyone’s personal stories, and also know where to refer if necessary:

- **Childline** www.childline.org.uk Tel: 0800 1111
When you phone ChildLine, you’ll be able to speak to someone who cares about your problems. The counsellors are all trained – they will listen to you and try to help you. Calls to ChildLine are confidential – you can talk about whatever you want to and we won’t tell anyone else, unless you want us to. Your ChildLine counsellor will only take action if they feel it’s an emergency.
- **Get Connected** www.getconnected.org.uk Tel: 0808 8084994
Get Connected offers confidential help for young people.



Safety Issues / Risk Assessment:

- If hiring simulator babies, check the small print for what happens if the babies are damaged.
- Good preparation should reduce the amount of incidents where simulators are “abused” *i.e. people grab them and try to make them cry*. If the group feel an investment in the experience, it is more likely to be a valuable project. The way to increase the investment is to encourage young people to take ownership of the planning and preparation.



Taster 3

Bin Bag Exercise

Aim: To acquire some practical knowledge of baby care



Equipment:

To be borrowed or bought

One black bin bag, containing:

- A nappy for a newborn
- Muslin square (comfort for baby, or over-the-shoulder vomit protector!)
- Dummy
- Breast pads
- Cinema tickets – You can just draw these on small pieces of card (parents need time off occasionally)
- Teething ring
- Bottle
- Sterilising tablets
- Jar of coffee (For parents to stay awake the next day)
- Breast pump
- Room thermometer
- Nipple cream
- Marble (stomach capacity of a one day old baby) This helps to illustrate that feeds are little and often.
- Ping pong ball (stomach capacity of a week old baby)
- Large chicken's egg, or equivalent (stomach capacity of a 10 day old baby)
- Condoms (Just in case you don't want another just yet!)
- Joke book or comedy DVD (keep smiling...)
- Anything else you think of
- Feel free to omit anything you feel embarrassed about or think is unsuitable for your group.



10 mins



Any

Instructions:

Introduce this taster by saying that the game highlights some of the practical knowledge about a baby's and parent's needs in the early weeks.

- Sitting in a circle, pass round the bin bag (either take it in turns to pull out an object, or play in the style of "Pass the Parcel").
- As each object is taken out ask the person to say what they think it is and why it is in there.
- If anyone is struggling, throw it open to the group.



Preparation:

Buy or borrow the items in advance.



Tips / Advice:

Keep it quick and lively.



Safety Issues / Risk Assessment:

Not applicable, but be sensitive to anyone who might be a bit squeamish about birth or breastfeeding!



Christian Faith Children of God

Aim: To relate the experiences of caring for children to our own spiritual life



Equipment:

- Paper & pens



15 mins



Any

Instructions:

When people have children their lives are changed. They often spend time just watching them when they're asleep. A man who had become a father recently started explaining his love for his new daughter. He said, 'Before, I've loved something because they've loved me back – my wife, family, mates. But with Victoria, it's the first time I've ever just loved somebody without them loving me back.' He went on to speak about how deep his love was for his baby daughter. The same can be said for God – he has that kind of unconditional love for you – only much deeper, much wider and beyond words.

Read John 1:12-13. God's love for his children isn't based on who your parents are, who others think are worthy, or someone else's imposition, but the fact that God simply is love.

Think about:

- Is it hard to understand the unconditional love of a parent?
- Is it a useful image to see God as a parent figure?

Read Matthew 18:1-14. Here God calls us to be like "little children".

Think about:

- What did Jesus mean by this?
- What didn't Jesus mean?
- What are the characteristics of children?
- What characteristics is God looking for in your life?
- How can you humble yourself?

To become like a child means to become trusting in God's decisions, that he knows best, that he won't leave you and that his way is right, that he will be there to guide and help you. It also means having a teachable spirit. Young babies and kids learn at a phenomenal rate – way faster than adults do. They are greedy for information. Many kids around the age of 2 have the 'why' stage. This is when they wander round and keep asking 'why' until their parents and everyone else goes mad! Note that God is not looking for spiritual babies. The characteristics God is looking for aren't the ways children behave but their innocence, simplicity, trust, love, desire to learn etc. Humbling yourself means putting others first, recognising your place next to God. Humbling means not seeking stuff for self but being selfless.



Tips / Advice:

For many people seeing God as a parent can be very challenging, particularly if they have had bad relationships with their own parents. Be sensitive to the situation.



Project “Baby think it over” – the project version

Aim: To explore the experience of parenting a baby, and to develop an awareness of what is involved



Equipment:

- A baby simulator (hired from education authorities) or you can improvise with a sandbag and a recording device (mobile phone etc).



1 week



Any

Project Description:

The project works best if it is planned properly. If you are hiring a baby simulator from a company or local authority or health trust you will be given full guidance on setting up and running this project along with all the potential pitfalls. Generally speaking, the project should be planned by going through the following stages:

- A choice is made to take part in the longer project after a taster session on parenting or relationships.
- The group decides what level of experience they want to go for, and finds out any costs involved if they wish to hire a simulator baby.
- Before any “babies” arrive, spend a couple of sessions with your group discussing what they think it will be like, and record their thoughts and feelings at this stage. This could be done using video interviews with each participant.
- Agree care “contracts” and get each participant to sign. This could be for day care and one weekend or whatever works for your group.
- Before the babies arrive, do a basic skills and knowledge session with the group. This could be done by a health visitor or midwife. A balance of fun and the more serious learning should be aimed for.
- Babies are given out and time spent with them at a BB night before they are taken home.
- Run the parenting experience for the agreed time period and then plan a review of people's feelings and discoveries.
- Create a video diary or journal detailing experiences and feelings.

- Structure in advance your review session. Show any video diaries that participants have made, or print off any photo-stories and display on the walls.
- Facilitate a discussion aimed at drawing out the experiences – good and bad – of the participants

Think about:

- How would your life change if you were a parent?
- How would your partner's life change? Draw out the differences for men and women, and ask them to define a mother's role and a father's role.

Mark the end of the project with a silly celebration, for example a baby food supper while playing songs with "baby" in the lyrics. Hire a DVD of "Three Men and a Baby" or other relevant comedy.



Tips / Advice:

Details of how to source your baby, as follows:

- **Life Choice** www.lifechoice.co.uk
Life Choice will hire you babies with accessories and clothing for £25 per baby but only take orders for a minimum of 20 babies, so this could be something organised regionally.
- You can also Google "Ready or Not Tot" to see if your local Primary Care health Trust hires out these baby simulators from their health resource centre. At time of going to print, a quick glance shows that several do.
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- **Get Connected** www.getconnected.org.uk Tel:0808 8084994
Get Connected offers confidential help for young people.



Safety Issues / Risk Assessment:

- If hiring simulator babies, check the small print for what happens if the babies are damaged.
- Good preparation should reduce the amount of incidents where simulators are "abused" *i.e. people grab them and try to make them cry*. If the group feel an investment in the experience, it is more likely to be a valuable project. The way to increase the investment is to encourage young people to take ownership of the planning and preparation.

The Duke of Edinburgh's Award:

Skills



Going Further



Additional Resources:

- **The Site** www.thesite.org
TheSite.org aims to be the first place all young adults turn to when they need support and guidance through life. They believe all young people have the capacity to make their own decisions and life choices, provided they have access to high quality, impartial information and advice. They don't tell anyone how to lead their lives – They just believe everybody should have all the information they need to make their own decisions.
- **BBC** www.bbc.co.uk/relationships
- **RU Thinking?** www.ruthinking.co.uk
RU Thinking? provides information about sex and relationships.
- **need2know** www.need2know.co.uk
Need2know is a web site that aims to provide young people with some of the most useful web site links available.
- **Get Connected** www.getconnected.org.uk
Get Connected provides a free, confidential helpline that gives young people in difficult situations the support and information you need to decide what you want to happen next. It could be anything from a listening ear to somewhere safe to stay for the night.



Programme Ideas:

- Sex & Relationships
- Sexual Health
- Positive & Negative Relationships
- Sexuality



Trips / Visits:

Invite a parent to talk to the group



Projects

Cooking

Aim: To help develop cooking skills and their practical application



Taster 1

Name That Food

Aim: To identify different types of ingredients useful in cooking



Equipment:

- 'Bible recipe cake' template
- Various ingredients, e.g.
 - Salmon
 - Cinnamon
 - Pomegranate
 - Avocado
 - Sesame seeds
 - Banana
 - Tomato puree
 - Yeast
 - Leek
 - Spring onions
 - Couscous
 - Garlic
 - Parsnip
 - Lime
 - Lemon grass
 - Pork
 - Chicken
 - Broad beans
 - Runner beans



15 mins



Any

Instructions:

How many times have we all said those famous words "I don't like that" without ever trying the food. Without wanting to sound like a nagging parent, give it a try!

- Place various ingredients on a table next to a letter or number that identifies the different ingredients.
- Get the group to individually wander around the room, and to then touch, smell and taste the ingredients in order to identify what they are.

- On a piece of paper get the group to write next to the identifying number or letter the name of the ingredient.
- Finally ask them to come up with a dish where it is used.
- Go through the answers awarding one point for each correct answer and a further one if they name a correct dish. Give a bonus point if only one member of the group identifies the ingredient or if a unique dish is correctly named.



Preparation:

Give yourself a bit of time beforehand to identify which foods you want and where you can get hold of them.



Tips / Advice:

- Make sure that you have a variety of challenges.
- Make sure you use ingredients that the group will realistically cook with.
- Think about whether the ingredients are in season.



Safety Issues / Risk Assessment:

- Make sure that food which can and cannot be eaten is clearly identified.
- Check whether anyone has any food allergies and if so take appropriate precautions.



Taster 2

Ready Steady Cook



Aim: To cook on a budget



Equipment:

- £5 per pair
- Cooking facilities
- Cooking utensils
- Local supermarket



90 mins



2+

Instructions:

Ready Steady Cook is a TV cooking programme. Two members of the public, provide two celebrity chefs with a bag of ingredients they have bought, usually to a set budget of £5. The two teams are designated "red tomato" and "green pepper".

- Tell the group that their challenge for the evening is to make a two course meal within a £5 budget.
- Give the group time to get into pairs, and then think about what they are going to make.
- Take the pairs to the local supermarket and give them £5.

- Instruct the group to meet at a predetermined place in fifteen minutes.
- Give the group 45 minutes to cook and serve their two course meal.
- Arrange a taste test where everyone can sample each other's meals.



Preparation:

- Identify where your nearest supermarket is and how you will get your young people to it OR provide a range of ingredients.
- Think about who is going to pay the £5.



Tips / Advice:

- Have a selection of recipe books or recipes printed from the internet available to look at for inspiration.
- On the BBC website there is a recipe finder function that allows you to search recipes by ingredients (www.bbc.co.uk/food/recipes).
- You might like to add a twist, by instructing the groups to swap ingredients.



Safety Issues / Risk Assessment:

Ensure that food safety standards are maintained.



Taster 3

Food Heaven, Food Hell

Aim: To try new recipes



Equipment:

- Cooking ingredients
- Cooking facilities
- Cooking utensils



60 mins



2-4

Instructions:

The TV show Saturday Kitchen has a segment called "Food Heaven or Food Hell", where viewers decide whether a celebrity guest should get the food they really like or really hate cooked for them.

- Having identified dishes that an individual does not like or has refused to try, set their partner the challenge of cooking that food to a standard that is liked by the individual.
- Give the group some time to think about and research how they are going to cook the dish.
- Tell the group that they have 45 minutes to complete the task.
- Get each member of the group to taste the dish they thought they wouldn't like and see if they have changed their opinion.



Preparation:

- In the previous week to the activity identify a dish that an individual does not like.
- Have a selection of ingredients available that will be necessary to cook that dish.



Tips / Advice:

- Have a selection of recipe books or recipes printed from the internet available to look at for inspiration.
- On the BBC website there is a recipe finder function that allows you to search recipes by ingredients (www.bbc.co.uk/food/recipes).



Safety Issues / Risk Assessment:

Ensure that food safety standards are maintained.



Christian Faith Bible Cake

Aim: To understand what the Bible is like



Equipment:

- Bible KJV
- 1 cup butter
- 3 cups sugar
- 5 eggs
- 3 cups sifted flour
- 3 teaspoons salt
- 3 teaspoons baking powder
- 1 teaspoon cinnamon
- 1/4 teaspoon spices
- 1/2 cup milk
- 3/4 cup chopped almonds
- 3/4 cup finely cut figs
- 3/4 cup raisins
- 1/2 cup water
- 10 inch tube pan
- Sharp knife
- Mixing bowl
- Measuring cup
- Skillet



60 mins +



2+

Instructions:

Get the group to decipher the recipe shown on the "Bible Recipe Cake" template.

The answers are shown below:

- Genesis 18:8 "And he took **butter**, and milk, and the calf which he had dressed, and set it before them."
- Jeremiah 6:20 "To what purpose cometh there to me frankincense from Sheba, and the **sweet cane** from a far country." (**Sugar**)
- Isaiah 10:4 "And my hand hath found as a nest the riches of the peoples; and as one gathered **eggs** that are forsaken, have I gathered the earth."
- Leviticus 24:5 "And thou shalt take fine **flour**, and bake twelve cakes thereof."
- 2 Kings 2:20 "And he said, Bring me a new cruse, and put salt therein."
- Amos 4:5 "And offer a sacrifice of thanksgiving of that which is **leavened**, and proclaim free will offerings and publish them." (**Baking Powder**)
- Exodus 30:23 "Take thou also, unto thee the chief spices; of flowering myrrh five hundred shekels, and of sweet **cinnamon** half as much."
- 2 Chronicles 9:9 "And she gave the King a hundred and twenty talents of gold, and **spices** in great abundance."
- Judges 4:19 "And he said unto her, Give me, I pray thee, a little water to drink; for I am thirsty. And she opened a bottle of **milk** and gave him drink."
- Genesis 43:11 "Carry down the man a present, a little balm, and a little honey, spicery and myrrh, nuts and **almonds**."
- Jeremiah 24:5 "Thou saith Jehovah, God of Israel: Like these good **figs**, so will I regard the captives of Judah whom I have sent out of this place into the land of the Chaldeans, for good."
- 2 Samuel 16:1 "And when David was a little past the top of the ascent, behold, Ziba, the servant of Mephiboseth met him, with a couple of asses saddled, and upon them two hundred loaves of bread, and a hundred clusters of **raisins**."
- Genesis 24:45 "And before I had done speaking in my heart, behold Rebekah came forth with her pitcher on her shoulder; and she went down to the **fountain**, and drew: and I said unto her, Let me drink, I pray thee." (**Water**)

Read out 2 Timothy 3:16.

Think about:

- Is the Bible more like a rule book, a set of instructions that might come with a new oven, or like a recipe?
- What does it mean to be inspired by God?
- Does anyone read the Bible? Why? How has it helped them?



Preparation:

Ensure you have all the ingredients in enough measure.



Tips / Advice:

- In order to follow this recipe you must use a KJV Bible.
- The KJV Bible fits this activity well, but normally it is best to use a more appropriate translation that is accessible to young people.
- Be prepared for some challenging discussions!
- You could lay the ingredients out and match them to the clues.



Safety Issues / Risk Assessment:

- Ensure that food safety standards are maintained.
- Check for food allergies.



Project Hell's Kitchen

Aim: To plan, prepare, and cook a meal for over 10 people



Equipment:

- Cooking ingredients
- Cooking facilities
- Cooking utensils
- Decorative items
- Computer
- Flip chart pad & pens



5-10 hours



2-10

Project Description:

As a group you need to plan a meal for over ten people. This could be a meal for ...

- The BB group
- Parents as a fundraiser
- A Church event e.g. *alpha*
- Valentines day
- Christmas meal
- Themed evening e.g. *Mexican night*

Think about:

- What is your event?
- What are all the different things you will need to plan over the coming weeks?
- What tasks need to be assigned?
- What is the time line for what needs to be achieved, by whom and when?
- Do you need to advertise the event?
- Are you going to decorate the room?
- Who's going to create a menu and invitations?
- Can you book the premises?
- What are you going to cook?
- How are you going to cook it? Produce a plan to place on the kitchen wall.
- What ingredients do you need?



Tips / Advice:

- You could use this activity to raise funds for a special cause.
- When you've completed the project don't forget to review what you did, how it went, and what you got out of it.



Safety Issues / Risk Assessment:

- Ensure that food safety standards are maintained.
- It's best practice to have someone with a food safety certificate involved in the cooking.

The Duke of Edinburgh's Award:

- Cookery
- Service



Going Further



Additional Resources:

Have a look at these websites for recipe ideas:

- www.bbc.co.uk/food/recipes
- www.uktv.co.uk/food
- www.studentrecipes.com



Programme Ideas:

- Fair-trade cooking
- Healthy eating



Trips / Visits:

- Visit a restaurant kitchen
- Arrange a tour of a supermarket
- Visit a farmers' market
- Go on an early morning trip to a market



Programme Links:

- Fundraising project
- Moving On project
- Healthy Living project
- Residential project
- Smooth Operator challenge
- Bake a Cake challenge
- BBQ challenge
- Crazy Pizza challenge
- Food on High challenge



Projects