

QUEEN'S BADGE COMPLETION RESIDENTIAL

Past, Present, Future



INTRODUCTION

The Completion Residential will provide the young people attending with opportunities for personal and shared reflection and evaluation; to share experiences, celebrate achievements, challenge opinions, and explore new opportunities.

The weekend suggested follows the theme of past, present and future. Over the weekend we hope that each young person will be able to:

- Have the opportunity to reflect on their life experiences up to this point
- Think about their present circumstances
- Continue to explore what they want from the future

For each section of the weekend we have written aims and suggested some activities that hopefully you will find useful. Feel free to adapt the material or to come up with your own ideas to meet these aims.

Due to the nature of the programme it is crucial to build good relationships throughout the weekend, in order to create a safe environment where the young people can talk about these issues. It may be beneficial to put the young people into the same small groups for most of the weekend.

This is not a training course, but a time for reflection and a look at future possibilities. Nor is it about passing or failing, and individual's levels of contribution will differ due to a variety of reasons. However they should be encouraged to join in as much as possible in order that they have an enjoyable weekend.

Key Tip!

These young people are adults. The content for the weekend may be challenging and requires that level of maturity. Therefore it is not appropriate to set "bed times" and treat the young people like children. Aim to give them high levels of responsibility, and they will reward you for it.

Over the weekend it may be appropriate to help the young people complete any outstanding parts of their Queen's Badge books. There are no fixed questions that they need to answer as part of completing the book, nor are there set standards that they have to achieve. Encourage the young people to complete the book fully and to the best of their ability. If you don't think a young person has fully thought it through take some time to talk to them and add to their answers. Remember the award is about the young person and what they want to achieve, not what we think they should achieve.

Key Tip!

Invite those attending the residential to bring any instruments that they play with them, and form a band to play some songs during devotional times. Remind them before the weekend what they need to bring and include the collage, time capsule and presentation material.

EXAMPLE PROGRAMME

FRIDAY

- 7.00 Arrivals & Registration; Tea & Coffee
- 7.15 Supper
- 8.00 Welcome & Introductions
- 8.30 **ACTIVITY: MURDER MYSTERY OR ISLAND GAME**
- 10.30 **PAST: 1 LUMP**

SATURDAY

- 8.30 Breakfast
- 9.30 **PAST: 2 TODAY**
- 10.30 Break
- 11.00 **PAST: 3 LIFE DIAGRAM or TIME CAPSULE**
- 12.30 Lunch
- 2.00 **ACTIVITY: ADVENTURE SESSION**
- 4.00 Break
- 4.30 **PAST: 4 PRESENTATIONS**
- 6.00 Dinner
- 6.30 **PRESENT: 1 NEWS BULLETIN**
- 9.00 Break
- 9.30 **PRESENT: 2 TREES**
- 10.30 **PRESENT: 3 CAMP FIRE ***
- 11.30 **PRESENT: 4 LETTER**

*This will not be possible at all locations. Check with the appropriate personnel before doing this activity.

SUNDAY

- 8.30 Breakfast
- 9.30 **FUTURE: 1 CHURCH**
- 10.30 **FUTURE: 2 PHOTO TIME**
- 11.30 Break
- 12.00 **FUTURE: 3 BRAND BB**
- 13.00 Lunch
- 1.30 **FUTURE: 4 BB FUTURE**
- 2.00 Tea & Depart

THE QUEEN'S BADGE COMPLETION RESIDENTIAL

WELCOME (30 mins)

Begin the residential by putting the young people at ease. Reiterate this residential is not about passing or failing their Queen's Badge nor is it a training course. Tell them that the theme of the weekend is past, present and future, and that over the weekend they will look at their time in the Boys' Brigade and celebrate their past successes, reflect on where they are now, and continue to explore what they want from the future.

You may have a few games that would help make people feel more comfortable within the new group, e.g. name that tune, Question of Sport etc.

ACTIVITY

Aim: To help the young people make friends, feel comfortable and get talking.

OPTION 1: MURDER MYSTERY (90 mins)

This is an ideal opening activity. Hand out characters before the weekend and invite those attending to dress up accordingly.

To purchase a murder mystery game go to www.murdermysterygames.net or look in any good bookshop.

OPTION 2: THE ISLAND GAME (120 mins)

This game is completed in teams. The idea of the game is to as a team get across the board accruing as many points as possible within the time period.

- Start on the left hand side of the board (see template).
- Only move on squares above, below, or to the side (not diagonally).
- Start with 20 points.
- Deduct 2 points for each square entered onto.
- Extra points can be collected by visiting an island.
- When on an island a question will be given by the group leader.
- The question will have a maximum points value that can be gained. As a group discuss the scenario, and after a period of time one representative will be called out to have a conversation with the course leader.
- The course leader will give points up to the maximum available.
- The representative shall change with every island visited.
- The game may continue when the representative is outside of the room.

Island no.	Points	Questions
1	15	There's a competition that you and your best friend are desperate to win. There can only be one winner, what do you do?
2	20	What role should children & young people have in decision making in The Boys' Brigade?
3	10	According to Timbaland "It's too late to apologise", at what exact time of day is it too late to apologise?
4	15	Should you volunteer in the community just to get an award such as the Queen's Badge?
5	15	About what should the BB be the most proud?
6	20	Parade services are boring, what should you do about it?
7	10	If a tree falls in a forest when no one is around does it make a sound?
8	20	Is it ever right to steal?
9	15	Why if there's a light in a fridge isn't there one in a freezer?
10	10	Why do we wear a uniform?
11	15	If buttered toast always lands butter side up and cats always land on their feet what happens if you tape a piece of butter side down toast to a cats back.
12	10	If there's something strange in your neighbourhood and the Ghostbusters aren't available, who you gonna call?
13	10	In the song Valerie Amy Winehouse asks "Why don't you come on over Valerie?" why wouldn't Valerie come on over?
14	15	Is it right to take direct action over issues such as animal rights?
15	15	Should you let people know you go to Church?
16	15	Can you think of a unique way to raise money for BB?
17	20	I live on a hill in Britain. Why should I care about Global Warming?
18	15	Is it ok to tell a lie if the consequences of the lie make someone feel better?
19	15	Do you have to attend Church to be a Christian?
20	15	Are experiments on animals justified?
21	15	Would you lie in a CV to boost your job prospects?
22	20	How much of my wage/ future wages should I give away?
23	15	Can you think of a unique way of promoting The Boys' Brigade?
24	10	What one thing would you change about the Queen's Badge?
25	20	Should a leader in The Boys' Brigade be a committed Christian?

PAST

Aim: To give young people the opportunity to reflect on their life experiences up to this point

Objectives:

- To enable the young people to reflect on their past & see how this relates to their future
- To help the young people to explore their values and self-image
- To celebrate the young people's successes

PAST 1: LUMP (20-60 mins)

Break down into small groups of 3-5, and give them the following questions to talk through. There is no need to feedback.

- How much does our past dictate our future?
- Do you ever feel that anything in your past is holding you back?
- What do you think God thinks about you and your life so far?

Ask if anyone has one of those bowls in their house where they put all the rubbish that they can't find a place for, e.g. random keys, foreign currency etc. State that this film starts with one person's experience of one of these bowls.

Key Tip!

Don't forget to include a time of worship, and get the young people to play their instruments.

Play NOOMA DVD LUMP 010 1. The clip lasts about 10 minutes, and emphasises the fact that there is nothing that you could do to make God love you more or less.

Reiterate to the group the key message and explain that there is a really famous story that they might know in Luke 15. It's all about a son who demands his inheritance, leaves his dad and squanders it all away. Jesus told this story in response to some religious people and teachers who were complaining, because he was making friends with sinful people.

Read Luke 15: 11-31.

Briefly unpack the story focusing on the younger son.

Key Tip!

It wasn't uncommon for inheritance to be given out before someone died, but it was the duty of the sons to set aside adequate funds to take care of their dad in his old age. In the story it has all gone horribly wrong. The son has lost all the money, his dad's pension, and disgraced the family name!

In order to return the younger son had to swallow his pride, show humility, and admit that he had messed up. He realised he needed his Dad to forgive him. He expected consequences and punishments for his actions but instead he got love, forgiveness and a party!

Explain to the group that sometimes we can be like the younger son, we think that we don't need God and go our own way. However God always wants us to return to him, and is always saying "There is nothing you can do that makes me love you less".

Read Romans 8³⁸ (NLT):

Pray:

So as we pray lets ask God to help us to come back to him, we all know times when we've fallen short, when we've messed up whether it is in what we said, what we thought or what we did.

We want to thank you God that whatever we've done in the past doesn't have to dictate our futures. We want to thank you for the love that tells us that there is nothing that we can do to make you love us less. Today we want to leave the golf ball in our lives behind and turn to you. Amen

PAST 2: TODAY (20-60 mins)

Break down into small groups of 3-5, and give them the following questions to talk through. There is no need to feedback.

- When you think of your life when was the best time?
- Do you ever long for things to be the way they were?
- What do you think living your life to the fullest means?

Play NOOMA DVD TODAY 017

The clip lasts about 10 minutes, and looks at how sometimes in our lives we long for things to be how they used to be.

Key Tip!

Don't forget to include a time of worship, and get the young people to play their instruments.

Tell the group that things change and aren't going to be the way they were. God has a purpose for your life today. Don't live in the past but in the present. Are there some things that you need to let go of and receive a new purpose for your life. Tell the group that we are going to be following this through for the rest of the weekend. We're going to celebrate what needs to be celebrated and give to God that which needs to be taken care of.

Finish by asking whether there are any part of their past that they need to let go of in order that they don't miss a thing in this day. Privately ask them to write them down on a piece of paper and put it in their pocket for later.

Pray:

Dear Lord we thank you for the opportunity we have to meet together this weekend. We pray that you will help us live for today and live our life to the fullest. We pray that you will prompt us and give us a fresh purpose for our lives. Amen.

PAST 3: MY LIFE (90 mins)

Show to the group your Life Diagram OR Time Capsule part 3 as an example. Talk through the same points that you are going to get them to talk about later. Link this back to the previous activity (Option 1 Lump), and share times when you've experienced a new sense of God's love and forgiveness.

LIFE DIAGRAM (60-90 mins)

Ask the young people to bring with them enough material in order to produce a collage of their journey through life to this point. It could be an artistic depiction or a timeline diagram. It is not the quality of the production that is important, but what it says about their experiences so far. The collage should include an up to date photograph or a drawing of the young person.

Use the following questions as a prompt:

- When were you born?
- Who are the members of your family?
- What's your earliest memory?
- What schools did you attend?
- Who are your best friends?
- What are your hobbies?
- What do you do now? Are you at school? Do you have a job?
- What are you most proud of?
- What does your collage show to others about you? What values does it portray?

In small groups get the young people to talk about their pictures. Encourage them to reflect on their own self image, whether that is negative or positive.

OR

TIME CAPSULE (60-90 mins)

Ask the group what they would include in a time capsule to tell a future generation about who they are at this moment? Get the young people to bring with them materials to put in a time capsule that summarises who they are and what that would want to communicate about themselves.

The contents of each capsule will then be shared in small groups with each member sharing what/ why they picked the items.

Encourage them to reflect on their own self image, whether that is negative or positive. Use the following questions as prompts for discussion:

- Which item sums you up the most?
- What do the items communicate about you? What values does it portray?
- Has this always been the case? What's changed about yourself?
- What are you most proud of?
- Which item do you think people would find the most confusing?

PAST 4: PRESENTATIONS (60 mins)

In small groups ask the young people to talk about and discuss one aspect of their Queen's Badge. This is NOT a session on presentation skills, but a chance

to share experiences. Ask the young people to base it around the following questions:

- What was the highlight of your Queen's Badge?
- Why did you do the Queen's Badge, and in particular the activities that you chose?
- What benefitted others the most?
- What benefitted you the most?
- Is it something you are going to carry on with?

Encourage them to show pictures, videos or examples of what they've done (Remember watching PowerPoint after PowerPoint is very dull, so you might not want to encourage that too much!) A chat amongst friends over tea & coffee will probably be best. Your role is to be a cheer leader. Get the rest of the group to encourage the presenter and build them up. Remember it's a celebration, not a critique!

PRESENT

Aim: To help the young people to think about their present circumstances

Objectives:

- To enable young people to map out their place in the world
- To shape their values and behaviour to reflect how & who they want to be
- To help the young people to build their self-esteem

PRESENT 1: NEWS BULLETIN (90 mins + recording time)

Tell the group that so far over the weekend they've reflected on their past experiences. Now they're going to move on to look at the present, and in particular their place in the world in which they live.

Give each group two newspapers from that day. Tell them that at a given time they are going to do a "live" news bulletin that's going to last 10 minutes. They have 90 minutes to prepare the item and it will be recorded in the studio at a set time whether they are ready or not. The broadcast must include local (this can include news from the weekend) and national news (this is primarily from the newspapers) section.

Choose whether you or the groups will to allocate the various roles, and give and explain the job definitions e.g.

Editor

They are responsible for holding everything together.

Overseas news sub-editor

They have to produce items of Overseas News for their broadcast.

Politics sub-editor

They have to produce items of political interest for the news broadcast.

Key Tip! Thirty minutes into the planning time tell the group that there is some breaking news, and as part of the bulletin they will present a 30 second live broadcast from outside 10 Downing Street.

Sport sub-editor

They have to produce items of sporting interest for the news broadcast.

Local news sub-editor

They have to produce items of local news for the news broadcast.

Weather sub-editor & journalist

They have to produce a weather forecast for the news broadcast.

Give the group 90 minutes to prepare, and after 90 minutes they must give to the Producer (a leader) the exact timings of the broadcast.

Turn a room into a TV studio. You need to have a news desk, space for the weather forecast etc., and the outside broadcast. When it is time for the

outside broadcast the camera man will point the camera to that area of the room.

During the broadcast the editor must keep an eye on the timings, as the outside broadcast will have to happen at a particular time. If the timings are not kept to the camera man (another leader) will automatically move onto/off the story.

After recording the broadcast in their groups discuss the following questions:

- What stories jumped out at you?
- How do you think that young people are seen in the media?
- How does reading the news make you feel? Empowered or disillusioned or powerless?

In a large group watch through the broadcasts.

PRESENT 2: TREES (20-60 mins)

Break down into small groups of 3-5, and give them the following questions to talk through. There is no need to feedback.

- What do you think about the world? Is it getting better or worse?
- Where is God in the world?
- What does it mean to live how God created us to live? What's the point of this life?

Play NOOMA DVD TREES 003

The clip lasts about 10 minutes, and looks at how our lives have meaning today and forever.

Key Tip!

Don't forget to include a time of worship, and get the young people to play their instruments.

Talk to the group about how we can partner with God taking care of the world. Tell them that God has an important role for them to play.

Read Matthew 22: 34-40. Briefly unpack this a bit more, and explain what it means to love each other as we love ourselves. Explain that God puts such a high value on this that he says it is the commandment on which all others are based. In pairs get them to discuss why they think this is the case. Briefly feedback and explain that when we love others in this way we are revealing to them what Jesus is like.

Extra:

Use this as an opportunity for a time of testimony by a leader or young person. Brief them beforehand to share their experiences of how they have had their priorities changed by an encounter with Jesus, and what that has meant to the way they live their life.

AND/ OR

Read the story of the Good Samaritan in Luke 10: 30-37. Explain that this story is the answer to a religious leader's question in which he is trying to catch Jesus out by asking who is my neighbour?

Explain that Samaritans were hated by the target audience of the story, the Jews, and this hate was reciprocated. Their disagreements were essentially religious. This makes Jesus' response all the more amazing. He replies that our neighbour is not the person living next door to you, nor is it the person in the same street, town city, or even country. Instead our neighbours are anyone we meet who is in need, even our enemies.

In the story those who appear to be "religious" are the ones that Jesus says don't demonstrate what God is like. Instead Jesus tells us to be like the Samaritan, and says "now go and do the same". What Jesus is saying is that our faith and our actions need to be linked together. We shouldn't profess our love and commitment to Jesus without that love impacting the lives of those around us. Therefore we want Jesus not only to influence what we think, but also our words, deeds, and communities.

Encourage the young people not to sit by in a world of hopelessness, but to stand up and be hope. Share that the popular image of young people in this country doesn't give the whole picture. Tell them that as Queen's men they should be determined not to be tarnished or discouraged by this negativity, but be ready to be move into action!

Pray:

Lord we pray that through our lives and the way we treat others, we will demonstrate to others what you are like. We thank you that we have the chance to be your representative and partner on earth. Help us to live a life that is relevant and active now. Help us to see injustice and need and to go the extra mile to make a difference. Amen.

PRESENT 3: CAMP FIRE (60 mins)

Build a camp fire. For guidance on how to do this safely see Challenge Plus. Have some hot chocolate and marshmallows around the fire.

PRESENT 4: LETTER (30 mins)

Talk to the group about what they have done over their time in BB and particularly during their Queen's Badge. Tell them how much of an inspiration they are, how they have given so much to the places where they live, their churches and the BB.

Give each person a letter from their captain or other appropriate leader (you will need to request this in advance). The letter should be one to two sides of A4 that celebrates that young person, and builds their self esteem. They might like to include:

- Their funniest memory of that individual.
- Their proudest moment.
- The qualities that they think make that individual a unique and wonderfully made creation.

Emphasise to the Captains that this is a personal and encouraging letter. Give opportunity for the group to read their own letters. Tell them that nobody needs to read anyone else's, but if this naturally occurs do not worry.

Now remind them about what they wrote on their piece of paper earlier. Get them to look at it and reflect on it. Give them the opportunity to throw this bit of paper into the fire as a symbol of committing it to God or throwing it out of their lives. If you can't build a fire get them to screw it up and throw it away.

NEWS BULLETIN JOB ROLES

Editor

You are responsible for holding everything together. Ensure everything is planned and that the broadcast runs to time. Remember it's exactly ten minutes long.

Overseas news sub-editor

You have to produce items of Overseas News for their broadcast. Negotiate with the editor and the rest of the team the length of time of your section and what the content will be.

Politics sub-editor

You have to produce items of political interest for the news broadcast. Negotiate with the editor and the rest of the team the length of time of your section and what the content will be.

Sport sub-editor

They have to produce items of sporting interest for the news broadcast. Negotiate with the editor and the rest of the team the length of time of your section and what the content will be.

Local news sub-editor

They have to produce items of local news for the news broadcast. Negotiate with the editor and the rest of the team the length of time of your section and what the content will be.

Weather sub-editor & journalist

They have to produce a weather forecast for the news broadcast. Negotiate with the editor and the rest of the team the length of time of your section and what the content will be.

FUTURE

Aim: To help young people to continue to explore what they want from the future

Objectives:

- To explore the connection between their values and behaviour
- To think about opportunities in the future that they can continue the type of work they have been working towards through the Queen's Badge
- See what a difference they can make with their lives

FUTURE 1: SUNDAY

Get the group to break down into small groups of 3-5, and give them the following questions to talk through. There is no need to feedback.

- Why do you go to Church is it because you think you're supposed to or because you want to?
- What do you think God had in mind when he thought of Church?
- Is it possible to be interested in Christian Faith but be turned off by Christianity?
- What do you think God really cares about?

Play NOOMA DVD SUNDAY 004

The clip lasts about 10 minutes, and looks whether we honestly think that standing, sitting and singing in church for an hour a week makes God happy?

Explain that God hates it when we call ourselves Christians but ignore all the things he really cares about. He doesn't want our hollow religious routines or meaningless rituals. He wants our hearts. Remind the group about the story of the Good Samaritan and ask them to think about ways they can go and do likewise.

Extras:

In groups get the young people to think about what it means for God to have their hearts and how would this manifest itself? Challenge them to think about how they could live their lives in a way that demonstrates God's love. Ask them to think of areas of their lives where they are or could be in tune with God's heart?

Pray:

So far over this weekend we have looked at our lives up to this point, we've reflected on what's important to us now and now as we look to our futures I pray that you will be prompting us to be like you through our words, our actions and our whole lives. We pray that all these areas will not be disconnected, but built upon firm foundations in you.

FUTURE 2: PHOTO TIME (60 mins)

Instruct the young people to get into small groups and give them the task to take a photo that captures the Queen's Badge, and communicates something about you as individuals.

Key tip! You will need a digital camera for each group, and remember to leave time to upload the photographs onto a computer so that they can be displayed.

FUTURE 3: BRAND BB (60 mins)

Tell the group that if you walk down any supermarket aisle you will be able to identify products by their colour, shape and size. This is because producers spend a lot of time and money creating a brand that will help sell their products.

Ask the group, what are the most recognisable brands that they see in their local supermarket?

Show Brands Slide Show

Ask what these brands say about the product? Pick out some of the brands and get the young people to discuss what the producers are trying to communicate, *e.g. Warburtons – family business, finest ingredients etc.*

Show a slide show of the pictures taken from the Photo Time activity. Discuss what these say.

Tell the group that through them, the BB is saying something. If they search Google image for BB Queen's men, the results all show the presentation stage with lots of static and formal pictures (show some of the pictures). However this 2D picture doesn't show the activities that were done up to that point or what it will mean in the future. Even the pictures that have just taken don't do it justice. They don't show the 3D experiences. If this weekend or the presentation is the end of their Queen's Badge experience, then opportunities are being missed. Is this what being a Queen's man is all about?

'Keep your roots deep in (Christ) and have your lives built on him. Be strong in the faith, just as you were taught, and always be thankful... you have a full and true life in Christ... You have begun to live the new life, in which you were made new and are becoming like the One who made you.' Colossians 2-3

Tell the group that over the weekend they've reflected on their past and what they think about themselves, and they've read what their Captain's think about them, they've also considered the things that are holding them back, and finally they've looked at what is going on in the world and how sometimes we can feel powerless to change it. But now they are going to think about their futures.

If they went on Ebay and looked at BB memorabilia they could probably find dozens of items maybe even some Queen's Badges. We could probably spend a lot of time talking about BB past, and there is a time and place for that. What is far more important though is BB present and future. Your future shouldn't just be reminiscing past glories; but be part of something here & now, relevant & clear of what it is about. Are you going to be at the cutting edge of this, visibly and clearly representing Christ.

'You are the light that gives light to the world. A city that is built on a hill cannot be hidden. And people don't hide a light under a bowl...you should be light for other people. Live lives so that they will see the good things you do and will praise your Father in heaven.' Matthew 5

This residential doesn't need to be the end of something, but could be the beginning of something. We need to be able to put the 2D formal photograph on the mantelpiece, and then get on with living multi-dimensional lives, giving out a light so bright that people can't ignore it. What is your brand? What do you say? What will you represent?

In groups:

- What is 'brand BB'?
- What is 'brand Queen's men'?
- What is your brand? What does it say about you, BB and God? What is authentic and distinctive about you?
- Do your current values and actions reflect how & who you want to be?

FUTURE 4: BB FUTURE (30 mins)

Use this session to look at future possibilities in BB. What you talk about will probably vary from area to area, but below are a few ideas:

- Making contact with BB Company's where they are going to university. Have some "Moving on" cards that can be returned to BBHQ to do the matchmaking!
- KGV/ YLT
- NVQ
- Young person representative on Regional committees or The Executive.
- Involvement in District/ Battalion in specific roles, e.g. PR, competitions etc.

Make sure to highlight that through the Queen's Badge they had opportunities outside of BB that are just as important, e.g. other charities, sports, coaching etc. Encourage them to continue to make a difference through that volunteering.

Don't make it into a long boring presentation, but emphasise that their involvement in BB doesn't have to end after their Queen's Badge. If possible arrange for someone who has experienced any of the above to come and talk to the group about it. You could give them space to come up with other ideas themselves about how they can stay involved, but remember you need to follow up on it!

Finish by reemphasising that they can make a difference with their lives. They may well have tried lots of things as part of their Queen's Badge. Give the opportunity for individuals to share with the group one thing that's made a real difference in their Queen's Badge and how they want this to continue. You might want to tell the group that this opportunity is going to be available earlier in the weekend, so that they can think about it in advance.