

icon24girlz



First Stepz

 BASIC INFORMATION FOR THE NEW LEADER

Welcome to "First Stepz", a nuts and bolts resource to support leaders as they begin ministering to girls through the i-girlz programme.



Thank you to Jennifer Box for compiling the original version of this document.

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Planning a Programme

The word "programme" refers to everything that is done with your IFG Unit during your meetings. Thorough planning is essential for the smooth running of a session.

Planning tips:

Meet with all leaders and plan the outline for your year's programme using the IFG Programme books and the Badge Booklet as guidelines. This is your 'big picture' for the year. List your desired outcomes for the year (apart from surviving!)

Consider:

When- what time of the year is best for the activity chosen?

Where—what is the best venue/place for this particular activity?

What-skills are there among the leaders?

What-extra help is required?

Which- age group are you working with?

How—what resources will you use/need to help deliver an effective activity?

Special events— these are your end of term "final fling" activity and any other special events that you may like to include in your yearly programme. Try

- Open evenings when parents and church members are invited along
- A themed evening, this could be for mother's or father's day, Easter, Mad Hatter's Tea Party, Book characters



✓ Stay on target by having a planning meeting at the beginning of each term to ensure everyone is on board with the term's programme. Make any tweaks required.

Weekly Planning:

A weekly programme could typically include:

Set up & Roll Call
Games

Worship/Devotions
Badge work

Drinks, a chat, discussion time and craft activities can also be included.

Whether you are using an IFG programme manual or doing your "own thing", you need to be prepared to adapt to the needs of your group and your environment.

Consider whether the order of your programme should be the same each week which is possibly good for the younger girls, while the older girls may like variety.

Once you know the outline of your planned session's programme, decide which leaders will be responsible for each activity.

Preparing activities:

Preparation of each activity is the responsibility of the delegated leader.

Effective planning requires the leader to pay attention to details such as:

- How many girls will be in the group?
- How to introduce the session?
- What teaching aids and resources will be required?
- How will the group be organised—sitting in a circle on chairs, on the floor, around tables?
- Is extra help available if required?

For off-site activities:

- Written permission required from parent/caregiver
- Ensure you have adequate supervision
- Review the Health and safety policies and complete risk assessment forms (RAMS)

✓For safety reasons, never leave one girl alone with one adult.

Teaching Craft

Craft work is valuable as it helps young people develop manual skills, hand eye co-ordination and creativity. Craft sessions are also a great opportunity for girls to chat and socialise, with other girls and with the leaders.

Choosing a craft—points to consider:

Level of difficulty needs to be age appropriate

Levels of skill of those in your group will probably vary considerable. Having a choice of a simpler option is better than having to get someone else to finish something for you.

If required find extra time in the programme for projects to be completed - so disheartening to go home with an unfinished item.

Use a variety of activities and media - see Craft ideas below

Budget— work out the cost

Preparation and practical suggestions:

“Here is one I made earlier”. This sorts out any potential problems like incorrect instructions and also gives you a good idea as to how long it should take to make. Show the girls a sample helps them see what their finished product (with creative licence) should look like.

If there is a choice of colour for the craft either ask the girls their preference before purchases supplies or decide on a diplomatic method of dispensing if supplies are already on hand. Picking their own colour is BIG.

Encourage girls to use their creativity -decorate their own way or add features and design adaptations.

The craft belongs to the girl. Do not do it for them or worse, alter it between sessions.

Have labelled bags for each group member to stow away any work in progress.

Check the scissor supply - e.g. will they cut fabric. Any special purpose scissors required?

Check you have the correct glue for the job.

Oversee the cutting out of fabric, cardboard etc. to reduce wastage.

Craft ideas:

Card making

Origami

Bead work

Macramé

Collage

Patchwork

Sewing

Knitting

Calligraphy

Art canvases

Mosaics

Themed craft—

Christmas/Easter/Mother's Day etc

Decoupage

Scrapbooking

Clay modelling

Bread dough

Cake decorating



Resource kit for crafts:

It is a good idea to include the following in your craft kit—restock as required:

Scissors	Stapler	Staples	Felt Markers
Pencils	Pens	Paper clips	Ruler
Rubbers	Hole punch	String	Rubber bands
Glue sticks	Fabric glue	PVA glue	Glitter
Tape measure	Needles	Cotton/thread	Pins
Drawing pins	Paint	Paint brushes	Craft knife
Paper white & coloured		Card—white & coloured	

✓An idea: If you have a supply of craft material left overs have an activity towards the end of the year where all the material is placed out and the girls can use it all up to make whatever they like. Fun for the girls and cleans out the IFG cupboard so stuff like paint and glue doesn't 'go off' over the holidays.

Games

Games help develop co-ordination, concentration, judgement and decision making. They are usually lots of fun and the girls will learn to abide by rules, to win and lose graciously and to team build.

Health and safety considerations:

Ensure that the environment is free from hazards.

Is there enough space to play the game?

If it is a ball game, can this be played safely indoors (windows) or do you need to go outdoors?

Set the ground rules and explain them clearly. Check for understanding.

Maintain good discipline throughout.

Different types of games:

There are many different types of games. Vary the games played so that different needs are met and different skills developed.

Chase games need space and use up lots of energy.

Singing games are great for younger children.

Team games need equal numbers, encourage competitiveness and develop a sense of responsibility and team spirit.

Elimination games appeal to those who have a competitive nature but the less able are always the first to be out which means that they get little involvement.

Ball games teach control, develop eye-hand co-ordination and they need plenty of space.

Include quiet games that have more appeal to some.

Board games—great to include as an indoor fun night in the winter.



Equipment for games:

Whistle

Blindfolds

Hoops

Balls—variety of sizes e.g. Tennis balls, netball, ping pong balls

Skipping ropes—long and short

Bat for rounders or soft ball

Rackets

Skittles

Chalk

Newspaper & masking tape

Practical tips for games safety:

Remind group to wear appropriate footwear.

Remove all obstacles in the playing area

Ensure everyone understands the rules

Stop the activity as soon as there is any sign of danger

✓ *There is a Games Book on the IFG website under resources which has lots and lots of great ideas for all types of games. There is also a printed Games Book provided by GB Supporters for all Units. Check with the GB Support Centre info@girlsbrigade.org.nz if your Unit does not have one.*



Guiding Discussions

There will be many opportunities in your programmes to use various types of discussion. All age groups may find discussion a useful tool. Discussions can be used for the following reasons:

- To enable young people to have an opportunity to express their view points.
- To help them learn to accept that others may not hold the same views as they do.
- To engage young people in social issues.
- To aid them in decision making.
- To explore their perceptions and ideas; and to help them express their hopes and dreams.
- To determine their values and attitudes.

Styles of discussion:

Circle time discussions are good for the younger groups. Everyone is asked to complete a given sentence e.g. "I get frightened/feel sad when..." or "My favourite Bible story is..." No one has to participate but most will. The leader should start. It is often good to have a soft toy or similar to pass round, only the person who is holding it may speak.

General discussions are useful for discussing current affairs, for planning events or dealing with conflicts.

Debate is a discussion where there are two clearly defined views. Do not make a debate topic too general. Keep it simple. Get people to speak for and against this.

Practical Tips:

A circular seating formation is best for discussion.

About seven is the ideal number for a discussion group. Larger groups should be divided up.

Ground rules should be agreed to and established before the start of a discussion (see below).

A range of tools might be used to stimulate discussion e.g. video clips, news headlines, Bible verses, pictures, photographs, a challenge or a quotation.



Code of Conduct for discussions (Rules):

Be open to hearing all points of view
Value the contribution of every member in the group and respect their views.
Do not dominate debate
Keep discussions focused
Encourage others to share their experiences, feelings, opinions and values
Do not interrupt others
Wait until there is quiet before you speak



A good chairperson/facilitator will:

Introduce the subject
Frame a number of useful, open-ended questions
Refrain from expressing their personal view
Ensure everyone has a fair hearing
Endeavour to involve everyone
Summarise what the group seem to be saying
Ensure that everyone adheres to the code of conduct.



Using Audio-visual Aids

Learning is often more effective if visual or audio support is given to the learner. There are various types of AVA's so the right one needs to be chosen for each task:

- Power point presentations
- Posters
- Pictures
- Video and video clips
- Flip charts
- Whiteboards
- Music
- CD's / DVD's
- Puppets
- Everyday objects
- Word searches
- Quizzes
- Acronyms

Audio-Visual Aids:

- Help to explain a concept
- Enable information to be presented in a way that will engage the audience.
- Provide reinforcement of words spoken
- Help to maintain the concentration of the group
- Used to help revise the teaching

General:

- Check that the group can see the AVA you are using.
- Know how to use AVA chosen
- If using technology driven AVA's make sure that everything is connected properly, cords are in a safe place so no one can trip on them. Check all equipment prior to presentation and ensure CD's, DVD's and power points are at the correct place to start.

Preparing and using power point presentations:

A font size of 28 to 34 in bold is recommended for subtitles.

The ideal font size for titles is 44.

Use contrast; light on dark, or dark on light.

Use graphics rather than too many words.

Avoid using complex animations that detract or override the message.

Beware of "death by Powerpoint" - a few good slides are more effective than lots.

Avoid reading slides to the audience.

Too much text makes a slide unreadable and distracts the audience, who will try to read the text while the presentation is going on.

To temporarily clear the screen during a presentation press W or B. Press Enter to resume the presentation.

Additional resources:

Word searches, cross words, anagrams and quizzes can also be used to support learning.

People are a valuable resource. Use the expertise of people like the Police, Ambulance Service, flower arranger, beautician, cook, first aider etc.

Use Google/Pinterest as useful sources of ideas, information, activities and resources.

Find useful books at your local Christian bookshop or your church library.



Leading Worship

Worship is an opportunity to give honour to God. During worship sessions we should praise God, teach Christian truths, talk to God and learn about how faith and life meet.

People have different ways of worshipping, so do not be bound by one model. Effective worship will encourage young people to think about how worship/Christian principles should affect their attitudes to life.

Elements of Worship:

Worship might include:

Songs	Music	Prayers
Drama	Quizzes	Bible teaching
Time for reflection		

Prayer—there are various forms:

Set prayers	Prayers lead by people
Prayer chains	Prayer boards
Prayers with responses	Silent prayers
Prayers spoken by the leader and echoed by the girls	
Prayers written by girls and placed in prayer box	

Music may be incorporated through:

Singing	Use of CD's
Music groups	A band
Dancing	Action Songs

Practical Tips:

Vary the styles of worship and order of doing things
Maintain a balance, not all girls like to sing or read
Incorporate activities that will involve the girls in interactive worship
Encourage the girls to contribute eg put together a thank you prayer
Allow girls plenty of time to prepare for any part they may have in the worship.

Some ideas for creative prayer:

- ◆ Show a get well card. Ask everyone to write the name or draw a picture of a person they know who is unwell. Put the names/pictures in the card. Seal the envelope and offer it in prayer to God.
- ◆ Use a thank you card as outlined above and thank God for all His good gifts.
- ◆ Cut coloured or Christmas paper into strips. Give a strip to each person and ask them to write on their paper a blessing they have received. Link together to create a chain of blessings.
- ◆ Sit in a circle and pass round a box of coloured pencils. Each person takes one without looking. Invite them to then say a short prayer thanking God for something He has created that is the colour of their pencil e.g. thank you for the blue sky.
- ◆ Ask everyone to quietly reflect on something they would like to ask God for. Pass round a bubble wand and bubble liquid. Allow each in turn to blow their bubbles as a symbolic way of sending their prayers to God.
- ◆ Hand around a bag of jelly beans (be aware of allergy needs). Ask everyone to hold their sweet and reflect on all the people of the world—different colours, different creeds and different needs. Identify some of the current needs of the world such as famine, earthquake, war etc. Ask everyone to close their eyes and eat their sweets as you commit these people to God.

Preparing Worship:

- ◆ Set enough time aside to prepare for worship; do not leave it until the last minute.
- ◆ Pray before and after the session—about the message and for your young people in the group.
- ◆ Decide what the key point of the message is and focus on this.
- ◆ Ensure all the elements of worship are linked, the prayers, teaching, songs and activities should all contribute to the central theme.
- ◆ Ensure the mode of delivery is relevant to the group
- ◆ Use language which is age and culturally relevant to the modern young person
- ◆ For impact an effective worship session is best kept short and sharp

✓ The value of a leader sharing her own personal faith story/experience - priceless

Telling Stories

There are many different types of stories that might be told—Bible stories, stories of famous Christians, moral tales and modern day parables. Although stories are a great favourite with the younger sections, effective story-telling can be used with any age group.

There are different ways of delivering a story:

The story may be read, told, presented via video or told with puppets.

Visual aids, drama or mime may be used to enhance the story.

The story may be reinforced/introduced by making a collage/picture, singing a song or playing a related game.

Tips for story-telling:

Practice to get the timing right

Ensure your voice is interesting and varied

Use different voices for different characters

Maintain eye contact with the group

Use story cards—write main points of the story on separate cards or on a whiteboard, these can be used as a prompt.

Have a story bag which contains a number of objects related to the story and produce each object in turn as the story progresses.

At the end of the story ask some questions / have a quiz to make sure that the main points of the story are understood.

Preparing to tell a story:

Choose story relevant to the age of your group.

Decide from what view point you will tell the story, perhaps you will be one of the characters in the story.

Decide how you will introduce the story to gain interest.

Consider your mode of delivery.

Collect/prepare visual aids.

Decide how you will review story at the end.

Where to find your favourite New Testament Bible Stories:

*The Birth of Jesus: Luke 21,
Matthew 2.*

Jesus' baptism: Mark 1 : 4-11

Calling of Disciples: Luke 5 : 1-11

Palm Sunday: Mark 11: 1-11

Pentecost: Acts 2: 1-13

The Sower: Matthew Ch 13

The Talents: Matthew 25 : 14-30

*The Wedding Banquet: Matthew 18:
23-35*

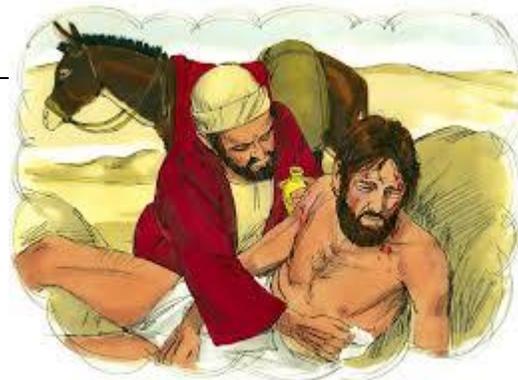
Good Samaritan: Luke 10 : 25-37

Zacchaeus: Luke 19 : 1-9

Stilling the storm: Mark 4 : 35-41

Feeding 5,000: Mark 6 :30-44

10 Lepers: Luke 17 : 11-19



Where to find your favourite Old Testament Bible Stories:

<i>Adam & Eve, Genesis Ch 1-3</i>	<i>Joshua (spies) Numbers Ch 13</i>
<i>Noah, Genesis Ch 6-9</i>	<i>Joshua (Jericho) Joshua Ch 6</i>
<i>Abraham, Genesis Ch 12-22</i>	<i>Samuel, 1 Samuel Ch 3</i>
<i>Isaac, Genesis Ch 21/24</i>	<i>David, 1 Samuel Ch 14-31</i>
<i>Jacob, Genesis Ch 27-33</i>	<i>Daniel, Daniel Ch 6</i>
<i>Moses (in bulrushes), Exodus Ch 2</i>	<i>Jonah, Jonah</i>
<i>Moses (Red Sea) Exodus Ch 13-15</i>	



Managing Behaviour

What is inappropriate behaviour?

In any group there will be times when unacceptable behaviour may be demonstrated.

These may include:

Verbal behaviours - unkind words, unacceptable language, rudeness, answering back.
Physical acts—taking things, damaging property, spoiling others' work, hitting others.
Personality traits—showing off, dominating the group, ignoring authority, refusing to conform, disruptive activities.

Causes of inappropriate behaviour

These may be:

The young person is seeking attention.

An activity was too hard/easy, of low level interest/boring.

Already upset before arriving

Clear boundaries not set so everyone knew what was or was not acceptable

The session not well planned with a programme that stimulated and met the needs of the group.

The leader was not organised.

Strategies for dealing with inappropriate behaviour:

Praise those who are behaving rather than growl at those who aren't.

Ignore the show offs and focus on those conforming.

Use body language to indicate approval or disapproval.

Keep the programme moving with plenty of variety.

Sit an extra helper with those known to be trouble makers and/or discreetly separate trouble makers.

Be fair and consistent with your expectations.

Let older groups create their own code of conduct.

Promptly challenge negative behaviour

Golden rules for behaviour management:

Ensure the group has a policy to which all leaders adhere.

Wherever possible take those who have been causing problems aside and deal with the issues there, thus avoiding public reprimands.

Never make a threat you do not intend to keep.

Do not make an impetuous response—think before you speak.

Do not allow yourself to get trapped into an argument.

Use a carefully planned sequence of action—verbal warning, lose a turn, give time out, offer options either ... Or ..., remove privileges and speak to parents.

Bullying

Bullying is a behaviour which occurs in different forms, but is NEVER acceptable.

A bully is a person who hurts, persecutes or intimidates another person, either emotionally and/or physically. We have a duty of care to our members who have a right to expect that they will not be bullied while at IFG.

Bullying will not be tolerated.

It is the responsibility of everyone to attempt to both control and prevent bullying.

All leaders will actively model non-bullying behaviour.

Any reported incidents of bullying will be taken seriously, and dealt with promptly.

Bullying types—bullying can take many forms:

Verbal—calling of bad names, derogatory comments.

Physical—hitting, kicking, shoving, spitting.

Having money or other things taken or damaged by those who bully.

Being threatened or being forced to do things by others.

Racial bullying. Sexual bullying. Cyber bullying.

Bullying through social exclusion or isolation.

Modelling Christ

Many of the people present on a meeting night, parents and girls alike, will never read the Bible. The only place where they will read about Jesus is on the faces and lives of the Christians they meet—people like you!

Your words and actions should reflect Christ-like attitudes. It matters about the person you are; it matters that you model Christ-like characteristics in your dealings with the young people and with the other leaders with whom you work. Remember that the person you are, the values you hold and the attitudes you demonstrate will impact on your IFG ministry and the success of your programme.

Does your programme reflect these values?

That it is fun—ensure there is laughter every time you meet.

Present the programme in a fun way with creative approaches.

Ensure you present yourself as a Christian who is also a good sport and fun to be with.

Develop positive relationships with the girls.

Share food and provide opportunities to do fun things together.

Model the sound values and attitudes that you teach.

Treat everyone with respect demonstrated in your words and actions.

Show acceptance and tolerance, respect and care towards other leaders and the girls.

Show compassion, understanding and acceptance when young people make mistakes in life choices. Be there no matter what.

Help your young people to develop good friendships.

Encourage them in their Christian journey/prayer time/church life and ensure they know that the Bible/Jesus/God is relevant to their everyday life.

Remember to:

Provide opportunities for girls to get involved in serving others.

Encourage your girls to try new things.

Empower your young people to contribute to the group eg allow them some choice in programme content particularly your older girls.

Encourage older girls to help with your younger girls, developing their skills and talents.

Encourage your older girls to attend appropriate leadership training courses.

Your Personal growth:

To grow in your understanding of Christian leadership:

Ensure that you develop your own faith knowledge by regularly attending worship/Bible Study/home group etc.

Maintain and develop your own prayer life.

Meet regularly with other Christians.

Find someone to mentor you so that you grow in your personal ministry.

Be ready to share your own faith story with others.

Use Christian books/DVD's/clips to enrich and develop your faith.



*✓ Seek further training opportunities to develop your understanding of the
Christian leader's role*