

## **Aim**

---

To encourage the discovery and development of personal interests, and social and practical skills.

## **The Principles**

---

This Section should stimulate young people to take up and persevere at satisfying and purposeful pursuits within a wide range of practical, cultural and social activities.

The choice can be either a continuing and progressive interest in an activity or the study of a topic of personal interest to the participant or a definite task to be completed.

In addition to developing skills, participation is intended to lead to contact with experienced people. This may be through membership of a club or group, or through the wealth of individual expertise available in community.

Young people should have an opportunity to discover new talents and accept an on-going commitment.

## **Benefits to Young People**

---

The Skills activity should offer participants the opportunity to:

- develop social and practical skills by working alongside enthusiastic adults who volunteer to share skills and knowledge of a particular activity;
- meet new people by participating in different activities, linking in to local networks, building relationships with Adult Instructor and peers;
- get organized, by understanding what is required and setting time and resources aside to follow the skill;
- discover how to research information by communicating with the Adult Instructor, having access to the Award Handbook and

other literature, making appropriate contacts in the Community and identifying other sources of help and guidance;

- try something new particularly at Silver and Gold levels. At Bronze, it may be appropriate to follow an existing hobby or interest if this encourages young people to join the Scheme;
- make real progress by negotiating a programme involving an appropriate degree of challenge and reviewing achievements;
- learn to enjoy working with adults by building relationships, benefiting from their knowledge, appreciating their skills and sharing a mutual interest;
- develop abilities by acquiring knowledge, practising skills and achieving a degree of competence;
- have fun by sharing an activity with adults and peers;
- discover new talents and raising self-esteem by pursuing a new challenging activity.

## **Types of Skill**

---

The Section offers young people a wide choice depending upon their personal preferences, abilities and the opportunities available. Some Skills activities are also listed for reference. The Skill may be an existing interest or something entirely new to the participant.

The choice can be either a continuing and progressive interest in an activity (such as fishing, stamp collecting or playing a musical instrument) or the study of a topic of personal interest to the participant (such as fashion, relationships or money matters) or a definite task to be completed (such as making simple pieces of furniture, building a boat or producing plays).

The skill may be followed independently or as a member of a group. Knowledge and experience may be acquired by attending a course or by individual enquiry, in both cases associated with further investigation and/or practical work.

In addition to developing skills, participation is intended to lead to contact with experienced people. This may be through membership of a club or group, or through the wealth of individual expertise available in the community.

Skills acquired at school or related to a young person work are not excluded, but participants must show adequate evidence of additional voluntary effort in their own leisure time.

## Requirements

---

### 1. Duration

Participants are required to show progress and sustained interest over a period of time, leading to a deeper knowledge of the subject and the attainment of a reasonable degree of skill.

Bronze	-	at least 6 months
Silver	-	at least 12 months for direct Silver Entrants, or at least 6 months for those who have completed this Section at Bronze level
Gold	-	at least 18 months for direct Gold Entrants, or at least 12 months for those who have completed this Section at Silver level

It is recognized that there may be periods when participants are forced through circumstances, such as examinations, to defer active participation in their programme for an interval.

The number of hours to be spent on the chosen skill is not specified but regular effort during leisure time is required throughout the period.

### 2. Suitable Opportunities

To indicate the content appropriate to young people with varying degrees of knowledge and experience, skills activities can be generally set out in 3 levels:

- For beginners
- For those with some knowledge
- For the more advanced

The level for beginners will not necessarily be appropriate at Bronze if the young person is already well acquainted with the chosen activity. Conversely, a participant at Gold tackling an unfamiliar subject might start with the beginners' level.

There is no need to limit young people to one part of the skill only. Starting at their own level of knowledge and experience, participants are free to select as broad or as restricted an aspect of their chosen skill as they wish, but appropriate social and cultural aspects are to be covered.

The arrangement of activities may be flexible according to circumstances, however, participants and the adults helping in this section must follow relevant safety requirements.

### **3. Choice of activities**

Various Skills activities are listed out to facilitate choice, which will normally be governed by the aptitude of the participant and availability of resources. Participants are required to establish a goal and then, based upon the chosen Skills activity, devise a detail plan to work upon.

The Skill may be an existing interest or something entirely new to the participant. Under certain circumstances such as an unsatisfactory choice, lack of facilities, or movement of the instructor or participant away from the area, the skill may be changed once at any time during the period of an Award, but if two activities/topics are taken, they are to be followed one

after the other, with as short an interval as is reasonable, not together.

Whilst participants are encouraged to make their own choice of activities, some advice may be needed on this or on changing to a different skill whilst working for an Award. Those who have completed Bronze or Silver may also need guidance as to whether to change their skill for the next higher Award. Award leaders will be in the best position to advise on this matter, and where young people are likely to benefit by taking up a new activity, they should be encouraged to do so.

Participants can choose one or a combination of the following Study Modes:

- *Take course(s)*
- *Taught by Personal Tutor*
- *Self-study*

#### **4. Instruction And Assessment**

Each individual is to be assessed throughout the required period on:

**EFFORT      PERSEVERANCE      PROGRESS**

There should also have some understanding of the practical, cultural and social aspects of the chosen activity or topic.

Participants can choose the following Methods of Assessment:

- *Obtain Certificate(s) of Attendance*
- *Qualified at Examination(s)*
- *To be assessed by a Proposed Assessor*

The person who is guiding the work may well be in the best position to undertake assessment but in some cases it will be desirable to bring in an independent assessor.

Group activities are to be assessed in regard to each individual contribution to the planning, execution and completion of them.

A young person qualifies in this Section if the Assessor, after consultation with the Instructor where applicable, is satisfied that:

- there has been a substantial commitment of genuine leisure time,
- the Skill has been consistently followed for the required time,
- genuine effort and individual progress have been made within the young person capability.

Dates of starting and of successful assessment are to be entered in Record Books. No report should be made until participants have satisfied the assessor. Those failing to do so should be encouraged to continue.

## **5. Record Books**

The Record Book represents the experiences and achievements of a young person, and remarks should be **personalized, positive, encouraging**. It should always record success and achievement rather than failure.

In the event of a young person not satisfying the Assessor, he or she should be informed of the reason and no entry made in the Record Book until the conditions have been fulfilled.

Dates of starting and successful completion are to be entered in Record Books. Assessors should ensure that the date entered is the actual date on which the assessment was carried out and state clearly that any safety requirements have been met.

## 6. Reference Skills Activities

The followings give the wide range of Skills activities for reference. Participants should consult the Skills Section Panel on the acceptability of any new activity they wish to propose.

Academic Studies	Aeronautics
	Anthropology
	Archaeology
	Architectural Appreciation
	Astronautics
	Astronomy
	Religious Study
	Chemistry
	Church/Temple Architecture
	Cinematography
	Civics
	Computing Study
	Costume Study
	Criminology
	Entomology
	Filmography
	Forces Insignia
	Genealogy
	Geology
	Heraldry
	Herpetology
	Individual and the Home
	Languages
Librarianship	
Local and Historical Survey	
Meteorology	

	Microscopy
	Monetary Management
	Musical Theory
	Natural History
	Ornithology
	Paleontology
	Period Furniture Appreciation
	Personality and Appearance
	Plant Study
	Practical Mathematics
	Religions of the World
	Umpiring and Refereeing
	Zoology
Animals / Birds / Insects	Aquarium Keeping / Keeping of Pets - Bee / Budgerigars & Canaries / Dogs (Training & Handling) / Pigeons / Pigs / Poultry / Sheep
Design / Decoration	Confectioners' Decoration
	Fine and Applied Arts and Design
	Geometrical and Technical Drawing
	Jewellery
Electronics / Electrical Items	Amateur Radio
	Electricity
	Radio Construction
	Short-wave Radio Listening
	Signalling
Games	Board Game
	Bridge
	Chess
Information Technology	Computer Literacy
	Computer Processing Softwares
	Graphics Processing



Interests / Technical & Vocational Skills	Boat / Canoe Building
	Bookbinding
	Braille
	Campanology / Construction of Camp / Outdoor Equipment
	Candle Making
	Collections – General / Numismatics (Coins) / Philately (Stamps) / Phillumeny (Matchboxes)
	Committee Procedure
	Conjuring and Magic
	Entertaining
	Handwriting
	Magazine Production
	Map Making
	Marksmanship
	Model Construction - Aircraft / Cars / Railways / Ships
	Model Soldiers
	Mould Making
	Nautical Study
	Printing
	Reading
	Relief Modelling
	Screen Printing
	Shoemaking
	Soft Furnishing
	Taxidermy
	Word Processing
	Wine Making
	Writing

Music / Performance Art	Ballet Appreciation
	Choirs - Church and Chapel / Roman Catholic
	Debating
	Drama
	Hand-bell Ringing
	Military and Brass Bands
	Military Flautists
	Music Appreciation - Classical Music / Folk Music / Popular Music / Jazz
	Musical Instrument –Buglers & Trumpeters / Classical Guitar / Drummers / Pan Playing (Steel Bands) / Piano
	Pan Playing (Steel Bands)
	Public Speaking
	Puppetry
	Sound Appreciation
	Speech
Theatre Appreciation	
Needlework / Handicrafts	Basketry (Canework)
	Cookery
	Corn Dollies
	Dressmaking / Glove Making / Dressing Dolls in National Costume
	Fancy Rope Work
	Knitting
	Lampshade Making
	Lapidary
	Leatherwork
	Macrame
	Marquetry
	Metalwork

	Needlework - Canvas Work (Tapestry) / Crocheting / Embroidery / Patchwork / Pillow Lace Making / Piping / Quilting
	Origami
	Rug Making
	Soft Toy Making
	Tatting
	Weaving
	Woodcarving
	Woodwork
Plantation	Agriculture
	Cacti Growing
	Design
	Floral Art
	Forestry
	Gardening
	Orchid Growing
Sports-related Skills	Athletics Officiating
	Fishing / Fly Fishing / Fly Typing
Transportations	Motor Cars, Motor Cycles, Mopeds and Scooters - Riding / Maintenance - Driving / Engineering and Maintenance
	Power Boating
	Transportation - Aircraft Recognition / Coastal Navigation / Railway Affairs / Ship Recognition
Visual Art	Artwork - Drawing / Painting / Mosaic / Fabric Painting
	Brass / Stone Rubbing
	Enamelling
	Film Production

	French Polishing
	Installation Art
	Lettering and Calligraphy
	Pewter Working
	Photography
	Pottery
	Print making
	Sculpture & Clay Modelling