

Aim

To learn how to give useful voluntary service to others and their communities.

The Principles

This section seeks to give participants a sense of compassion, to help them become more active, engaged citizens, playing their part in strengthening and improving their communities. Participants should undertake an activity by volunteering their time to support others, whether that be people, the community, the environment or animals and should learn and benefit from undertaking their service.

Training for service and an understanding of the needs and means of giving service is considered essential. Participants should receive briefing and training in appropriate skills, and have some knowledge of the needs of those whom they are assisting. Service activities involved should not be part of participants' jobs or study.

Benefits to Young People

The activity should offer participants the opportunity to:

- **give personal commitment** by dedicating leisure time to the service of others
- **appreciate the needs of others** and contribute to their well-being by working with and for people with whom they would not normally come into contact
- **trust and be trusted** perhaps for the first time
- **understand personal strengths and weaknesses** by reviewing their performance in training and guidance sessions
- **increase self-esteem** by receiving positive feedback from peers and adults, and learning to appreciate the value of their personal contribution

- **overcome prejudice and fears** through building new relationships, questioning attitudes and values, and developing an empathy with others
- **generate positive community action** by taking a pro-active role in identifying worthwhile Service opportunities which benefit the local community or the environment
- **care for the environment** through practical involvement in projects
- **accept responsibility** through a personal commitment to an organization or member of the community

General Conditions for this Section

1. Introduction

Participants are required to train for and give service to others. Consideration should first be given to the proposed form of practical service to be followed and then to the training required so that the Service can be undertaken with competence and insight.

The training may take the form of either briefing or guidance sessions leading directly to practical service of a non-specialized nature, or of a specialized training course as preparation for practical service in that field.

2. Duration of Service

The choice of Service should reflect a young person individual interests, talents and abilities but also constitute a challenge to personal attitudes and previous experiences. Participants should receive guidance before providing services and ensure they are providing suitable services to complete the section requirements, the service they choose should be in the same type or under the same organization/unit. Participants should

arrange their time wisely and provide at least an hour of service per week in average.

Bronze	Major: Min. 26 hours over a min. of 6 months (26 weeks) Minor: Min. 13 hours over a min. of 3 months (13 weeks)
Direct Silver	Major: Min. 52 hours over a min. of 12 months (52 weeks) Minor: Min. 26 hours over a min. of 6 months (26 weeks)
Progressive Silver	Min. 26 hours over a min. of 6 months (26 weeks) (Not required to choose “Major” and “Minors”)
Direct Gold	Major: Min. 78 hours over a min. of 18 months (78 weeks) Minor: Min. 52 hours over a min. of 12 months (52 weeks)
Progressive Gold	Min. 52 hours over a min. of 12 months (52 weeks) (Not required to choose “Major” and “Minors”)

3. Suggested Forms of Practical Service

These services may be rendered to the community as a whole or to any private individuals in need of help. It is intended that the service programme be broadly based. Leaders should consider the types of project which are likely to be most appropriate with regard to the maturity of the participant. Leaders should be able to discover local sources.

In case of illnesses, accidents and other unavoidable circumstances which make the participants unable to engage in offline services, they can apply for approval from the Service Panel to carry out online services at home, such as online tutoring or volunteering through phone calls, or choose family members as the beneficiaries of their service.

As participants going for a higher level, more commitment shall be given for their activity.

Bronze

Projects are carried out under the immediate supervision of an adult social worker or an experienced volunteer.

Silver

At Silver level, there should be less need than at Bronze level for project to be under close supervision, but arrangements for periodic checks should be made.

Gold

At Gold level, participants should be mature enough to engage in any project and participate in activity planning with proper briefing and adequate supervision those who can prove competence of satisfactory service at other levels of the Scheme might be made responsible for supervising others engaged in the projects of service. In such cases, the participant should be made aware of an appropriate person who may be contacted in the event of difficulty with the project.

4. Guidance Sessions

At least 3 guidance sessions with the assessor should be arranged during the period of practical service. Assessors, usually those who have been involved in supervising the practical service carried out by the participants, are suggested to meet up with the participants regularly during the period of practical service, in order to:

- Discuss the progress of the project
- Support participants in resolving problems
- Help participants to learn from their experience

- Agree targets and discuss expectations for the next phase of practical service
- Review the progress of the diary and discuss the form of account for assessment.

The time which elapses between the preliminary briefing and further counselling sessions will be governed by the nature and type of practical service.

5. Assessment

For the assessment, the participant and Assessor should discuss and review:

- the practical service, with attention to **reliability, competence, relations and attitudes**
- the log

Assessors should normally be those who have been involved in supervising the practical service carried out by the participant. Assessors can make their final assessment by signing and giving report on participants' Record Book upon satisfactory performance of participants at the completion of that activity.

6. Service Log

A diary is to be kept by each participant showing the details of the service given, so as to enable a log to be compiled for assessment.

The log should show the duties, times and details of the service rendered. It should also display ***an understanding of the need for giving the service and the insight gained.***

Recording: multimedia record (i.e. sound recording, video, PowerPoint) or written account supported by photographs,

pictures, caricatures, graphic illustrations, etc.

Content of a Service Log

1. Cover Design
 - Subject
 - Level
 - Name of Operating Authority and User Unit
2. Table of Content
3. Introduction of the Organization
 - Name
 - Type
 - Objectives
4. Self Introduction
5. Introduction of your team members (if any) and instructors/assessors
6. Description of the Service
 - Nature
 - Aims
 - Clients served
 - Duration
 - Programme
7. Pre-service Planning (for Silver and Gold level) - Describe your planning process
8. Practical Service - Full account of this service rendered in the form of a record.
9. Conclusion
 - Evaluation of the whole service: success and failure
 - Recommendation for improvements
10. Assessors' Comment – to collect comments from assessors

7. Record Book

The *Record Book* represents the experiences and achievements of a young person and remarks should be **personalized, positive and 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 assessment are to be entered on the appropriate page in the *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 requirements have been met.

Example:

銅章級服務科 BRONZE: SERVICE

活動
ACTIVITY School Prefect (Major) 組別
GROUP 1

開始日期 (日/月/年)
DATE STARTED (DDMMYY) 12.9.2022

完成日期 (日/月/年)
DATE COMPLETED (DDMMYY) 13.3.2023

訓練課程主辦者 (第二組及第三組適用)
TRAINING ORGANISED BY (FOR GP 2 & 3)
1

完成的訓練或取得的資格 (第二組及第三組適用)
TRAINING COMPLETED OR QUALIFICATION GAINED
(FOR GP 2 & 3)
1

State whether it is a Major or Minor

Leave the parts related
to "Group" blank

評核員報告

ASSESSOR'S REPORT

With serious attitude, the student is responsible and has leadership skills, and complete the assigned task ASAP.

茲證明參加者在實際服務期間曾接受三次輔導。

Where practical service has been given, it is certified that 3 counselling sessions were held.

簽署
SIGNED Chan Hon Kwong 日期
DATE 31.3.2023

姓名 (正楷)
NAME (IN BLOCK LETTERS) Chan Hon Kwong

資歷
QUALIFICATION School Teacher