

Skills

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. The Skill may be an existing interest or something entirely new to the participant.

There are over 200 Skills activities to choose from. Some Skills activities are also listed for reference.

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 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
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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.

- ❖ Aeronautics
- ❖ Agriculture
- ❖ Aircraft Recognition
- ❖ Amateur Radio
- ❖ Anthropology
- ❖ Aquarium Keeping
- ❖ Archaeology
- ❖ Architectural Appreciation
- ❖ Astronautics
- ❖ Astronomy
- ❖ Athletics Officiating
- ❖ Ballet Appreciation
- ❖ Basketry (Canework)

- ❖ Bible Study
- ❖ Billiards and Snooker
- ❖ Boat / Canoe Building
- ❖ Boat Work
- ❖ Bookbinding
- ❖ Braille
- ❖ Brass/Stone Rubbing
- ❖ Bridge
- ❖ Buglers and Trumpeters
- ❖ Cacti Growing
- ❖ Campanology
- ❖ Candle Making
- ❖ Chemistry
- ❖ Chess
- ❖ Choirs - Church and Chapel / Roman Catholic
- ❖ Church/Temple Architecture
- ❖ Cinematography
- ❖ Civics
- ❖ Coastal Navigation
- ❖ Collections – General / Numismatics (Coins) / Philately (Stamps) /
Phillumeny (Matchboxes)
- ❖ Committee Procedure
- ❖ Computing
- ❖ Confectioners' Decoration
- ❖ Conjuring and Magic
- ❖ Construction of Camp
- ❖ Cookery
- ❖ Corn Dollies
- ❖ Costume Study
- ❖ Criminology
- ❖ Debating
- ❖ Design
- ❖ Drama
- ❖ Drawing
- ❖ Dressing Dolls in National Costume
- ❖ Dressmaking
- ❖ Electricity
- ❖ Enamelling
- ❖ Entertaining
- ❖ Entomology
- ❖ Fabric Painting
- ❖ Fancy Rope Work
- ❖ Film Production
- ❖ Filigraphy
- ❖ Fine and Applied Arts and Design

- ❖ Fishing / Fly Fishing
- ❖ Floral Art
- ❖ Fly Typing
- ❖ Forces insignia
- ❖ Forestry
- ❖ French Polishing
- ❖ Gardening
- ❖ Genealogy
- ❖ Geology
- ❖ Geometrical and Technical Drawing
- ❖ Gliding
- ❖ Glove Making
- ❖ Hand-bell Ringing
- ❖ Handwriting
- ❖ Heraldry
- ❖ Herpetology
- ❖ Individual and the Home
- ❖ Jazz
- ❖ Jewellery
- ❖ Karting
- ❖ Keeping of Pets - Bee / Budgerigars & Canaries / Dogs (Training & Handling) / Pigeons / Pigs / Poultry / Sheep
- ❖ Knitting
- ❖ Lampshade Making
- ❖ Languages
- ❖ Lapidary
- ❖ Leatherwork
- ❖ Lettering and Calligraphy
- ❖ Librarianship
- ❖ Local and Historical Survey
- ❖ Macrame
- ❖ Magazine Production
- ❖ Map Making
- ❖ Marksmanship
- ❖ Marquetry
- ❖ Metalwork
- ❖ Meteorology
- ❖ Microscopy
- ❖ Military and Brass Bands
- ❖ Military Flautists
- ❖ Model Construction - Aircraft / Cars / Railways / Ships
- ❖ Model Soldiers
- ❖ Monetary Management
- ❖ Motor Cars - Driving / Engineering and Maintenance
- ❖ Mosaic

- ❖ Motor Cycles, Mopeds and Scooters - Riding / Maintenance
- ❖ Motor Sport - Competitions, Racing, Scrambling and Trials
- ❖ Music - General (Playing an Instrument and Singing)
- ❖ Music Appreciation - Classical Music / Folk Music / Popular Music
- ❖ Musical Instrument –Buglers & Trumpeters / Classical Guitar / Drummers / Pan Playing (Steel Bands) / Piano
- ❖ Natural History
- ❖ Needlework - Canvas Work (Tapestry) / Crocheting / Embroidery / Patchwork / Pillow Lace Making / Piping / Quilting
- ❖ Orchid Growing
- ❖ Origami
- ❖ Ornithology
- ❖ Outdoor Equipment
- ❖ Painting
- ❖ Paleontology
- ❖ Pan Playing (Steel Bands)
- ❖ Period Furniture Appreciation
- ❖ Personality and Appearance
- ❖ Pewter Working
- ❖ Photography
- ❖ Plant Study
- ❖ Pottery
- ❖ Power Boating
- ❖ Practical Mathematics
- ❖ Print making
- ❖ Printing
- ❖ Public Speaking
- ❖ Puppetry
- ❖ Radio Construction
- ❖ Railway Affairs
- ❖ Reading
- ❖ Relief Modelling
- ❖ Religions of the World
- ❖ Rug Making
- ❖ Screen Printing
- ❖ Sculpture & Clay Modelling
- ❖ Ship Recognition
- ❖ Shoemaking
- ❖ Shooting - Air Rifle Shooting / Air Pistol Shooting / Clay Pigeon Shooting / Rifle Shooting (Cadets)
- ❖ Short-wave Radio Listening
- ❖ Signalling
- ❖ Soft Furnishing
- ❖ Soft Toy Making

- ❖ Sound Appreciation
- ❖ Speech
- ❖ Tatting
- ❖ Taxidermy
- ❖ Theatre Appreciation
- ❖ Typing
- ❖ Umpiring and Refereeing

- ❖ War Games
- ❖ Weaving
- ❖ Wine Making
- ❖ Wing Instruments - Brass and Wing
- ❖ Woodcarving
- ❖ Woodwork
- ❖ Writing
- ❖ You and the Commonwealth
- ❖ Zoology