

# SUPPORTING THE QUEEN'S SCOUT AWARD



## SUPPORTING THE QUEEN'S SCOUT AWARD

### Who is 'Delivering the Queen's Scout Award' for?

This workshop is for all adult volunteers supporting young adults to achieve their Queen's Scout Award.

### What does this material contain?

This workshop contains approximately two hours and 30 minutes of learning which can be managed and delivered in a number of ways.

While using this workshop you will see the following symbols:



Trainer Input – guidance to help you structure the training sessions.



Trainer Notes – background notes for your reference on task design and aims of tasks and ideas for running activity sessions.



Task – activities or discussions for participants to undertake.

### What information is provided?

This workshop and its material can be managed in a variety of ways. It includes objectives relating to understanding the Queen's Scout Award, and the basic knowledge required to support the delivery of the award to young adults. The objectives are given, followed by trainer's notes which include suggested tasks to aid learning and an outline of the information required to meet the objective. However, this is not a script, and prior knowledge of the Queen's Scout Award is required to deliver the workshop. It is important to adapt the module to the needs of the participants. These needs will differ according to a wide variety of factors including their experience, their role and previous roles they may have held.

### Session details

1. Introduction- 20 minutes
2. Programme- 60 minutes
  - a. Service – 10 minutes
  - b. Skill and Physical – 15 minutes
  - c. Expedition – 25 minutes
  - d. Residential – 10 minutes
3. Membership and Nights Away- 10 minutes
4. International, Environment and Values- 15 minutes
5. Presentation- 5 minutes
6. Programme Overview – 15 minutes
7. The 10-Step Process- 20 minutes

## 8. Resources and Support- 5 minutes

The length of these sessions may vary depending on the number and experience of the participants, trainers and facilitators and they may need to be preceded by introduction and/or integration sessions. Ideas can be found at [www.scouts.org.uk/trainersresources](http://www.scouts.org.uk/trainersresources) .

### Aim

To enable adults to support Explorer Scouts or Scout Network members through the completion of their Queen's Scout Award.

### Objectives

1. Outline the requirements of the Queen's Scout Award
2. Explain the link between the Gold DofE programme and the Queen's Scout Award
3. Explain the membership and nights away requirements of the Queen's Scout Award
4. Explain the International, Environment and Values list
5. Explain the support required throughout the Queen's Scout Award
6. Explain the sign-up and sign-off process for the Queen's Scout Award

### Resources

To run this workshop, you will need the following:

- Laptop, projector and power point presentation
- Flipchart and Paper
- Marker Pens
- Post it notes
- Pens/pencils(enough for each participant)
- Copies of the Reach the Top and Helping them to Reach the Top resources
- Copies of the Explore and More leaflets
- Handout A: True/False Statements
- Handout B: Skill and Physical activity cards
- Handout C: Sample sign-off sheets
- Handout D: 10-Step Process
- Appendix 1 - Programme ideas: Service
- Appendix 2 - Programme ideas: Skill
- Appendix 3- Programme ideas: Physical
- Appendix 4- Programme ideas: Expedition
- Appendix 5- Programme ideas: Residential
- Appendix 6- International, Environment and Values List
- Appendix 7 – Handout A answers
- Appendix 8 – Map of Wild Country

If you don't feel that some of these handouts are required as printed copies for the participants, you can sign post them to Member Resources at [www.scouts.org.uk](http://www.scouts.org.uk) for most of the resources and information listed above.

The resources required for each session are outlined in more detail at the start of the relevant session.

## INTRODUCTION (20 minutes)

### Key Objectives:

1. Explain what the Queen's Scout Award is, and who it is for.
2. Explain the links between the Queen's Scout Award and the Chief Scout/ DofE programme

### Resources:

- PowerPoint presentation (Slides 1-11)
- Handout A: Printed True or False statements (if not using the PowerPoint)



Cover domestic arrangements such as fire exits, toilets, phones, refreshments etc. Introduce those delivering the workshop, outlining any skills and experiences relevant to the workshop.

Outline the course to participants by explaining that they will cover the key elements of the Queen's Scout Award, who it is for and the links between the Chief Scout and Duke of Edinburgh Awards.



The object of this task is to enable facilitators to gauge the current knowledge of course members as well as to get them thinking about QSA.

True or False – Hold up or show the different statements included in the PowerPoint and ask participants to shout out/hold up coloured card, or walk to different sides of the room to show whether they believe the statement to be true, false or not sure.



Review the answers made by participants (see Appendix 7) and outline the following:

The QSA is the culmination of everything a young person does as a youth member in Scouting.

The Queen's Scout Award is for Explorer Scouts aged 16 and over, and Scout Network members. Participants have to be a member of the youth programme in order to complete a youth award.

The Gold DofE requirements are equivalent to the five Queen's Scout Award Challenges (Service, Skill, Physical, Expedition and Residential). Individuals who have completed the Gold DofE therefore do not need to repeat these challenges in order to achieve their Queen's Scout Award; however they will need to complete the additional Scouting specific requirements of the Queen's Scout Award.

Individuals who have not completed their Chief Scout Diamond Award or their DofE Silver are required to complete an extra six months in either the Service or the longer of the Skills or Physical challenges.

## **PROGRAMME (60 minutes)**

### **PROGRAMME - SERVICE (10 minutes)**

Key Objectives:

1. Explain the requirements of the Service challenge.

Resources:

- PowerPoint Presentation (slides 12-14)
- Appendix 1 - Programme ideas: Service



Outline the aim and time requirements of the Service challenge:

Provide service to an individual or the community for 12 months.



Ask participants to work in small groups to come up with examples of suitable activities for the service element of the award.



Ask participants to feedback their answers to the rest of the group. Please see Appendix 1 for a summary list of suitable examples. You may wish to distribute copies of this to participants for future reference.

Explain to participants that a briefing and training should be given in order for the young people to gain the necessary skills. This may include helping with another section of the Movement as an Explorer Scout Young Leader or adult volunteer.

### **PROGRAMME – SKILL AND PHYSICAL (15 minutes)**

Key Objectives:

1. Explain the requirements of the Skill challenge.
2. Explain the requirements of the Physical challenge.

Resources:

- PowerPoint Presentation (slides 15-16)
- Handout B: A variety of Skills and Physical activities to be cut up for the task
- Appendix 2: Example Skill activities list
- Appendix 3: Example Physical activities list



Outline the time requirements of these challenges.

Outline the aims of the Skill and Physical challenges, and define what a skill is and what a physical activity is.

Take up a skill for six or 12\* months, and show progress and lasting interest. The skill can be an existing interest or something entirely new.

\*All members should complete 12 months in either the skill or the physical activity challenges.

Take up a physical activity for six or 12\* months, completing an agreed programme by taking part and achieving your objectives.

\*All members should complete 12 months in either the skill or the physical activity challenges.

Definitions:

The primary aim of a Physical activity should be to increase the fitness level of the individual.

The primary aim of a Skill activity should be to develop and improve practical or social skills.



Split participants into small groups and distribute Handout B, one per group.

Ask participants to split the cards provided into three piles:

- Skill
- Physical
- Not sure



Review some of the examples as a whole group particularly highlighting ones they were unsure about. Please see Appendix 2 and Appendix 3 for the correct answers and a summary list of other suitable examples. You may wish to distribute copies of these to participants for future reference.

## PROGRAMME - EXPEDITION (25 minutes)

Key Objectives:

1. Explain the requirements of the Expedition challenge.

Resources:

- PowerPoint Presentation (slides 17 – 24)
- Appendix 4- Programme ideas: Expedition



Explain the requirements of the Expedition challenge, including the training, practice and qualifying expeditions.

This activity should be completed as a team of between four and seven people (eight if the method of travel is tandem canoe or bike). The team must be made up of members from either Explorer Scouts or Scout Network, however all team members do not need to be working towards their Queen's Scout Award.

Young people should plan the expedition in the following way:

- Aim - what is the project that the participants want to complete
- Area – What is the most suitable location in order to carry this out
- Transport – what is the best method of travel in order to achieve this

Training Framework:

Show competence in the following areas:

- First aid (covering 1<sup>st</sup> Response as a minimum) and emergency procedures
- Risk assessment / health and safety
- Navigation and route planning
- Camp craft, equipment and hygiene
- Food and cooking
- Country, highway and water sports codes
- Observation, recording and presentation
- Team building
- Proficiency in mode of travel

There is no checklist or set standard of competency for each of these areas – it is up to the assessor/mentor to make a judgement based on their own expertise, the young people involved, and the plans for the expedition. Essentially the assessor/mentor needs to be comfortable that your team will be able to deal with the challenges of your expedition when in wild country where help from a leadership team may not be immediately available.

Practice:

Complete a practice expedition in advance of the final expedition. This should meet the requirements of the final expedition, with the following exceptions:

- Three days, two nights (consecutive) in duration as a minimum.

- Take place in a different location to the qualifying.
- No project is needed for the practice. The aim of the expedition is to practice.

The practice and final expeditions should ideally be completed with the same team of people, however this is not essential.

Final:

Complete a final expedition which must:

- Be four days, three nights in duration.
- Take place through wild country.
- Include a minimum of eight hours of activity per day, four hours of which must be journeying.
- The final expedition must be in a different area to the practice expedition, but ideally with the same team of people.
- Participants should camp at a different site each night and complete a project during the expedition which must be agreed with and signed off by the relevant commissioner in advance of the expedition.

Examples of expedition projects are:

- A study of footpath erosion and the effect on the landscape
- Looking at the history of dry stone walling
- Finding the source of a river
- Conducting a study of local trees and how they change across an area
- A study of the construction of footpaths, bridleways, stiles and the upkeep of way markers
- Looking at the history, development and upkeep of the canal system
- Explore an historic area made famous in a film or television programme and document the scenery
- Investigate old forts or battlement sites and discover how they developed in design over the years
- Investigate the maintenance of footpaths and hedgerows

Expedition projects should be robust and challenging to the participants in the light of their abilities and/or disabilities.

Participants need to prepare and give a report back on their aims and experiences, including the completion of your project.

This could be a talk, video diary, scrapbook, written report or any other method. The whole team should work together, and make sure that they show how they worked towards and met the plans and objectives agreed with the mentor/assessor.



In groups, come up with different project ideas that young people can undertake as part of their expedition.

Get groups to feedback their ideas and suggestions.



Please see Appendix 4 for a summary list of suitable examples. You may wish to distribute copies of this to participants for future reference.

## **PROGRAMME - RESIDENTIAL (10 minutes)**

Key Objectives:

1. Explain the requirements of the Residential challenge.

Resources:

- PowerPoint Presentation (slide 25)
- Appendix 5- Programme ideas: Residential

To complete this challenge, participants need to complete a five-day and four-night residential project in an unfamiliar environment with people who are not known to them. This project could be environmental work, activity based, service to others or personal training. Under exceptional circumstances this can be undertaken over no more than two occasions, but must be the same activity.

Some examples of residential projects:

- National Trust work weeks
- International camp service teams (IST)
- Camp service team
- Tall ships team (Ocean Youth Trust)

Being a Unit member at a Scout jamboree or moot cannot count toward this element as fellow participants are known to you prior to the event. Attending these events as IST can count towards the award.



Please see Appendix 5 for a summary list of suitable examples. You may wish to distribute copies of this to participants for future reference.

## MEMBERSHIP AND NIGHTS AWAY (10 minutes)

### Key Objectives:

1. Explain the membership requirement of the Queen's Scout Award
2. Explain the nights away requirement of the Queen's Scout Award

### Resources:

- PowerPoint Presentation (slides 26-28)



Outline the membership and nights away requirements.

- Be aged between 16 and 25 years old
- Be a member of Explorer Scouts or Scout Network (or both) for at least 18 months
- Be a member of Explorer Scouts or Scout Network at the time the award is completed

In order to meet the membership requirement for this award participants must be an Explorer Scout or Scout Network member at the time that they register for the award, for at least 18 months from this date, and at the time they complete the award.

Ideally participants should be a member throughout the period from registration to completion of the award. However, it is accepted that they may take a break from working towards the award (for example if moving to go to university) and re-start it at a later date. In this circumstance they could also have a break in their membership (but any activities undertaken during this time cannot count towards the award).

It is important to note that the completion of the award is defined as the time the final requirement (the presentation) is signed off. If you are aged 18 or over on this date participants must be a Network Member, and the form must be signed off by the County Scout Network commissioner. This is the case even if they completed the majority of the award whilst an Explorer Scout.

Complete 18 nights away with Scouting, of which 12 must be camping.

Camping also includes other outdoor shelters, such as bivouacs and snow holes, often used in scouting activities.

Nights away achieved as a Young Leader or Adult Volunteer in Scouting also count towards the requirement.

Nights away achieved through activities as part of the QSA or Chief Scout Awards including the practice and final expedition, residential experience or anything else achieved in completion of an IEV requirement are excluded.

## INTERNATIONAL, ENVIRONMENT AND VALUES LIST (15 minutes)

### Key Objectives:

1. Explain the requirements of the International, Environment and Values list.

### Resources:

- PowerPoint Presentation (slides 29-30)
- Appendix 6: International, Environment and Values List



Outline the number of activities young adults are required to complete to achieve the award, and go through the options available in the International, Environment and Values sections.

Six activities should be completed in total.

If participants have the Chief Scout Platinum they should complete four further activities, and if they have the Chief Scout Diamond, they should complete another two. These should be different from the ones already completed for the other awards. (This is the only exception where activities before a participant's 16<sup>th</sup> Birthday can count.)

An activity cannot count for this requirement if it is being used for any other requirement of the award (e.g. taking part in an international camp cannot be used for both residential and an international requirement).

### International, Environment and Values list

#### Area 1: International

- Complete your Explorer Belt, or be a mentor to an Explorer Belt Team.
- Take an active part in a project with an overseas aid organisation, such as UNESCO. Present your experience to your Unit/relevant audience.
- Take an active part in a camp in another country, for instance, a jamboree or moot.
- Present your experience to your Unit/relevant audience.
- Take an active part in an international camp in the United Kingdom in a role other than participant.
- Take part in a project at a campsite abroad, for example, as part of a Euro-Steps project or Camp America.
- Organise a series of six evening programmes for your Unit on an international theme agreed with your mentor.
- Organise a series of six evening programmes for another Section on an international theme agreed with your mentor.
- Complete the Scouts of the World Award.
- Complete any activity of a similar nature agreed beforehand, and registered with your mentor.

#### Area 2: Environment

- Take an active part in an environmental project with another organisation. Present your experience to your Unit/relevant audience.
- Take an active part in an environmental project in your local community. Discuss your experience with your mentor/present your experience to your Unit/relevant audience.

- Choose a current environmental issue to research, and then present your findings to your Unit.
- Complete an environmental impact assessment of an activity the Unit/Network is undertaking and act on your findings.
- Organise a series of six evening programmes for your Unit on an environmental theme agreed with your mentor.
- Organise a series of six evening programmes for another section on an environmental theme agreed with your mentor.
- Complete the Scouts of the World Award.
- Complete any activity of a similar nature agreed beforehand, and registered with your mentor.

#### Area 3: Values

- Choose a current issue to research, such as health or crime, and then present your findings to your Unit.
- Organise a series of six evening programmes for your Unit on a Values theme agreed with your mentor.
- Take an active part in a project examining your own faith, for example a retreat. Discuss your experience with your mentor/present your experience to your Unit/relevant audience.
- Take an active part in a project examining a faith other than your own.
- Take a regular leading part in activities at your place of worship.
- Organise a series of six evening programmes for another section on a values theme agreed with your mentor.
- Complete the Scouts of the World Award.
- Complete any activity of a similar nature agreed beforehand, and registered with your mentor.



Please see Appendix 6 a copy of the IEV list. You may wish to distribute copies of this to participants for future reference.

## PRESENTATION (5 minutes)

Key Objectives:

1. Explain the presentation requirement of the Queen's Scout Award.

Resources:

- PowerPoint Presentation (slide 31)

Finally, participants need to make a presentation of their achievements in working towards the Queen's Scout Award.

A suitable audience should include a mixture of peers including: Explorer Scouts and Scout Network members; Scouts (in order to show them what they can achieve); parents and leaders; and the commissioner who will sign off the award.

Before they start designing their presentation they should answer the following three questions:

1. What do you want your audience to do as a result of your presentation?
2. What information does your audience need to know?
3. What does your audience need to feel?

There are many methods of delivery that they can choose from when planning the presentation, and these range from: standing in front of an audience and telling them their achievements; producing and presenting a PowerPoint presentation; planning a presentation in which they can involve the audience and more.

The method that they use is up to them, but it should be the method that will best portray the message they want to put across to the audience and one that they feel comfortable in delivering.

There are some key things participants should include in the presentation:

- Photos of them undertaking the activities chosen for the challenges  
These will back up the message as they are evidence that they have completed the challenges.
- Their feelings  
Tell the audience if they really enjoyed a certain part or if they found something really challenging. This will allow the audience to connect with the participant and makes the presentation much less formal.
- Questions  
Build in some time at the end to allow any member of the audience to find out a little bit more about their achievements.

There is no requirement for a formal assessment but participants are likely to get asked a variety of questions. The commissioner will contact them to discuss their achievements. This should be very informal and will give participants the chance to self-assess their achievements.

## PROGRAMME OVERVIEW (15 minutes)

Resources:

- PowerPoint Presentation (slide 32)
- Handout C: Sample sign off sheets



Review the final sign off sheet to see if there are any errors with any of the requirements.



Review participant's answers and allow time to discuss any key areas about the Challenge areas that have caused any confusion.

## THE 10-STEP PROCESS (10 minutes)

Key Objectives:

1. Explain the registration process.
2. Explain the completion and sign off process
3. Explain the options for celebrating achievement of the award.

Resources:

- PowerPoint Presentation (slide 33 - 34)
- Handout D – The 10-Step Process



Split the participants into small groups and ask them to put the cards from Handout E into the correct order.



Review participant's answers and briefly explain each of the steps listed below:

### Registration

Participants must register their intention to complete the award at [www.scouts.org.uk/qs](http://www.scouts.org.uk/qs)

When the participant has registered with UKHQ the relevant Queen's Scout Award Co-ordinator will be alerted. There should be a County process in place so that the participant is assigned a mentor at this point. It may be that the Queen's Scout Award Co-ordinator can arrange this, or they may alert the relevant DESC or CSNC to arrange a mentor.

Activities (including the membership requirement) can count towards the award from the date of registration and back-dated up to a maximum of three months (but not before their 16<sup>th</sup> birthday).

### DofE

Make sure that the participant knows that if they register for the Queen's Scout Award, they can also register for the DofE Gold Award. Register the participant for the DofE through your County

Duke of Edinburgh's Award Adviser (if in England) or your Country Office (if in Scotland, Wales or Northern Ireland). For more information on the DofE speak to your District/County Duke of Edinburgh's Award Adviser (if in England) or your Country Office (if in Scotland, Wales or Northern Ireland). You can also visit [www.dofe.org](http://www.dofe.org).

### Challenges and Timescales

As a mentor you should meet up with the participant once they have had a chance to read about the award. Hopefully they will have an idea of what they would like to do for each of the challenges/sections, and have decided which ones they would like to start with. Some participants will launch into all challenges/sections of the award at once. Others, perhaps due to jobs or exams, might choose to approach one at a time. You can find lists of activity ideas for each challenge to help participants. These are available from [www.scouts.org.uk/qsa](http://www.scouts.org.uk/qsa)

### Participant's Action Plans

Support the participants in creating an action plan for their chosen activities. This will help them to keep their plans structured.

You can support the participant in completing their action plan by encouraging them to make the steps more specific, with times and dates included. You may be able to help them to think about the steps that they will need to complete. If things are not going according to plan, you may need to support the participant in deciding on a new set of steps, or, if necessary, a new goal. If there are several participants working towards the same goal, for example their expedition, you may want to facilitate a meeting between them. This means they can make their action plans for this goal together.

You can find programme planners for each challenge to help the participant identify what actions they need to undertake to meet their goals. These are available from [www.scouts.org.uk/qsa](http://www.scouts.org.uk/qsa).

### Support during the Award

As the participants progress through their Queen's Scout Award, check in with them regularly in person, by phone or email to see how they are getting on and offer them encouragement. Also, support them in reviewing their action plans and making subsequent ones as they begin each new Challenge. You can provide help if they need to contact a particular person or access specific training. While the Queen's Scout Award is down to personal best effort and individual skills and experience, we can all do with a little support and guidance. As they complete each challenge, congratulate them and check that they have kept adequate records and have enough information for their presentation. One area that they may need particular guidance for is the expedition, for which they will require adequate training. They may need support in arranging a DofE Accredited Expedition Assessor (if they are doing the Gold DofE as well) and a supervisor with the relevant activity permit.

### Presentation of Achievement

Participants now need to complete a presentation about their achievements to a suitable audience. They may decide to do this as part of an Explorer Scout or Scout Network event, or may do it as a stand-alone event. They may do it on the same evening as other participants or separately. It is a good idea to invite guests along – for example, the participants' parents and others who have supported them through the award, the commissioner who signs off completion of the award, and representatives from organisations where they have completed the different challenges. The presentation should involve some effort. Some ideas might be a video diary, photographs on display and an interactive talk, and a PowerPoint presentation with some interesting objects

collected during the residential.

The presentation should inform the audience about what the participant did for each part of the award and how they felt about it. It should also be fun. Some participants may find that they have a natural flair for this type of thing, while others will dread this more than any other aspect of the award and will need a little more support.

### The sign-off process

If they are an Explorer Scout the award must be approved by the Assistant County Commissioner (Explorers). If they are a Scout Network Member the award must be approved by the County Scout Network Commissioner. In the event that these roles are vacant the County Commissioner should sign off.

In Scotland the award is signed off by the District Explorer Scout Commissioner or the District Commissioner.

Fill in the Queen's Scout Award certificate request form, and pass it to the Commissioner to sign and process.

Note: this form will be replaced by functionality within Compass in due course. Once your County is using Compass this form will no longer be accepted.

### The Celebration

Emphasise to participants that the Queen's Scout Award is the highest award a young person can achieve in Scouting and should be celebrated accordingly. How this happens at a local level should be agreed by the young people and the relevant Commissioners at County level. Many Counties hold local award ceremonies where the participant can be congratulated on their award locally. If there isn't one in your County, perhaps you could introduce one.

All those who achieve the award also have the opportunity to attend the national Day of celebration and achievement at Windsor Castle, normally on the Sunday closest to St George's Day. Further information about this event can be found at [www.scouts.org.uk/Windsor](http://www.scouts.org.uk/Windsor).

### The Media

The participant may be shy and need encouragement to contact the local press themselves. Get in touch with your local Media Development Manager/Assistant Regional Commissioner (Communications) to get your Queen's Scout into the press. The MDM/ARC (Communications) will know the best people to approach and will have local press contacts. If you don't have one, then the job will fall to you – don't be shy, help those Queen's Scouts speak out about their achievements and show the world how great Scouts are.

### Using the Queen's Scout Award

Make sure your new Queen's Scout knows that their experiences in Scouting can help them when writing a CV and applying for university or a job. For more information about how they can use their Scouting Experiences to boost their CV and improve their chances when applying for higher education or jobs, take a look at Get Ahead: Scouting and employability: A guide for Explorers and Network members: [scouts.org.uk/getahead](http://scouts.org.uk/getahead).

All of the above information is included in the Helping them reach the top resource.

## RESOURCES AND SUPPORT (5 minutes)

Key Objectives:

1. Explain the resources available.



Finish by reminding participants that further support is available to them through the following resources:

- Queen's Scout Award web pages
- Reach the Top
- Helping them Reach the Top
- DofE Website
- County Queen's Scout Award Coordinator
- DofE Advisers
- Explorer Scout Leaders/County Scout Network Leaders
- Queen's Scout Working Party
- Assistant County Commissioner (Activities)

Ask participants if they have any further questions before ending the session. If there were any specific questions asked during the training that weren't relevant to all this is a good point to pick them up and discuss particular queries with individual participants or groups.

The Queen's Scout Award is  
available to Explorer Scouts and  
Scout Network members aged  
14 – 25

If a young person has completed the Duke of Edinburgh Gold Award they do not need to repeat the 5 challenges to achieve their Queen's Scout Award

Nights away as an Explorer Scout (Young Leader) or adult leader can count towards the night's away requirement

Young people can complete the  
expedition with people outside  
of Scouting

Young people have to be a member of either Explorer Scouts or Scout Network at the time the award is completed

Young people can complete any  
6 activities from the  
International, Environments  
and Values list

Handout B: Skill and Physical activity cards

Archery

Fencing

Flat Green

American

Bowling

Football

Orienteering

Canoeing

Diving

Dance

Squash

Yoga

Judo

Horse

Riding

Rounder's

Skiing

Forestry

Gardening

<b>Navigation</b>	<b>Beekeeping</b>
<b>Jewellery</b>	<b>Knitting</b>
<b>Writing</b>	<b>Woodwork</b>
<b>Mosaic</b>	<b>Event Planning</b>
<b>Candle Making</b>	<b>DIY</b>
<b>Power Boating</b>	<b>Fishing</b>

**Physical**

**Skill**

**Not sure**

Handout D: The 10-Step-Process	
<p style="text-align: center;"><b>Registration</b></p> <p>Make sure the participant is registered with UKHQ on <a href="http://www.scouts.org.uk/qsa">www.scouts.org.uk/qsa</a> as beginning their Queen's Scout Award</p>	<p style="text-align: center;"><b>DofE</b></p> <p>Make sure that the participant knows that if they register for the Queen's Scout Award, they can also register for the DofE Gold Award</p>
<p style="text-align: center;"><b>Challenges and Timescales</b></p> <p>Mentors should meet up with the participant once they have an idea of what they would like to do for each of the challenges/sections</p>	<p style="text-align: center;"><b>Participant's Action Plans</b></p> <p>Support the participants in creating an action plan for their chosen activities. This will help them to keep their plans structured</p>
<p style="text-align: center;"><b>Support During the Award</b></p> <p>As the participants progress through their Queen's Scout Award, mentors should check in with them regularly in person, by phone or emails to see how they are getting on and offer them encouragement.</p>	<p style="text-align: center;"><b>Presentation of Achievement</b></p> <p>Participants need to complete a presentation about their achievements to a suitable audience</p>
<p style="text-align: center;"><b>Signing off the Award</b></p> <p>The form needs to be filled in and then signed off by the relevant commissioner</p>	<p style="text-align: center;"><b>Celebrations</b></p> <p>Local and national celebrations to congratulate the young people on achieving the award</p>
<p style="text-align: center;"><b>Media</b></p> <p>Help the Queen's Scouts speak out about their achievements and show the world how great Scouts are.</p>	<p style="text-align: center;"><b>Using the Queen's Scout Award</b></p> <p>Explain to participants how their experiences completing the Queen's Scout Award and in Scouting can help them in the future when writing CVs and applying for jobs and universities.</p>

## Appendix 6: International, Environment and Values List

### International

- Complete your Explorer Belt, or be a mentor to an Explorer Belt Team.
- Take an active part in a project with an overseas aid organisation, such as UNESCO. Present your experience to your unit / relevant audience.
- Take an active part in a camp in another country, for instance, a Jamboree or Moot.
- Present your experience to your unit / relevant audience.
- Take an active part in an International Camp in the United Kingdom in a role other than "Participant".
- Take part in a project at a campsite abroad, for example, as part of a Euro-Steps project or Camp America.
- Organise a series of 6 evening programmes for your Unit on an international theme agreed with your mentor.
- Organise a series of 6 evening programmes for another Section on an international theme agreed with your mentor.
- Complete any activity of a similar nature agreed beforehand, and registered with your mentor.
- Complete the Scouts of the World Award.

### Environmental

- Take an active part in an environmental project with another organisation. Present your experience to your unit / Relevant Audience.
- Take an active part in an environmental project in your local community. Discuss your experience with your mentor / Present your experience to your unit / Relevant Audience.
- Choose a current environmental issue to research, and then present your findings to your Unit.
- Complete an environmental impact assessment of an activity the Unit/Network is undertaking and act on your findings.
- Organise a series of 6 evening programmes for your Unit on an environmental theme agreed with your mentor.
- Organise a series of 6 evening programmes for another Section on an environmental theme agreed with your mentor.
- Complete any activity of a similar nature agreed beforehand, and registered with your mentor.
- Complete the Scouts of the World Award.

### Values

- Choose a current issue to research, such as health or crime, and then present your findings to your Unit.
- Organise a series of six evening programmes for your Unit on a Values theme agreed with your mentor.
- Take an active part in a project examining your own faith, for example a retreat. Discuss your experience with your mentor/present your experience to your Unit/relevant audience.
- Take an active part in a project examining a faith other than your own.
- Take a regular leading part in activities at your place of worship.
- Organise a series of six evening programmes for another section on a values theme agreed with your mentor.
- Complete any activity of a similar nature agreed beforehand, and registered with your mentor.
- Complete the Scouts of the World Award.

### Note:

Six activities should be completed in total, these should be cumulative across Chief Scout's Platinum and Diamond awards and the Queen's Scout Award, i.e. a direct entrant to the Queen Scout Award should undertake six IEV activities in total. An activity cannot count for this requirement if it is being used for any other requirement of the award (e.g. taking part in an international camp cannot be used for both Residential and an International requirement).

Appendix 7: Handout A Answers

Statement	Answer
The Queen's Scout Award is available to Explorer Scouts and Scout Network members aged 14 – 25	False – it's only available to Explorers aged over 16
If a young person has completed the Duke of Edinburgh Gold Award they do not need to repeat the 5 challenges to achieve their Queen's Scout Award	True – the Duke of Edinburgh Gold Award is the equivalent of the QSA challenges. Young people only need to complete the extra QSA requirements.
Nights away as an Explorer Scout (Young Leader) or adult leader can count towards the nights away requirement	True
Young people can complete the expedition with people outside of Scouting	False – teams members must be made up of Explorer Scouts or Scout Network members, however all team members do not need to be working towards their QSA
Young people have to be a member of either Explorer Scouts or Scout Network at the time the award is completed	True – although they can take a break whilst completing the award they have to be a registered member at the time the award is completed
Young people can complete any 6 activities from the International, Environments and Values list	False – they have to complete any 2 from each of the areas