A green square with a white logo

Description automatically generated

**Survival Skills**

**Stage 1 – Taster**

Approximately 1 hour overall time

* + Take on a survival instincts challenge or quiz which gets you thinking about why we need survival skills. Examples include ‘[**I’m a Survivor**](https://boys-brigade.org.uk/wp-content/uploads/2020/09/company-im_a_survivor-with_activity_sheet.pdf) & [**The Ultimate Test of Survival**](https://boys-brigade.org.uk/wp-content/uploads/2021/02/company-ultimate_test_of_survival-with_activity_sheet.pdf).
  + Brainstorm and create a list of survival skills that would be useful to have in extreme situations.
  + Learn and demonstrate one survival skill (see list below)

**Stage 2 – Beginner**

Approximately 3 hours overall time

* + Complete and gain Stage 1
  + Learn and demonstrate three additional survival skills (see list below)
  + Discuss which five items you would take with you in one of the following situations and why – heavy snow/blizzard, incoming strong storm, home is at risk of being flooded. Consider the items and how they would they be useful.
  + Learn and demonstrate basic survival first aid. This should include at least 3 treatments for common issues such as broken bones, shock, hypothermia, bleeding, head injuries etc. You should also consider what resources you could use to give aid first aid if you didn’t have a first aid kit. (i.e. using clothes as slings, t-shirts to stop bleeding etc. Useful resource – <https://www.redcross.org.uk/first-aid/no-first-aid-kit-no-problem>)

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* + Complete and gain Stage 2
  + Learn and demonstrate four more survival skills (see list below)
  + Consider what your first priorities are in an emergency survival situation. What should you do whilst waiting for help to maximise your chance of survival and ensure help can get to you quickly and efficiently? Example might include assessing the situation, staying calm, creating a plan, evaluating priorities, working out how to seek support. An activity to support this could be ‘[**A Plan for Survival**](https://boys-brigade.org.uk/wp-content/uploads/2022/07/seniors-survival_skills_a_plan_for_survival-with_activity_sheet-web.pdf)‘.
  + Think about what would make a reasonable personal emergency survival kit (grab bag) for a situation in the UK, that would require you to evacuate your house immediately. Situations could include flooding, local gas explosion, landslide, fast spreading fire. (Useful resource – <https://www.redcross.org.uk/get-help/prepare-for-emergencies/prepare-an-emergency-kit>)
  + Demonstrate at least three of the survival skills you have learnt (from stages 1-3) based on a scenario (scenarios coming soon). Afterwards review how well you demonstrated the survival skills and what you might do differently another time.

**Stage 4 – Independent**

Approximately 12 hours overall time

* + Complete and gain Stage 3
  + Take part in a ‘survival camp’, putting your survival skills to the test. This should include:
    - * An outdoors overnight stay using minimal external amenities.
      * Following one of our set scenarios (scenarios coming soon)
      * Putting into practise at least 5 survival skills
      * Afterwards reviewing how well you demonstrated the survival skills and what you might do differently another time.
  + Complete a video diary (or similar) documenting your time completing the survival camp, the challenges you came across and how you overcome them. This should be shared with a group (i.e. as a presentation, social media post etc).
  + Take an active role in teaching survival skills to your peers or younger members. You should share a minimum of two survival skills.

**Suggested Survival Skills**

Select from the following:  
– Building a fire  
– Starting a fire without matches  
– Basic survival cooking  
– Basic first aid  
– Map reading & compass skills  
– Purifying Water  
– Building a shelter  
– Distress signals  
– Knots  
– Tracking / Following a trail (man-made or animal)  
– Basic knife / pen knife skills  
– Foraging  
– Finding your bearings without a compass (day & night)

A blue background with a white hand with a heart

Description automatically generated

**Volunteer**

**Stage 1 – Taster**

At least 1 hour overall time

* + Explore and discuss the opportunities for volunteering in your local community (i.e. what opportunities are there, who do they help, what do the roles require of you?)
  + Complete one hour of volunteering for your BB Company or Church.
  + Reflect on your volunteering experience by having a conversation with your BB leader or as a group. (i.e. what did you do, how did you find it?).

**Stage 2 – Beginner**

At least 3 hours overall time

* + Complete and gain Stage 1
  + Explore and discuss why charities need volunteers and how do volunteers impact on the charity.
  + Complete 3 additional hours of volunteering for your BB Company or Church.
  + Reflect on your volunteering experience by having a conversation with your BB leader or as a group (i.e. were any parts challenging, what did you enjoy?)

**Stage 3 – Developing Skills**

At least 6 hours overall time

* + Complete and gain Stage 2
  + Explore and discuss the benefits of volunteering, both to the charity/organisation and to the volunteer themselves.
  + Complete at least an additional 6 hours of volunteering and keep a log (if working towards the President’s Badge, 10 hours is required).
  + Share a series of photos from your time volunteering, with some short captions about what you did and learnt. This could be presented to a group, shared as a photo album or posted as a social media post.

**Stage 4 – Independent**

At least 12 hours overall time

* + Complete and gain Stage 3
  + Research at least three different volunteering opportunities that are open to you in the community. What does the volunteering role involve, what skills are required and who does it help? This information should then be presented to your group leader to help show your understanding of the comparisons between the possible roles. Use this research to decide on where you’d like to volunteer at as part of stage 4.
  + Complete at least an additional 12 hours of volunteering and keep a log (if working towards the Queen’s Badge, 30 hours are required)
  + Give a visual presentation reflecting on your volunteering experience and the impact on you and the recipient.

A white outline of a book

Description automatically generated

**Bible Knowledge**

**Stage 1 – Taster**

Approximately 1 hour overall time

* + Explore and learn more about the Bible. Why it is important to Christians and how we should use the Bible in our daily lives.
  + Explore a parable and the meaning behind it. Questions to consider might include; who was the parable aimed at, what was the meaning behind it, how is the parable relevant today?
  + Explore the story of one Bible character and how their story developed their faith. Questions to consider might include who are they, their background, what happened to them (i.e. their encounter with God/Jesus), how this impacted their life / other people’s lives, what can you learn/take away from their story?

**Stage 2 – Beginner**

Approximately 3 hours overall time

* Complete and gain Stage 1
* Explore 2 additional parables and the meanings behind them.
* Explore the stories of 2 additional Bible characters and how their stories developed their faith.
* Explore a major Biblical event and its importance to Christianity. Questions to consider might include; what was the background to story/event, what happened during the event / encounter with God/Jesus, who did it impact and how, what does it mean today?
* Look at the Vision of The Boys’ Brigade, ‘Life to the Full’, and understand where it comes from and what it means. (John 10:10, NIV). [Activity Card: Life to The Full](https://boys-brigade.org.uk/bbathome_facetoface/life-to-the-full/)

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* Complete and gain Stage 2
* Understand that the Bible has many different translations. In doing this look at the motto of The Boys’ Brigade, ‘Sure & Steadfast’, and understand where it comes from and what it means. The motto comes from Hebrews 6:19. Explore different translations of this verse and compare and contrast them to find a version that you relate to. What does Hebrews 6:19 mean to you today?
  + Questions to consider might include; what different translations of the verse can you find, how are they worded differently, what is the core meaning found in all the translations, is there a particular translation you relate to more? Consider trying this exercise with a couple of other bible verses or stories.
* Explore 2 additional parables and the meanings behind them. Retell these parables in your own words. This may be by creating a drama, video, poem, story etc.
* Explore the stories of 2 additional Bible characters and how their stories developed their faith.
* Explore an additional major Biblical event and its importance to Christianity.

**Stage 4 – Independent**

Approximately 12 hours overall time

* Complete and gain Stage 3
* Participate in a group Bible study on one of the Gospels, exploring the life of Jesus. This should include an understanding of the author’s perspective and who it was written for. This should take place over a minimum of 6 weeks.
  + By doing so, young people should explore the bigger picture of the Gospel and the journey that the Gospel goes on. This may benefit from being supported by a Minister or someone in a similar position.
  + Questions to consider include; what are the key moments, what impact do these have, what can we learn from them, how are these events/stories relevant to us today? Also spend some time considering the Gospel writers perspective and experiences.
  + [The Bible Project](https://bibleproject.com/explore/category/luke-acts-series/) have a video series on Luke that could be used to help structure a 6 week study and discussion.
* Be introduced to a daily Bible reading (via a book, app, website etc) and commit to taking some time out each day (over 7+ days) to dig deeper into the Bible. Could this lead to you reading the Bible in a year? An example daily Bible reading can be found here – <https://bibleinoneyear.org/en/youth/>
* Use your Bible knowledge to plan and lead at least one activity session with a group of young people (i.e. Juniors) exploring a part of the Bible.

**Notes for Leaders**

* Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.
* This staged award has a focus on Bible knowledge and understanding rather than a young person’s personal belief
* For young people to get the most out of these sessions, they should ideally be delivered in groups, providing good opportunity for discussions and sharing. An open environment should be created where young people feel comfortable to talk freely.

A white line on an orange square with a cross on it

Description automatically generated

**Church Life**

**Stage 1 – Taster**

Approximately 1 hour overall time

* + Attend a Church Service or youth services (This may include BB services such as parades and enrolment and can also include Sunday youth activities run as part of a service).
  + Meet the Church leader or someone from the Church’s leadership team. Ask them to introduce themselves and share what the Church does in the community. This could include a Q&A session and/or tour of the Church.
  + Participate in a devotional session which explores what is meant by Church, including your place in the life of the Church.

**Stage 2 – Beginner**

Approximately 3 hours overall time

* + Complete and gain Stage 1.
  + Attend at least 2 additional Church or youth services (This may include BB services such as parades and enrolment and can also include Sunday youth activities run as part of a service).
  + Be involved with an aspect of a service on at least one occasion. (Prayer, reading, offering, drama sketch etc).
  + Take part in another aspect of Church life (outside of Worship) through service. This might be supporting the foodbank, helping at a coffee morning, fundraising, writing for the Church newsletter etc.
  + Participate in a devotional session which explores what is meant by service and understanding how this is an expression of your faith and worshiping God.

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* + Complete and gain Stage 2
  + Attend at least 3 additional Church or youth services. (At least one of these should be outside of BB services such as parades and enrolment, but can include Sunday youth activities run as part of a service).
  + Be involved with an aspect of a service on at least one occasion (Prayer, reading, offering, drama sketch etc).
  + Take part in an additional aspect of Church life (outside of Worship) through service. This might be supporting the foodbank, helping at a coffee morning, fundraising, writing for the Church newsletter etc. This should be a different aspect to that completed in stage 2.
  + Participate in a devotional session which explores the leadership and structure of the Church. Explore and understand how decisions are made at your Church. Invite an Elder (or similar) to support this. As part of this you should discuss how your views can be considered in future decision making.

**Stage 4 – Independent**

Approximately 12 hours overall time

* + Complete and gain Stage 3
  + Attend at least 4 additional Church or youth services. (At least two of these should be outside of BB services such as parades and enrolment, but can include Sunday youth activities run as part of a service).
  + Be involved with an aspect of a service on at least one occasion (Prayer, reading, offering, drama sketch etc).
  + Take the lead in a Church life activity outside of a Sunday. This might be organising a collection for the foodbank, organising a coffee morning, holding a fundraising, editing the Church newsletter etc)
  + Organise and lead a Church service (or part of a service). This could be a Parade service or a special service such as a carol service. This can be in partnership with a BB leader / Church leader.
  + Join/form a ‘Youth forum’ (or similar) that could feed into the decision-making body within the Church. This should create opportunities for the voice of young people within the Church to be heard and to make a difference. This should focus on the opportunities and activities for young people to become more involved with the life of the Church.

**Notes for Leaders**

Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.

A yellow square with a star and a medal

Description automatically generated

**Sports Person**

**Stage 1 – Taster**

Approximately 1 hour overall time

* Spend at least 1 hour taking part and learning how to play the sport.
* By the end of the taster session, you should be able to explain the basics of the sport to somebody else (i.e. basic rules, scoring system etc)

**Stage 2 – Beginner**

Approximately 3 hours overall time

* Complete and gain Stage 1
* Set a goal for new skill you’d like to learn in the sport and an existing skill you’d like to develop. Reflect on these goals at the end of the stage.
* Learn more about the rules of the sport to the point that you have a good understanding of how the sport is played (including rules, scoring system etc)
* Spend at least 3 hours training in the sport, spread out over at least 1 month (hours accrued in previous stages do not count).

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* Complete and gain Stage 2
* Set a new goal for a skill(s) you’d like to learn in the sport and an existing skill(s) you’d like to develop. Reflect on these goals at the end of the stage.
* Spend at least 6 hours training in the sport, spread out over at least 2 months. (hours accrued in previous stages do not count).
* Play the sport competitively against someone else.
* Keep a log recording each session and what you have developed and learnt during that time.
* Where possible, watch the sport being competed at a professional level. Ideally this should be by visiting a stadium / sports arena, but this could be via TV / online also.

**Stage 4 – Independent**

Approximately 12 hours overall time

* Complete and gain Stage 3
* Set a new goal for a skill(s) you’d like to learn in the sport and an existing skill(s) you’d like to develop. Reflect on these goals at the end of the stage.
* Spend at least 12 hours training in the sport, spread out over at least 4 months. (hours accrued in previous stages do not count).
* Where possible, play for a team or enter an organised competition for the sport. This could be as part of your BB group (i.e. National / Battalion competition).
* Keep a log recording each session and what you have developed/learnt during that time.
* Run at least one activity session where you share and teach the sport to another person or group of people.

**Sports Examples**

* Rugby
* Golf
* Tennis
* Athletics
* Basketball
* Swimming
* Cycling / BMX
* Badminton
* Volleyball
* Footgolf
* Snooker
* Skateboarding

**Notes for Leaders**

* The young person completing the Staged Award should select an sport and work on that same sport across all four stages. This is to encourage progression in the level of skill and ability as the award levels get higher.
* The sport chosen should be a new sport to that young person, rather than a sport they are already playing often. A staged award is about being introduced to and developing new skills, rather than being recognised for skills the young person already possess.
* Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.
* The sports staged award has natural links to DofE and The Queen’s Badge (Physical section).

A white puzzle piece in a square

Description automatically generated

**Interests**

**Stage 1 – Taster**

Approximately 1 hour overall time

* Spend at least 1 hour taking part in your chosen interest.
* By the end of the taster session, you should be able to explain the basics of the interest to somebody else.

**Stage 2 – Beginner**

Approximately 3 hours overall time

* Complete and gain Stage 1
* Set a goal for a new skill you’d like to learn in the interest and an existing skill you’d like to develop.
* Spend at least 3 hours taking part in the interest, spread out over at least 1 month.
* Have a conversation with your leader / group, reflecting on the skills you have learnt and developed.

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* Complete and gain Stage 2
* Set a new goal for a skill(s) you’d like to learn and an existing skill(s) you’d like to develop.
* Spend at least 6 hours taking part in the interest, spread out over at least 2 months.
* Keep a log recording each session and what you have developed/learnt during that time.
* After completing the 5 hours or more, make a presentation to your leader / group about the interest. This should include some information around the interest as well as what you have learnt and developed during stage 3.

**Stage 4 – Independent**

Approximately 12 hours overall time

* Complete and gain Stage 3
* Set a new goal for a skill(s) you’d like to learn and an existing skill(s) you’d like to develop.
* Spend at least 12 hours taking part in the interest, spread out over at least 4 months.
* Keep a log recording each session and what you have developed/learnt during that time.
* Run an activity session(s) where you share and teach the interest to another person or group of people.

**Interest Examples**

* Model Making
* Astronomy
* Chess
* Baking
* Video Games
* Coding
* Painting
* Gardening
* Drill

**Notes for Leaders**

* The young person completing the Staged Award should select an interest and work on that same interest across all four stages. This is to encourage progression in the level of skill and ability as the award levels get higher.
* The interest chosen should be a new interest to that young person. A staged award is about being introduced to and developing new skills, rather than being recognised for skills the young person already possess.
* Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.
* The interest staged award has natural links to DofE and The Queen’s Badge.

A yellow heart with a white line on it

Description automatically generated

**Health & Fitness**

**Stage 1 – Taster**

Approximately 1 hour overall time

* Consider different ways fitness can be measured (i.e. heart rate, muscle strength, running times, flexibility, blood pressure, balance, mental health etc).
* Take on some different challenges / activities to measure different types of fitness levels of individuals / the group.
* Understand how to safely ‘warm-up’ for exercise and how to ‘cool-down’.
* Complete a 20-minute fitness challenge (i.e. a run, circuit training, cardio exercise etc).

**Stage 2 – Beginner**

Approximately 3 hours overall time

* Complete and gain Stage 1
* Consider different factors that positively and negatively impact our health. (Positive – exercise, healthy eating, getting outdoors. Negatively – energy drinks, lack of sleep, inactivity, excessive screen time etc).
* Look into one of the negative health factors in more detail (i.e. excessive screen time)
* Create an honest food log over 7 days to monitor your intake of food and drink. Afterwards review the log and discuss any observations such as positives, negatives, surprises etc.
* Set some targets for the next 7 days on improving your food and drink intake. Keep a log and compare the two weeks.
* Take on a short series of exercise challenges over three sessions, with the aim of improving over time. (e.g. Bleep test, circuit training, progressive runs etc).

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* Complete and gain Stage 2
* Explore a different negative health factor (i.e. energy drinks).
* Understand calories and how to stay within your calorie limit
  + Explore how many calories are in everyday food items.
  + Explore how exercise can burn calories and how much exercise is needed.
  + Monitor your calorie intake over a week.
  + Use a BMI / calorie calculator to work out how many calories you should be eating in a day (<https://www.nhs.uk/live-well/healthy-weight/bmi-calculator/>)
  + Create a 7 day food plan that aims to stay within the calorie limit for each day.
* Complete a pre-existing 6 week (or similar) fitness programme that aims to meet a fitness goal (i.e. increased fitness, stamina, strength etc). The goal should be measurable, with results taken at the beginning, middle and end of the programme. Examples include planned circuit training, couch to 5K, gym sessions, YouTube workouts etc.

**Stage 4 – Independent**

Approximately 12 hours overall time

* Complete and gain Stage 3
* Run at least one 20 minute fitness session for others (i.e. BB members in a different age group) that aims to get them active and also briefly explains the benefits of being fit.
* Create your own fitness programme that covers at least 10 different sessions. The programme should be progressive with the aim of reaching a desired fitness goal at the end. Complete the programme yourself or run it with others. Results should be measured afterwards and evaluated.
* Produce a fitness log during the 10 week fitness programme. The fitness log should cover how each session went, how you are supporting the fitness programme (i.e. diet, other forms of exercise etc), the impact it is having on your physical and mental health and an evaluation at the end of the programme.

**Notes for Leaders**

Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.

A purple background with a white cross in a circle

Description automatically generated

**First Aider**

**Stage 1 – Taster**

Approximately 1 hour overall time

* Understand the difference between 999 and 111 and when each service might be needed.
* Understand and be confident about what information you may need to give to the emergency services.
* Know how to identify dangers and keep yourself safe when providing first aid.
* Learn how to put someone in the recovery position and why.
* Demonstrate the skills you have learnt based on a scenario (to include arrival on scene, assessing danger, calling for assistance and recovery position).

**Stage 2 – Beginner**

Approximately 3 hours overall time

* Complete and gain Stage 1
* Explore the contents of a first aid kit, learning what should be inside and the uses for each item.
* Learn and demonstrate how you would deal with three first aid incidents (see list below)
* Demonstrate the skills you have learnt based on a scenario (to include skills developed in previous stages and skills learnt in stage 2, including providing basic treatment).

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* Complete and gain Stage 2
* Learn and demonstrate how to give CPR and when you would need to do so.
* Learn and demonstrate how you would deal with five more first aid incidents (see list below)
* Demonstrate the skills you have learnt based on a scenario / scenarios (to include skills developed in previous stages and skills learnt in stage 3, including CPR).

**Stage 4 – Independent**

Approximately 12 hours overall time

* Complete and gain Stage 3
* Complete a first aid training course (i.e. St John’s)
* Take an active role in teaching first aid to your peers or younger members. This should include providing instruction, allowing peers to demonstrate their learning and setting scenarios to test knowledge.

**Suggested First Aid Incidents**

* Wounds and bleeding
* Breaks and fractures
* Burns and scalds
* Chocking
* Shock
* Soft tissue injuries (i.e. sprains)
* Signs of Stroke
* Heat exhaustion / hypothermia
* Asthma
* Head injuries
* Severe allergic reaction
* Seizures
* Fainting

**Notes for Leaders**

* Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.
* Practical demonstrations should be used where possible to demonstrate first aid skills, that will enable young people to carry this out for themselves.
* For guidance on first aid treatments, head to <https://www.sja.org.uk/get-advice/first-aid-advice>

A pink square with a white outline of a camera

Description automatically generated

**Photography**

**Stage 1 – Taster**

Approximately 1 hour overall time

* Learn and explain the basic functions of your camera (i.e. zoom, shutter, focus, flash, timer etc).
* Take a series of photographs around one of the themes (see list below)
* Present the photos in an album or presentation.

**Stage 2 – Beginner**

Approximately 3 hours overall time

* Complete and gain Stage 1
* Take one photo and show in stages how you can edit it to make improvements to colour, brightness, saturation etc. You should show your photo at different stages in the process.
* Take a series of photographs around one of the themes (a theme not covered in a previous stage)
* Present the photos in a display or presentation with captions.

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* Complete and gain Stage 2
* Learn about and take some photos using special effects (i.e. long exposure, movement, reflections, time-lapse etc).
* Take a series of photographs around one of the themes (a theme not covered in a previous stage). Some of the photos should use a special effect you have learnt.
* Present the photos to a group of people in a display or presentation.

**Stage 4 – Independent**

Approximately 12 hours overall time

* Complete and gain Stage 3
* Take an extended series of photographs around one of the themes (a theme not covered in a previous stage). Try using a range of effects in your photography.
* Exhibit your photos at a suitable event. This could be a BB / Church open event (i.e. coffee morning, fete, awards night etc) or a specific art event, or have a photo ‘published’ in something such as your Church magazine or BB Gazette.
* Use your skills to take photos for a ‘client’. This might be a BB/Church event, family party, photoshoot for family/friends or a local event or similar. As part of this you should seek to understand what type of photo the client wants and present the finished photos to them in a professional way.

**Photograph Themes**

* Day in my Life
* The Natural World
* My BB World
* My Family
* My environment
* The Sporting World
* My Favourite Buildings

**Notes for Leaders**

Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.



**Cooking**

**Stage 1 – Taster**

Approximately 1 hour overall time

* Learn about different utensils and their uses including spoons, knives, peeler, can opener, masher, colander, tongs, slice etc.
* Understand basic personal food hygiene for cooking (i.e washing hands, hair tied back, appropriate clothing etc).
* Explain or demonstrate how to prepare basic foods (i.e washing, peeling, chopping, dicing etc).
* Explain how to cook an egg in three different ways (i.e boil, fried, omelette, poached etc) and demonstrate at least one method.

**Stage 2 – Beginner**

Approximately 3 hours overall time

* Complete and gain Stage 1
* Explain or demonstrate how to turn on an oven/hob/grill/microwave, set the temperature (electric and/or gas), the need to pre-heat the oven etc.
* Understand the use of cookware (i.e saucepans, frying pans, baking trays etc) and when each should be used.
* Understand food hygiene & safety requirements around equipment used in the kitchen (i.e chopping boards, knife storage, cleaning worktops, hot surfaces, treating burns etc).
* Explain how to cook a potato in three different ways (i.e chips, mash, sliced, baked, wedges etc) and demonstrate at least one method.
* Help to cook 2 meals in a pair or a small group.

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* Complete and gain Stage 2
* Explain or demonstrate at least 3 different methods of cooking (i.e. Boil, poach, knead, parboil, reduce, roast, steam, fry, simmer, whisk, beat etc).
* Understand food hygiene & safety requirements around food storage including where to keep different foods, at what temperatures & how long for.
* Explain how to cook with flour in three different ways (i.e pancakes, bread, Yorkshire pudding, pastry etc) and demonstrate at least one method.
* Help to cook 3 meals in a pair or a small group (meals not covered in stage 2).

**Stage 4 – Independent**

Approximately 12 hours overall time

* Complete and gain Stage 3
* Plan & prepare a three-course meal to be cooked for someone else (Parents’ night, Church members, other young people etc). This can be as part of a small group, sharing responsibilities.
  + This should include designing a menu, creating an ingredients list, prepping, cooking, washing up etc.
* Cook 6 different meals at BB or at home and produce a photo / video log detailing what you cooked, the methods you used and how it went.

**Example Meals**

* Pasta Dishes
* Bakes / Lasagne
* Curry
* Sweet & Sour Dish
* Pizza
* Shepherds / Cottage Pie
* Meat / Veg Pies
* Stir Fry

**Notes to Leaders**

* Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.
* This programme can be adapted to meet dietary requirements.
* Where young people are working in groups to prepare meals, responsibilities should be shared and rotated (i.e prepping, cooking, washing up etc).
* Practical demonstrations should be used where possible to show young people the various skills and methods, that will enable them to explain or carry this out themselves.

A blue background with a white line on it

Description automatically generated

**Fundraiser**

**Stage 1 – Taster**

Approximately 1 hour overall time

Active involvement in a fundraising event/activity for your BB Company or Church by:

* Participating in the event/activity.
* Actively promote the event/activity and/or collect sponsorship.
* Sharing your experiences of participating in the event/activity with your group.

**Stage 2 – Beginner**

Approximately 3 hours overall time

Active involvement in a sponsored fundraising activity to support an external charity/local cause by:

* Researching and choosing a charity to support.
* Considering the sponsored activity which you will complete.
* Setting a target and collecting sponsors from family/friends.
* Completing the sponsored activity.
* Presenting/sending the money raised to the charity.
* Writing a short report or record a video about your fundraising activity and experience.

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

Be part of a team planning and delivering a fundraising event for Charity/local cause (including BB/Church) by:

* Taking an active role in the planning of the event (the event/activity should be different to those used to gain Stages 1 and 2).
* Learning something about the charity/local cause and how the money raised will be used.
* Having an assigned role to carry out.
* Assisting in promoting the event.
* Carrying out your role during the event.
* Writing a short report or record a video about your fundraising activity and experience, including how the money raised will make a difference.

At this stage the event should be leader led with young people actively involved in the planning and delivery.

**Stage 4 – Independent / Skilled**

Approximately 12 hours overall time

Take the lead in planning and delivering a fundraising event for Charity/local cause (including BB/Church) by:

* Putting together a proposal for your event (the event should be different to those used to gain Stages 1, 2 and 3) including setting a target amount, key dates and why you have chosen the particular charity/local cause to be submitted to your leaders.
* Taking responsibility for planning the event including assigning roles, managing budget, venue, safety and communicating.
* Promoting the event by designing a poster/flyer and make use of online opportunities (i.e. social media).
* Ensuring the event takes place and runs smoothly.
* Carrying out post event tasks including administration, finance and thank you’s.
* Evaluating the organisation and delivery of the event.
* Writing an article or press release to be published in your Company or Church newsletter/magazine/website.

At this stage the event should be led by young people. Whilst young people should be self-sufficient, it is essential that leaders are involved in reviewing the plans and supporting the safe running of the event.

The young person should be the lead for running the event and supported by others (i.e. those working towards Stage 3 of the Fundraiser Staged Award). In larger groups where multiple young people are working towards the award roles should be split out so each young person has a clear role they are the lead for (i.e. Treasurer, Volunteer Manager, Advertising/Promotion Manager)

**Notes for Leaders**

* Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.

A purple square with a hammer and a purple background

Description automatically generated

**DIY**

**Stage 1 – Taster**

Approximately 1 hour overall time

* + Learn about different tools and their uses including hammer, screwdrivers, saw, pliers, spanner/grips and tape measure.
  + Get hands-on and try out the tools (i.e. hammering nail into a piece of wood, putting a screw in using screwdriver).
  + Assemble a simple piece of flatpack furniture or a wooden kit which requires the use of tools.

**Stage 2 – Beginner**

Approximately 3 hours overall time

* + Completed and gained stage 1
  + Learn how to carryout work safely including:
    - * Identifying hazard symbols and signs (for dangers such as toxic, flammable, irritant or electrics).
      * Using safety equipment (i.e. goggles, gloves, masks, ear defenders).
      * How and where to turn off mains supplies (such as water, electricity and gas).
  + Show or explain how you would deal with three everyday DIY tasks (see list of ideas below).
  + Carry out a DIY project (see list of ideas below).

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* + Complete and gained stage 2.
  + Learn how to use and try out a range of power tools (i.e. drill, sander, screwdriver)
  + Show or explain how you would deal with four everyday DIY tasks (not covered in staged in stage 2).
  + Carry out a DIY project (see list of ideas below).

**Stage 4 – Independent/Skilled**

Approximately 12 hours overall time

* + Complete and gain Stage 3.
  + Carry out a range of everyday DIY tasks for others (family, neighbours, church etc) and keep a log (minimum 3 hours total time).
  + Carry out a DIY project (see list of ideas below) for someone else (family, neighbours, church etc) and keep a log.
  + Keep photo/video diary of you carrying out the DIY tasks and project and present this to your group.

**Everyday DIY Tasks**

* unblocking a sink
* a leaking pipe
* adjusting the float arm of a cistern
* changing a lightbulb
* re-hinge a cupboard or door
* lubricating a handle/lock/drawer/hinge
* repairing a tear in clothes or upholstery
* hanging a picture
* refixing an item that has come loose (i.e. curtain track, shelf, hook).
* change a fuse
* bleed a radiator (airlock)
* resealing/mastic in bathroom/kitchen
* broken window (i.e. boarding/taping up to make safe)
* repairing fencing or shed
* assemble flatpack furniture
* put up a shelf or fit a curtain track/blind

**DIY Projects**

* Design & Build your own furniture or useful item for the home (i.e. bird table, outdoor bench, nest of tables)
* Prepare and paint the walls of a room
* Prepare and paint woodwork or furniture
* Upcycling piece of furniture

**Notes for Leaders**

* + Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.

A pink background with a white line on it

Description automatically generated

**Musician**

**Stage 1 – Taster**

Approximately 1 hour overall time

* + Introduced to instrument with demonstration (i.e. someone else playing, hearing instrument).
  + Learn how to hold/use the instrument to produce a sound and how to change that sound.
  + Play that sound to a rhythm.
  + Spend time practicing and improving over a number of sessions.

**Stage 2 – Beginner**

Approximately 3 hours overall time

* + Learn how to accurately play a range of notes/beats.
  + Be able to play up and down the scale and/or demonstrate a number of exercises.
  + Be able to play a simple piece from memory (i.e. a Bugle Call, Short Tune on a Piano, etc).
  + Continue to spend time practicing and improving over a number of sessions.

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* + Confidently be able to play up and down a scale and/or play a number of exercises.
  + Introduction to reading music and understand how this can help you improve (i.e. be able to identify notes/beats and their values).
  + To learn and be able to play a number of short pieces and one longer piece.
  + Practice playing alongside a piece of music/instrument or as part of a band.
  + Be involved in a public performance either solo or as part of a band.
  + Continue to spend time practicing and improving on a regular basis (i.e. weekly).

**Stage 4 – Independent / Skilled**

Approximately 12 hours overall time

* + To learn and be able to play three new pieces of music.
  + Regularly playing as part of a band (if part of a band).
  + To understand and be able to read music to increase musical accuracy (i.e. tempo and dynamics).
  + Be involved in multiple public performances either solo or as part of a band with a solo part.
  + Continue to spend time practicing and improving on a regular basis (i.e. weekly).
  + Supporting other players in learning.

**Notes For Leaders**

Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.

A green square with a white circle with a white circle in the middle

Description automatically generated

**Navigator**

**Stage 1 – Taster**

* + Introduce and learn about how to read an OS map (i.e. symbols).
  + Learn how to use a four-figure grid reference.
  + Undertake a walk of at least 5 miles and demonstrate basic map reading skills (i.e. following a footpath/road and spotting landmarks).

Leaders should be leading the group.

**Stage 2 – Beginner**

Approximately 3 hours overall time

* + Complete and gain Stage 1
  + Learn how to read a map using a six-figure grid reference and identify locations using it.
  + Learn how to use a compass and how to take a bearing.
  + Create a kit list for your walk.
  + Be involved in planning and walking a route of at least 8 miles, using a map to navigate.

Leaders should be with the group, providing assistance and encouragement.

**Stage 3 – Developing Skill**

Approximately 6 hours overall time

* + Complete and gain Stage 2
  + Explain and demonstrate how different types of maps are used for different purposes. Using 1:50 000 and 1:25 000 Ordnance Survey maps; interpret contour lines in terms of shape and steepness of terrain.
  + Develop compass skills including being able to walk on a bearing.
  + Explain what to do in an emergency and have basic First Aid training.
  + Be involved in planning and walking a route of at least 12 miles, using a map and compass to navigate.

Leaders should remotely supervise by following the group at a short distance, whilst encouraging them to be self-sufficient.

**Stage 4 – Independent/Skilled**

Approximately 12 hours overall time

* + Complete and gain Stage 3
  + Complete a detailed route plan with sketch maps for the walk you will undertake.
  + Being self-sufficient including equipment, food and dealing with emergencies.
  + Complete a walk of at least 18 miles involving a range of terrains, which should ideally include an overnight.

Leaders should remotely supervise this activity via checkpoints, with the focus being on the group being self-sufficient.

**Notes For Leaders**

Please note times are indicative to encourage progression as young people go through the awards and reflect the criteria set.

A yellow square with a white line on it and a white oars in the middle

Description automatically generated

**Paddlesports**

This Staged Award has been created in partnership with the BB Canoe Club, and is aligned the UK’s national governing body, Paddle UK (PUK). Paddle UK promotes water-based activities involving use of a craft & paddle and refers to these as ‘Paddlesports’.

**Stage 1 – Taster**

Approximately 1 hour overall time

* Your first time on the water ‘having a go’! A fun and enjoyable practical session, introducing you to paddlesports.
* You could also gain the Paddle UK (PUK) Paddle Start Award.

**Stage 2 – Beginner**

Approximately 3 hours overall time

* Complete and gain Stage 1.
* Develop an understanding of where to paddle, the equipment to use and learn practical solutions if you get into difficulty. The stage covers 4 key themes – Equipment; Environmental factors; Planning and Rescues.
* This level is equivalent the Paddle UK Paddle Safer Award, which you could also gain.
* The time requirement could be split over more than one session or be part of a day’s activity.
* You should continue to practice your skills in preparation for Stage 3.

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* Complete and gain Stage 2.
* Your next steps towards becoming an independent paddler, for a fun and safe time on the water.
* Develop an understanding of the factors which affect your paddling; develop your decision making and practical skills, gaining confidence on the water.
* This level is equivalent to the Paddle UK Paddle Discover Award, which you could also gain.
* The time requirement could be split over more than one session or be part of a day’s activity.
* You should continue to practice your skills in preparation for Stage 4.

**Stage 4 – Independent**

Approximately 12 hours overall time

* Complete and gain Stage 3.
* Continue to develop your skills to give you ownership of your paddling, allowing you to choose where you move next in the world of paddlesport.
* Working with a coach, you will be able to develop a programme that suits what you need. Learning to make confident choices with this individualised approach. Recognising your ability to independently paddle your chosen craft in a sheltered water environment.
* This level is equivalent the Paddle UK Paddle Explore Award, which you could also gain.
* The time requirement could be split over more than one session or be part of a weekend’s activity.

**Paddlesports Disciplines**

* Canoe
* Freestyle
* Polo
* Racing
* Rafting
* Sea Kayak
* Slalom
* Stand-up Paddleboarding (SUP)
* Surf Kayak
* Touring
* White Water
* Wild Water Racing

**Taking this Further**

* Progress from the generic paddle skills learnt in levels 1-4 to develop craft specific skills.
* Paddlers can choose which craft and discipline they would like to work towards, developing their skills and decision making.
* They could gain Paddle UK Discipline Specific Personal Performance Awards, which are available at 3 levels.
* The awards provide appropriate milestones and acknowledgement of personal skills, setting up the paddler appropriately for Paddle UK Coaching and Leadership qualifications (should they wish to progress further).
* The time requirement will be split over several sessions and be undertaken over several days or weekends of activity.

**Notes for Leaders**

* The times for each level should be seen as minimums.
* Sessions can be run by Company leaders, with appropriate qualifications; by the Boys’ Brigade Canoe Club (BBCC), either on behalf of a Company; at Battalion/District/national events; at BBCC residential weekends; or by outside providers following elements identified in the above stages.
* The minimum training requirement for BB leaders leading paddlesport activities is Paddlesport Leader (PSL).
* PUK [Paddle Start](https://gopaddling.info/start-awards/), [Paddle Safer](https://gopaddling.info/paddle-safer/) and [Paddle Discover](https://gopaddling.info/discover-awards/) Awards can be delivered by any qualified Instructor/Coach/Leader/Raft Guide/Bell Boat Helm.
* PUK [Paddle Explore](https://gopaddling.info/explore-award/) Awards can be delivered by minimum BCU L3 Coach, BC (UKCC) L2 Coach, BC/PUK Coach Award.
* [Personal Performance Awards](https://britishcanoeingawarding.org.uk/personal-performance-awards/) can be delivered by PUK Award Providers.
* See the [British Canoeing Awarding website](https://britishcanoeingawarding.org.uk/) for training and award detail.
* See the [Paddle UK](https://paddleuk.org.uk/) website for all things Paddlesport.
* See the [Boys’ Brigade Canoe Club](https://canoeclub.boys-brigade.org.uk/) website for events and coach details.

A green square with a white line on it

Description automatically generated

**Camping**

**Stage 1 – Taster**

Approximately 1 hour overall time

* Participate in a camp of at least 1 night.
* Understand what you need to pack when going on a overnight camping trip.

**Stage 2 – Beginner**

Approximately 3 hours overall time

* Complete and gain Stage 1.
* Participate in an additional camp of at least 2 nights.
* Assist in pitching and striking a tent as part of a group.

**Stage 3 – Developing Skills**

Approximately 6 hours overall time

* Complete and gain Stage 2.
* Participate in an additional camp of at least 3 nights (or two camps totalling at least 3 nights).
* Assist in pitching and striking a tent as part of a group.
* Learn how to maintain a tent during a camp (i.e. pegs, guys, doors).
* Prepare and cook a meal as part of a group whilst on camp.

**Stage 4 – Independent**

Approximately 12 hours overall time

* Complete and gain Stage 3.
* Participate in an additional camp of at least 5 nights or two or more camps totalling at least 5 nights. One of which should see young people being self-sufficient/independent (i.e. an Expedition).
* Plan and organise a self-sufficient/independent camp, including location, programme, equipment, etc.
* Take responsibility pitching, maintaining and striking a tent.
* Plan, Prepare and cook meal for a minimum 24 hour period (i.e. at least one breakfast, lunch and dinner).

**Notes for Leaders**

* This Staged Award is about outdoor camps, with young people staying in tents.
* Each stage of the award should be completed separately, multiple stages cannot be completed during a single residential (i.e. Summer Camp of 7 nights).
* Self-sufficient/Independent camps can include expeditions style event (i.e, DofE, competitive Hikes, etc).
* Where young people are operating self-sufficiently/independently leaders should provide remote supervision in line with risk assessment.
* All camps must be supervised by a leader(s) holding valid Holiday Leadership Certificate and Camp Craft Certificate.
* All camps must be notified to BBHQ using the appropriate form.