

ST PAUL'S COLLEGE  
**YOUTH**  
**AWARD**

## INTRODUCTION

The St Paul's Youth Award was established on the basic principles of the Duke of Edinburgh's Youth Award Programme, but the activities and delivery have been changed to suit the circumstances and challenges of the St Paul's student and young people in Namibia.

The St Paul's Youth Award Programme was designed with great care by a small team of educators who has a passion for young people involved in a balanced programme of self-development activities.

The concept is one of individual challenges within a structured and non-competitive programme which encourages personal discovery and growth, perseverance, responsibility for themselves and service to their community.

Participation is entirely voluntary and students have a free choice in the selection of school-based activities within the different categories of the Award.

The structure of the Award consists of the four categories: Sport, Skill, Community Service and Expeditions. The Residential Project will take place in Grade 11.

The Award is balanced. It encourages physical activity, mental challenge, individual perseverance, teamwork and interaction with other people. An individual's activities should reflect their own interests, but should also show a spread and not focus on similar activities.

After completing the Award in Grade 11, participants should not only be aware of the role they can play in helping their community, but also have attained new life skills and build new friendships.



There are five levels of the Award:

Amethyst (Grade 7)

Sapphire (Grade 8)

Emerald (Grade 9)

Ruby (Grade 10)

Diamond (Grade 11)

Once the entire Award is completed according to the requirements, a participant will receive Full Colours with a citation and a certificate .

## **STARTING THE PROGRAMME**

Enrolment in the specific levels of the Award takes place at the beginning of the school year. Participants will receive a registration form to complete for each category and detail about the year's activities will be communicated by the specific instructor.

Participants are encouraged to work at their own pace, however, the requirements of each level must be reached within the year allocated to each level of the Award in order to proceed to the next level.

The Award cannot be achieved in a shorter time span by working more intensively. Participants must persist for at least the minimum periods indicated for each level.

Direct entries (DE) will be allowed in Sapphire (Gr 8 ) and Emerald (Gr 9) only and will strictly be for new students to the College. Refer to DE for each level.



## PLANNING

To start each level, participants should work with their Instructor/s to choose their activities in all categories. Participants should choose activities that interest them and are suitable to pursue over a sustained period of time. The instructor act as a facilitator. In the Skills, Sport and Community Service sections, participants should find an adult (teacher/coach/trainer) who is experienced and can guide and teach participants.

In the Expedition section, the purpose and nature of the journey needs to be agreed by the team and their Instructor.

The participants and their instructor/s should agree on the activity chosen for the Residential Project.

If the initial choice of activity proves to be unsuitable, participants may choose another activity. This needs to be done in consultation with the Award Leader/Instructor.

In each category, the process follows this approach:



At the end of each category, there should be a final review. This should look back over the entire process and look at what happened, how the participant felt, and what was learned from the experience.

The Instructor or group facilitator needs to verify that the participant has been making persistent and regular effort for a total of the minimum time period required for the specific award level, and has shown improvement from the initial level of ability. The specific targets which were agreed at the start of the process, should have been achieved.

An online record book must be kept over the 5 years of the Award.

## **ADULT PARTICIPATION: INSTRUCTORS AND ASSESSORS**

The successful operation of the Award depends largely on the involvement of a great number of adults prepared to devote their talents, enthusiasm and time to help young people discover the enjoyment of participation. Adults are often attracted to the idea of contributing to the development of young people and influencing their future lives.

The role of the instructor is to guide young people through their chosen activity while the assessor gauges and certifies the participant's progress and achievements.

It is essential that adult helpers understand the purpose, structure and practice of the Award. Training for new instructors is often held over a series of afternoons or over a weekend. Training is not just for new leaders but should be a continuing feature for all. Experienced leaders have the chance to share their experiences and problems.

Experienced instructors (or the executive committee) have a chance to share their experiences and problems at a training/planning session and to keep up to date with developments.

Instructors will also be asked to be involved in the Award ceremonies.

### **THE ROLE OF THE INSTRUCTOR**

- To advise, guide and assist young people to participate in the Award
- To keep records
- To maintain the operation of the Award within St Paul's College
- To liaise and co-ordinate activities with other teachers/assessors/coaches in the area
- To ensure the safety and well-being of the participants
- To ensure the operation of the Award meets the Guidelines and Standards of the St Paul's Youth Award.

## 1. AMETHYST (GRADE 7)

**SKILL:**

Drama/Music/Art : Marks at year end

Entrepreneurs : Marks

**EXPEDITION/Outdoor week:** Entry in record book

**SPORT:**

School based only: See list

3 Consecutive months

Min 2 entries per week

**COMMUNITY SERVICE:**

School based / other: See list

3 Consecutive months

1 entry per week

**AWARD:**

Certificate of Participation



## 2. SAPPHIRE (GRADE 8)

**SKILL:**

Drama/Music/Art : Marks at year end

Entrepreneurs : Marks

**EXPEDITION/Outdoor week:** Entry in record book

**SPORT:**

School based only: See list

4 Consecutive months

(DE 5 months)

Min 2 entries per week

**COMMUNITY SERVICE:**

School based / other: See list

4 Consecutive months

(DE 5 months)

1 entry per week : 16 entries in total on a regular basis

**AWARD:**

Certificate of Merit



### 3. EMERALD (GRADE 9)

<b>COMMUNITY SERVICE:</b>	5 Consecutive months (DE 6months) Minimum of 1 entry per week
<b>SKILL:</b>	5 Consecutive months (DE 6 months) Minimum of 1 entry per week
<b>SPORT:</b>	5 Consecutive months (DE 6 months) Minimum of 2 entries per week
<b>EXPEDITION:</b>	Hike for 3 days Minimum of 40km

*Participants are allowed to choose 1 non-school based activity which has to be approved by the instructor.*

**AWARD:** Scroll



#### 4. RUBY (GRADE 10)

**COMMUNITY SERVICE:** 6 Consecutive months  
Minimum of 1 entry per week

**SKILL:** 6 Consecutive months  
Minimum of 1 entry per week

**SPORT:** 6 Consecutive months  
Minimum of 2 entries per week

**EXPEDITION:** Orange River

*Participants are allowed to choose 1 non-school based activity which has to be approved by the instructor.*

**AWARD:** Half Colours



## 5. DIAMOND (GRADE 11)

### RESIDENTIAL PROJECT

The Residential Project gives participants a shared purposeful experience with people who are not their usual friends, in an unfamiliar residential setting working towards a common goal .

The activity should take place over a period of at least four nights and five consecutive days between January and March of the Grade 11 year.

In exceptional circumstances, the commitment may be spread over two weekends. In these circumstances, the same activity must be pursued over both weekends.

**AWARD:** Full colours with Citation

An Award Ceremony will be held by the end of March.



## **LIST of SCHOOL-BASED ACTIVITIES**

***Currently under construction***

<b>SPORT</b>	<b>SKILL</b>	<b>COMMUNITY SERVICE</b>
<ul style="list-style-type: none"><li>• Hockey</li><li>• Soccer</li><li>• Netball</li><li>• Volleyball</li><li>• Archery</li><li>• Athletics</li><li>• Cricket</li></ul>	<ul style="list-style-type: none"><li>• Chapel Band</li><li>• Chess</li><li>• Choir</li><li>• Debating</li><li>• Public Speaking</li><li>• Drama</li><li>• Craft Club</li><li>• Digital Art</li><li>• Ceramics</li><li>• Dance Fusion</li><li>• Model United Nations (MUN)</li><li>• IT Club</li><li>• Sustainable food production</li><li>• Baking/Cooking</li></ul>	<ul style="list-style-type: none"><li>• Make the Difference</li><li>• The Shoebox Project</li><li>• Lidar Foundation</li><li>• Cancer Ward</li><li>• Blood Clinic (Seniors only)</li><li>• Street Store</li><li>• Sustainable food Production</li></ul> <p><b><i>Many more - speak to your instructor</i></b></p>



### **St Paul's College Youth Award Logo:**

The logo is youthful, funky and colourful - yet balanced and proud. This creates enthusiasm and excitement for a child to want to work hard towards receiving this prestigious Youth Award.

### **The Icon:**

The use of four different inter-leading shapes depict the four main categories in which the child needs to excel on the journey to self-discovery and unfolding - namely sport, skill, community service and expedition - eventually coming together to create unity and wholeness. The different colour segments within the four 'pillars' represent change and growth within the child during the self-development journey.

The smaller shapes leading into the individual four 'pillars' - represent the smaller activities and individual challenges that get bigger over time but come together as one in a flow of movement - representing forward thinking, individual expression and motivation on this unique discovery of self-development.

The four 'categories' lead into one another - connecting and supporting one another - representing teamwork. The endlessness of the four pillars (arrow shapes) represent the continuation of the child's journey of self discovery and growth, responsibility to themselves and service to their community (giving back).

**SPORT | SKILL | COMMUNITY SERVICE | EXPEDITION**

