



# Queen's Badge Advisor & Mentor Guide



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## A Message from The Chief Executive

"I am really pleased that you are supporting a young person working towards their Queen's Badge. This award is likely to challenge any young person who takes part in it, however with your support & enthusiasm I'm sure all the young people you work with will meet the requirements and excel at the opportunities ahead of them.

I hope this will be a rewarding time for you as a leader, as you see young people on their Queen's Badge journey, taking on challenges and ultimately achieving the highest award in The Boys' Brigade.

Finally, remember this is an award that should be led by the young person, and their programme of activity should reflect their goals and abilities. Don't get distracted by any idea of a *standard* that needs to be achieved, instead focus on encouraging and supporting those you are working with, so that they can get the most out of the opportunities the Queen's Badge provides.

Thank you for all you are doing to enable young people to experience 'Life to the Full'.



Jonathan Eales  
Chief Executive

# Welcome

The Queen's Badge is the highest award that a young person can gain as a member of The Boys' Brigade. It's a real opportunity; from beginning to end it's important that they get the most out of it. It doesn't matter who they are or where they're from. Any young person aged over 16, who has their President's Badge and is willing to do more than just sit on the sofa can take part! The best part of the Queen's Badge is that the young person gets to choose what they do. They can choose to do projects & activities that get them really excited and which they are dedicated to. They get a chance to engage with their community, take on responsibility, set their own goals, build self-confidence and experience a sense of achievement.

## What is the Queen's Badge Advisor, Mentor & Assessor guide?

This book contains all the information that you need to help support a young person through their Queen's Badge experience. It will explain all the requirements, and offer some helpful tips on how to make the experience all that it can be. Your role is crucial in encouraging young people to expand their horizons and look to fulfil dreams & experience challenges through completing the award.

## What support should a young person get?

There are 3 key roles in supporting a young person working towards their Queen's Badge:

### Queen's Badge Advisor

A Queen's Badge advisor is the person from the Battalion or District who will help the young person plan what they are doing and review & support their work. Queen's Badge advisors have helped many young people to complete the award. They have vast knowledge and ideas that could help a young person complete their award.

Their role is not that of an assessor. They are there to use their experience alongside the mentor to help the young person set their own targets and get the best out of the experience. It's key that the young person has ownership of their award and the advisor is key in ensuring this is the case. Their involvement will be greater in companies that don't have much experience of the Queen's Badge, but it is advised that you meet with the young person at least twice during the time they are undertaking the award. In groups with more experience the role might be to advocate on behalf of the young person and support them to be able to do what they want and not just what has happened previously in that company. The Advisor is asked to sign the Action Plan and the Authorisation page.

### Key tips!

- Get to know the young person,
- Talk to them about their goals and aspirations
- Be ready to inspire them with new ideas

### Company Mentor

A Company Mentor is a leader from the young person's own Company who is there to support and encourage them on a week-by-week basis. This is often the Captain, but could be another leader.

### Queen's Badge Assessor

This is the person who trains, supervises or assesses each part of the programme (i.e. sports coach, volunteer manager, driving instructor etc). The assessor in each area of activity will be directly responsible for supervising the young person's progress, reporting on their contributions and achievements. They should be an expert in that field and should have the necessary experience or qualifications to complete this task. This means that a young person will often have different assessors for each section.

## Working Through the Queen's Badge

In order to achieve the Queen's Badge a young person must complete the following activities:

1. Hold the President's Badge
2. Attend a Queen's Badge Candidate's Meeting
3. Participate in skills-based training
4. Take responsibility within the BB or Church
5. Provide voluntary service or support to others outside the BB or Church
6. Develop Interests (Skills, Physical, Expedition)
7. Complete Faith Journey
8. Participate in a Completion Residential
9. Record Activity

When working towards the Queen's Badge, it's important that the young person make plans for the work ahead. Remember they can decide in which order they want to complete each activity. Carry on reading to find out more about what your young people have to do for each activity in order to help them begin to make their plans.

The following is a step-by-step guide to work through, on how a young person can gain their award. This is mirrored in the Queen's Badge Record Book:

### Entry Requirements

Before a young person can work towards their Queen's Badge, it is necessary for them to gain the President's Badge and be 15 years old. The date that their President's Badge was awarded is also their date of registration for the Queen's Badge.

### Did you Know . . . ?

There are Staged Awards which run through the Seniors Programme which can support you in completing the Queen's Badge. Find out more about the Staged Awards at [boys-brigade.org.uk/staged-awards/](http://boys-brigade.org.uk/staged-awards/)

### Key Tip!

The Duke of Edinburgh's Award mirrors much of what you do towards the President's Badge and your Queen's Badge. It also gives you a nationally recognised award that is definitely worth considering.

## How does this connect with The Duke of Edinburgh's Award?

The Duke of Edinburgh's Silver Award has a similar structure to the Queen's Badge and is split into four key areas:

**Volunteering** This is a young person's chance to make a real difference by helping an individual, their community, the environment, or an organisation.

**Physical** They can choose any sport, dance or fitness activity to get fit or fitter, and get better at it.

**Skills** This is about developing practical & social skills, as well as personal interests. There maybe something they've always wanted to try, or a desire to get better at their favourite hobby.

**Expedition** They must train and complete an adventurous journey in the UK or abroad. Highs, lows, new experiences and amazing memories are guaranteed!

You'll recognise each of these activities in the Queen's Badge Record Book (look out of the DofE logo), which make it an ideal award to work towards at the same time as the Queen's Badge.

### What do they need to do?

Over the required time they'll need to do each activity for an average of an hour a week. They'll need to show persistence, commitment, and personal development. It's not something that can be achieved through a short burst of enthusiasm! The chart below details what is required for each activity at each level.

### What's the minimum age?

A young person can start working towards their Silver award from 15 years of age. They are free to start at any level, but most people prefer to try for Bronze and work upwards. If they jump in at Silver level as part of their Queen's Badge they will need to do extra work as is also demonstrated in the diagram below.

Don't forget – they have until their 25th birthday to complete any level of the award

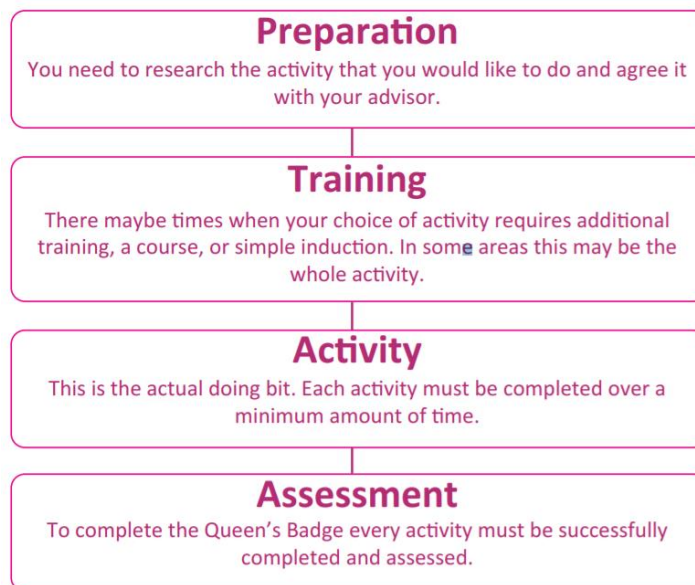
## Candidate's Meeting

As with most things in life it's important to get off to the best possible start. You should arrange this meeting as soon as possible after the young person has registered for the Queen's Badge. At it, the advisor, mentor & young person will need to agree an individual action plan. The activity undertaken during the Queen's Badge should normally be spread over two or more sessions (a session is a BB year).

In everything that the young person does, they should be encouraged to take ownership for it, and to discuss options with their advisor and mentor. It's important to inspire ideas, think about what they want to achieve, and advise on what is possible.

### What steps do you need to think about?

The young person needs to start by planning well and completing the action plan section in the Queen's Badge Record Book. It's important to think through the following key steps:



The action plan should be signed by the young person, Queen's Badge advisor, and company mentor. Should the young person wish to change any part of this plan they should inform their adviser and discuss this with them to ensure they remain within the Queen's Badge regulations.

Remember that they can choose what to do and in which order.

### Key Tip!

Before going to the Candidate's Meeting, the young person should be asked to read through the Queen's Badge book, and note down on a separate sheet of paper what THEY would like to do. At the meeting they can then discuss it further with their advisor and mentor, and then fill in the action plan in The Queen's Badge Record Book.

## Skills-Based Training

As with everything in life it's important that we always reflect on our own skills, and look at areas where we think we can improve. Therefore as part of the award, the young person should undergo an element of training at an early stage. This will equip them for one or more of the activities that they will later go on to as part of the award.

### What can they do . . . ?

Training should be undertaken as soon as possible after registration, and not less than 6 months prior to completion. It should include at least one of the following, and may be provided by The Boys' Brigade or other suitable external agencies:

#### (a) Practical Skills Training:

- Relevant skills-based training to support work in your Company or Church (i.e. Skills for Queen's Badge Course); or
- Relevant skills-based training to support voluntary work others; or
- Relevant life-skills training to support personal development.

#### (b) Leadership Skills Training:

Relevant based training to enhance leadership skills.

### Some examples to get them thinking . . .

This training should be something that is going to be useful in completing the award. There are lots of different options available to them, and remember that it can be provided by The Boys' Brigade or an external agency.

- Skills for Queen's Badge is the official Boys' Brigade course for those wishing to take responsibility within their company in the area of children's or youth work. Have a look online at [www.boysbrigade.org.uk](http://www.boysbrigade.org.uk) for available courses.
- If the young person has decided to volunteer with a local football club, skills-based training for this could be a football coaching, refereeing or other sports leaders training. Check with National Governing Bodies for opportunities.
- Other training opportunities that might be available could include youth work, using PA equipment, food hygiene, customer services, health and safety at work, web design etc.

### Key Tip!

There is a "Skills For Queen's Badge" training course for those undertaking children's or youth work in The Boys' Brigade. This can be delivered locally and downloaded from The Boys' Brigade website.

## Taking Responsibility within the Brigade or Church

We're sure that the young people undertaking their Queen's Badge will have enjoyed their time in The Boys' Brigade. As they get older it's really important for the future of the BB that they begin to take more and more responsibility for what happens. They will have hopefully begun to do this right from an early age as part of their programmes, whether it was choosing what games they play in Anchors or taking the lead in running programmes in Seniors. Now is a chance to take this up a gear.

The young person is expected to assume an appropriate degree of **responsibility** for an aspect of BB or Church activity. A minimum of **30 hours activity** is required across the planned period of involvement, and could include two or more different experiences in two or more sessions. Activities can be at any level **within** the Brigade or Church, although you may benefit from undertaking part of this activity outside your own Company or Church.

The key words are **responsibility** and **within**, they shouldn't just turn up and watch from the sidelines but get involved in the planning, delivery and review of the activity that they do. Think of it as a project. This is their chance to give something back, but also your chance to develop something new or different, so help them to take it!

### What can they do...?

Young people are encouraged to explore options suitable to their own situation and are invited to submit proposals as part of your action plan. These may include the following:

#### (a) Responsibility for others within The Boys' Brigade or Church:

- Work with younger members of their Company or Church in a regular programme of activity for a minimum of 6 weeks.
- Work with peers within the BB or Church in a regular programme of activity for a minimum of 6 weeks.

#### (b) Projects and Activities within the Brigade or Church:

- Take responsibility for the planning or delivery of all or part of an event in the BB or Church.
- Take a responsible role for regular activities within the BB or Church for a minimum of 6 weeks.
- Take a responsible role for a special project or new initiative within the BB or Church.

#### Some examples to get them thinking . . .

As with every area of the Queen's Badge there are lots of choices for what they can do here. Below are just some ideas to get them going . . .

- Lead a group of Juniors through a "Healthy Eating" project.
- Take a lead role in organising an Anchors' Fun Day.
- Run the PA for Church services.
- Develop a recruitment campaign for young people or leaders.
- Become a Social Media rep for your Company/Battalion
- Visit elderly or sick Church members.

#### Key Tip!

It might be appropriate to gather the young people together from the area who are completing their Queen's Badge for them to devise a new special event that fulfils the requirements listed above.



## Voluntary Service or Support to Others Outside the Brigade or Church

Volunteering is simple. The young person needs to go and make a difference in their community or to an individual's life, without getting paid! Volunteering provides a chance for them to engage with their community, take responsibility within it, and gain a sense of belonging. The Boys' Brigade has been bringing hope to communities and young people for over 135 years. The difference that they can make to your community is immeasurable; therefore as they begin to think about this part of the award recognise that they have enormous potential to do something amazing. Negative images of young people, although prevalent elsewhere in society, are not found in the BB.

James 2:14 reads ". . . if you say you have faith but don't show it by your actions? Can that kind of faith save anyone? Suppose you see a brother or sister who has no food or clothing, and you say, "Good-bye and have a good day; stay warm and eat well"—but then you don't give that person any food or clothing. What good does that do?"

As part of the award we want them to volunteer or provide support to others in the Community. A minimum of **30 hours activity** is required across the planned period of involvement, and could include two or more different experiences in two or more BB sessions.

The key words here are **voluntary, outside** and **Community**, this is something that should be of benefit to those in their community. Don't just tell them to take part in something that their Company has done for years, but get them to think about where they see a need and plan how they are going to make a difference to it.

### What can they do . . . ?

They are encouraged to explore options suitable to their own situation and are invited to submit proposals as part of their action plan. Voluntary service or support may be provided in one or more of the following areas:

#### (a) Voluntary service to individuals or groups outside the Company:

Undergo appropriate briefing, and then provide regular practical voluntary service to individuals or groups of people in the community for an agreed period of time.

#### (b) Voluntary service to other agencies working with individuals or groups in the Community:

Undergo appropriate briefing, and then provide regular practical voluntary service to another agency or charitable cause with direct benefit to other people for an agreed period of time. The other agency may be the church working with groups or people in the community.

#### (c) Voluntary work in the wider community:

Undergo appropriate briefing, and then provide regular practical voluntary work as part of a group working for the benefit of the community at large for an agreed period of time.

### Some examples to get them thinking . . .

Again there are lots of choices for what they can do here. Below are some ideas to get them going . . .

- **Community Action & Raising Awareness** – Help at a local food bank.
- **Helping People** – Do some gardening / jobs for elderly neighbours or family friends.
- **Coaching, Teaching & Leadership** – Get involved with coaching and helping out with younger players at your local football club.
- **Working with the Environment** – Work on an environmental project teaching young people to recycle.
- **Helping a Charity or Community Organisation** – Get involved fundraising for a local charity.

Go to [www.do-it.org.uk](http://www.do-it.org.uk) to find out how they can contact their local volunteer centre, who will be able to provide details of local opportunities.

Have a look at [www.DofE.org/sections](http://www.DofE.org/sections) for inspiring ideas and guidance for activities. You may also find ideas in our Programme Hub under the 'Get Involved' section at [www.boys-brigade.org.uk/programme/](http://www.boys-brigade.org.uk/programme/)

### **Key Tip!**

If the young people are struggling to get opportunities for this section, arrange to gather the young people together from your area who are completing their Queen's Badge. They could then devise a project that addresses a need in your community.

### **Useful Websites**

- Age UK [www.ageuk.org.uk](http://www.ageuk.org.uk)
- Oxfam [www.oxfam.org.uk](http://www.oxfam.org.uk)
- Groundwork [www.groundwork.org.uk](http://www.groundwork.org.uk)
- Global Vision International [www.gvi.co.uk](http://www.gvi.co.uk)
- Unltd [www.unltd.org.uk](http://www.unltd.org.uk)

There are also volunteering sections on these government websites  
[www.direct.gov.uk](http://www.direct.gov.uk)  
[www.volunteerscotland.org.uk](http://www.volunteerscotland.org.uk)

### **Health & Safety Checklist**

The Boys' Brigade needs to ensure that the voluntary service activity for the Queen's Badge takes place in a safe environment, especially where this might be done without the supervision of a BB leader. Health & safety in all we do in the BB is of prime importance.

The mentor should talk to the young person about matters of safety. To ensure that this activity is carried out in a safe way, please ensure that the health & safety checklist is completed by the young person prior to them commencing the activity. The mentor should also complete the Health & Safety checklist.

## Developing Interests

This part of the Queen's Badge allows the young person to develop their own interests. It's a chance to set their own targets and see if they can exceed even their own expectations. Each section brings its own benefits so get the young person to think carefully about what they want to get out of them.

### What can they do...?

They must undertake at least two activities from the following three sections:

**(a) Skills:** Learn a new skill, or develop an existing one

**(b) Physical:** Take part in a new activity, or develop existing participation

NB Where both of the above activities are chosen, participation should be for a minimum of 6 months in one of the above, and 3 months in the other. Where only one is chosen, participation should be for a minimum of 6 months.

**(c) Expedition:** Undergo appropriate training, including at least one supervised practice venture, then undertake a 3-day, 2-night venture with at least 7 hours planned daytime activity per day.

### Key Tip!

The activities and attainment standards for the above are comparable with the Silver DofE. If all three are undertaken, this will enable them to qualify for relevant parts of DofE.

## Skills

The idea of this activity is to develop practical & social skills and personal interests. They can choose to develop an existing skill or develop a new one. The important thing to do is to show progression and sustained interest over time. Remember everyone has the ability to learn and everyone is unique. Help them to choose something that will help develop their unique potential.

### Some examples to get them thinking . . .

Below are some examples of activities that they could do. They should choose something that they're interested in and more likely to enjoy & stick at:

- **Performing Arts**
  - Learn how to juggle & ride a unicycle.
- **Natural World**
  - Take a Dog to obedience classes.
- **Music**
  - Play in a band and hold a gig.
- **Media and Communications**
  - Create a film.
- **Life Skills**
  - Learn about interviews and CV writing techniques.
  - Learn to drive.
- **Games & Sports**
  - Become a referee or umpire.
  - Join a snooker league.

Have a look at [www.DofE.org/sections](http://www.DofE.org/sections) for inspiring ideas and guidance for activities.

The Seniors Programme and specifically the Staged Awards will provide lots of ideas you can use to help you complete this part of the Queen's Badge, find out more at [boys-brigade.org.uk/staged-awards/](http://boys-brigade.org.uk/staged-awards/)

## Physical

Whether they want to do football, street dance or cross training, anything that requires sustained physical energy and involves doing an activity can count. They just need to show progression and sustained interest over time. This is meant to be enjoyable and should be part of the establishment of a lasting & active lifestyle.

### Some examples to get them going . . .

Below are some examples of activities that they could do. They should choose something that they're interested in and more likely to enjoy & stick at:

- **Team Sports**
  - Play wheelchair basketball.
  - Join a cricket team.
- **Individual Sports**
  - Learn to horse ride.
- **Racquet Sports**
  - Play badminton with friends
- **Water Sports**
  - Go swimming at the local pool
  - Learn to dive
- **Dance**
  - Learn bhangra at a local dance studio
- **Fitness**
  - Join in a gym.
  - Attend a fitness class.

Have a look at [www.DofE.org/sections](http://www.DofE.org/sections) for inspiring ideas and guidance for activities.

The Seniors Programme and specifically the Staged Awards will provide lots of ideas you can use to help you complete this part of the Queen's Badge, find out more at [boys-brigade.org.uk/staged-awards/](http://boys-brigade.org.uk/staged-awards/)

## Expedition

Undertaking an expedition will help the young person to develop their initiative and a spirit of discovery & adventure. They will need to plan, train, and complete an adventurous activity as part of a team. They'll have to rely on their own efforts and minimal external intervention. Remember they have to do at least one practice expedition, a qualifying expedition and a presentation after it.

### Some examples to get them thinking . . .

There are various activities that could qualify as expeditions. Each expedition needs to have an aim, mode of transport and location. The possible locations are almost endless, but there are also many modes of transport. Below are just some:

- Canoeing
- Horse riding
- Hiking
- Cycling

Aims could include:

- Exploring team dynamics and skills.
- Taking a series of landscape shots to produce a calendar.

Their expedition will need to be carried out between the end of March and the end of October. There must be between 4 and 7 members in a team.

## Faith Journey

Throughout a young person's time in BB, they will have had an opportunity to explore the Bible, learn about who Jesus was and how he can make a difference to their lives today. They may or may not have become a Christian during their time in BB, but this part of the Queen's Badge provides them with an opportunity to consider where they are in their faith journey.

### What can they do...?

They are a number of ways they can approach this element of the Queen's Badge.

- Complete a Faith Development course such as Youth Alpha, Christianity Explored or something similar that is externally available. You could ask the Company Chaplain or Minister to lead this.
  - Youth Alpha - <https://alpha.org/youth/>
  - Christianity Explored - <https://www.christianityexplored.org/>
  - The Bible Series - <https://www.biblesociety.org.uk/get-involved/the-bible-series/>
- A Chaplain/Minister/Leader could put together their own Bible Study/Faith Development series which challenges young people to think about their faith journey. If creating your own series, consider looking at the external options above for guidance on the style, delivery and length of the resource. As a minimum you should be looking at a series made up of 3 sessions of approx. 1 hour.
- Look out for and use resources provided by BB which will be available on the Programme Hub.

Remember, this part of the award is all about providing young people with an opportunity to consider where they are in their faith journey. So, it is not just about a young person participating in your weekly devotions/bible class, but something above and beyond that. It is ideally something that young people would participate in small groups alongside others working towards their Queen's Badge (or those of a similar age), where the group can explore, discover and grow in faith together.

## Completion Residential

The Completion Residential is not a training course. It will provide opportunities for personal and shared reflection and evaluation; to share experiences, celebrate achievements, challenge opinions, and explore new opportunities within The Boys' Brigade, Church and wider community.

**It is not a training course, but a time for reflection and a look at future possibilities.** Nor is it about passing or failing.

Over the weekend it may be appropriate to help the young people complete any outstanding parts of their Queen's Badge books.

### What do they need to do . . . ?

They must participate fully in a Completion Residential:

- (a) no earlier than the session equivalent to Year 12 (England & Wales); S5 (Scotland and Republic of Ireland); or Year 13 (Northern Ireland)
- (b) not less than 12 months from the date of registration, and
- (c) not less than 6 months from the completion of skills-based training.

### Key Tip!

Have a look at [boys-brigade.org.uk/events/](https://boys-brigade.org.uk/events/) for information on a Completion Residential that they might like to attend. Make sure that they book onto a course as soon as possible to avoid disappointment. Many courses are over subscribed.

## Record Activity

The young person should maintain a log of activity using the Queen's Badge Record Book.

### What is the Queen's Badge Record Book?

The Queen's Badge Record Book is essential to get young people going. It provides them with lots of information, and it's theirs to keep. It will...

- **Tell them what they need to do**
- **Give them advice and guidance on how to do it**
- **Help them record what they achieve**

The young person should use the book to record what they do. There is also room in red boxes in the "My Queen's Badge Record" section for the young person to reflect on their experiences. They may in the future wish to use this as part of their C.V. when looking for employment. An employer, as well as being able to see what they have achieved, will also see their reflections on the experience.

There are no fixed questions that they need to answer as part of completing the book, nor are there set standards that they have to achieve. Encourage the young people to complete the book fully and to the best of their ability, but it should be an experiential reflection not a formulaic response. If you don't think a young person has fully thought it through take some time to talk to them and add to their answers. Remember the award is about the young person and what they want to achieve, not what we think they should achieve.

### Key Tips!

There are additional pages to log hours and for additional comment at the back of the Queen's Badge Record Book.

### What do I need to do in the Queen's Badge Record Book?

In the "My Queen's Badge Record" section, the assessor responsible for supervision and assessment of each activity should sign to state the activity has been completed. There is also room in the blue boxes for them to make a comment on how the young person has done. This should be an encouraging statement and highlight where a young person has particularly excelled.

### Key Tip!

Although there is space to write in the Queen's Badge Record Book, encourage the young people to be creative in how they show what they have done. Instead of writing everything down, they could create a video diary on their mobile phone after each BB night where they have taken a group, create a podcast or type it up!

A young person should not be penalised for not being good at filling in forms or writing accounts of their activity. It is perfectly reasonable for a young person to provide a verbal account to their assessor, advisor or mentor who then can write it up in their book.

They may also wish to keep an additional record of their work and progress. DofE regulations require the young person to keep a log and produce a report on the purpose of their expedition. Whilst this is not part of this record book assessors may want to view this.

The record book should not be prioritised over other areas of the Queen's Badge. The young person's experiences are far more important than whether they have their photograph stuck in the front of the book. It's not about passing or failing, but what they have gained from doing the award.

## Authorisation for the Queen's Badge

### What does the Queen's Badge Advisor need to do?

At the back of the Queen's Badge Record Book there is space for the Advisor to:

- Endorse the record book.
- Sign to state that the young person had satisfactorily participated in the Queen's Badge Completion Residential
- Authorise the award

### What is the Company Captain's report?

The Company Captain is asked to recommend a young person for the award of the Queen's Badge and their acceptance on the Completion Residential. They are also asked to comment on the young person's development and their response to the training and activities undertaken. If the Company Captain is not the young person's mentor they should do this in consultation with that individual.

### How do you apply for the Queen's Badge?

Upon completion of the Queen's Badge Record Book and having had the book signed by the Company Captain & Queen's Badge Advisor, please follow the process for your region:

#### England, Scotland & Wales:

The Company Captain should apply for the Queen's Badge via the online form at [boys-brigade.org.uk/queens-badge/](https://boys-brigade.org.uk/queens-badge/). Their Queen's Badge and certificate will then be sent to their Company Captain.

#### Northern Ireland:

The application and fee for the Queen's Badge Award is included in the completion course application. Once the candidate has completed the completion course and the Queen's Badge Award; the Northern Ireland District Headquarters will post the badge and certificate to the Company Captain/Correspondent.

**The Company Captain will then arrange for the Queen's Badge to be presented at an appropriate occasion.**

#### Key Tip!

Stick a picture of the presentation in the back of the young person's book.