

Exam Number:	Submission 3
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At the beginning of the Edinburgh Award, you chose three skills that you particularly wanted to strengthen. During the Award you’ve also looked at how you can increase the impact you have on others.

Please provide a written account that shows you have been purposeful and reflective in working on your skills and impact. At this stage you should also include an indication of how you may intend to change your approach for the remainder of your time on the Award given what you have learnt to this point.

Your submission will be reviewed by students across the Award who are not involved in the same activity as you so please ensure your reflections can be understood by anyone.

If needed, further guidance, example submissions and the criteria on which submissions are judged are available at: <http://www.ed.ac.uk/edinburgh-award/peer-assessment>

***Note:** As part of the Edinburgh Award, your submissions will be reviewed by other students and staff, and may be used elsewhere (in part or in whole) – your name will never be attached and only the content you enter will be used.*

Instructions

There are four boxes below, one for each of the three skills you wanted to strengthen and one for the impact you have had. In each box write about 200 words describing **what progress you have made** (if any), **what steps** you have taken to try to improve this skill, **what you have learned** from your experiences and **what you might change** in your approach for the remainder of your time on the Award.

Don’t worry if you haven’t made as much progress as you would have liked; your description can include what has limited your progress and if there are different approaches you would take in the future. For example, you may have found that you initially overestimated your ability in one of the skills – that’s OK.

Write so that your text makes sense to someone who has had no connection with your activity.

Skill One:	Self Awareness and Reflection
Continuing to be self aware and to reflect on my experiences has been a huge help when it comes to finding the stamina to continue volunteering regularly while also doing my best in school and working part time. One thing that I've come to find really helpful is to find people who have been in similar roles for longer than I have and to connect with them. Watching how they interact with the Brownies is a huge help. After seeing interaction, particularly in tricky situations, I then reflect on what my impulse reaction was and whether I could've done better. I sometimes find that not everyone's style is compatible with my personality, and that's fine too--even when I don't agree, I still find it really helpful to see how others act and to think about what I would've done. This has probably been the most helpful part of doing the Edinburgh Award in volunteering and I'm really happy that I chose to work on it.	

Skill Two:	Creative and Inventive Thinking
<p>This term in Brownies, I was able to put my Creative and Inventive Thinking to the test when I helped to plan a sleepover! We spent 24 hours with the girls and took them to see a film, to explore the National Museum of Scotland, and then back to a church hall to have crafts, dinner, dessert, and a "campfire," complete with songs. My role, in addition to helping, was to decide what would be fun to do at the National Museum. I decided on a scavenger hunt, so I spent a few hours the week before the sleepover browsing the museum. This is a really specific example of creative thinking, but it came about as a direct result of my doing the Award. Usually I would've let someone else volunteer for that role, but I thought it would be fun and that I should give it a try, as I wasn't necessarily doing enough for this skill in my award progression. I'm really happy to say that the entire hunt was a success!</p>	

Skill Three:	Time Management
<p>I'm happy to say that my time management skills continue to improve. This is probably still a pretty weak spot for me, compared to other skills where I shine, but it's for that reason that I need to keep at it! One of the key elements here, I've found, is not getting frustrated when things don't work out. I like to plan my time in one-hour or two-hour blocks, but I have also learned to leave a lot of room for changes, should they come up. This is the result of my working, studying, and volunteering more than ten hours a week. Sometimes, I have a week where one of my obligations has to take priority. Being able to manage my time effectively, grant time to the most pressing issue, and later make time for other priorities is a hugely valuable skill. I am continuing to develop it, but I'm happy with my progress thus far.</p>	

Impact on others
<p>I am happy to say that I wrap up my two years with Brownie Guides at the end of this term feeling really confident about the skills I've developed. I believe that working with young girls to help them develop their own decision making skills and to keep them empowered and informed is one of the most important things I can do for the next generation. This volunteer role has not only helped me have an impact, it has also taught me ways that I can be really effective in this goal. By pushing myself outside my comfort zone in order to develop skills this year, I've developed even more as a person and as a volunteer. I know that the impact I have on my Brownies is wonderful, and we enjoy each other's company so much. Now I am confident in saying I will be able to impact others in the future in a similarly positive way.</p>