



The Duke of Edinburgh Award

Everything you need to know.

Name:

Form:

What is the Duke of Edinburgh Award?

The Duke of Edinburgh award successfully supports young people navigate adult life. Anyone can complete their award—regardless of ability, gender, background or location. Achieving the award isn't a competition or about coming first. It's about setting personal challenges and pushing personal boundaries.

Through the programme, young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CV's and university and job applications.

Top employers recognise the work-ready skills award holders bring to their businesses.

Why do young people do the Duke of Edinburgh award?

The benefits of achieving the award—at any level—are endless. The Duke of Edinburgh award is all about helping you long the path to a productive and prosperous future.

Many participants say 'It's life-changing'.

Achieving the award will give you skills, confidence and edge over others when you apply for college, university or a job.

Beyond academic achievements, universities like to see evidence of so called 'soft skills' that you will develop through extra

curricular activities, such as communication, commitment, leadership and teamwork. The Duke of Edinburgh award is a fantastic way to demonstrate and evidence these skills in practice.



In completing the award, you will also make a difference to other peoples lives and your community, be fitter and healthier, make new friends and have memories to last you a lifetime!

Past participants have said that completing the award gives them character traits like, confidence and resilience, that can improve their mental health and help them face and overcome personal challenges.

How much will it cost?

The Duke of Edinburgh endeavours to keep costs at a minimum, so the current Welcome Pack, which includes your participation fee, is **£25.50** for the Bronze and Silver award.

There may be additional costs such as transport or expedition costs, but you will be notified of these as soon as possible to allow a suitable amount of time for budgeting.

Everyone who pays their participation fee will receive their own DofE card which will see them get discounts on things like kit and equipment, so expeditions do not need to be expensive.

What do I need to do?



There are 3 progressive levels to the award, which when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh Award.

There are 4 sections to complete at Bronze and Silver level, and 5 at Gold. They involve helping the community/environment, becoming fitter, developing a new skill, planning, training for and completing an expedition and for Gold only, working with a team on a residential activity.

The main difference between the three levels is the time it takes to complete, the level of difficulty, and the minimum age you can start.

Sectional activities need to average an hour a week. At Bronze level, it is typical for activities to be weekly. For longer sections at Silver and Gold—potentially at Bronze depending on the activity—it can help for the activity to be longer (in terms of hours per session) but less often. This can be particularly good for the volunteering section to allow participants to take on more interesting, challenging and responsible activities.

For each section, you should set a challenging but achievable goal and be able to demonstrate development and regular progress towards this goal.

How long should it take to complete my Bronze award?

It will usually take you at least 6 months to complete your Bronze programme, with the sections split as below:

- ◇ Volunteering section: 3 months
- ◇ Physical section: 3 months
- ◇ Skills section: 3 months
- ◇ Expedition section: 2 days/1 night

You also have to spend an extra 3 months on one of the sections. It's your choice which one and although you can change your mind later, you should decide which section you want to do for longer at the beginning. Knowing how long you're going to do it for will help you to choose your activity and set your goals for each section.

How do I start?

Not sure where to start? We've created a brief guide for each section below to help and inspire you. This is not a definitive list, and you can speak to your Duke of Edinburgh co-ordinator for additional support.

1. Choose an activity that you wish to do in your own personal time, this can be something you're already doing and something new that you've always wanted to try. The most important thing is to choose something you enjoy, it will make it easier to stick with it throughout the course.
2. Make sure you do your research, decide what you want to do and agree it with your Duke of Edinburgh co-ordinator. Set yourself goals so that you can show how you have progressed throughout the section. Make sure you factor in cost when researching the activity. Some activities can be

expensive and some will be completely free—it is up to you how much you spend on each activity.

3. Find out where you can do your activity, can it be done at school or in the local area? If not then you might need to look into a different activity. Part of the challenge is finding opportunities in your local area.
4. Always check that the activity you want to do is permitted for that section with your Duke of Edinburgh co-ordinator. The DofE are very firm on what activities can be used for each section, and they cannot be used for more than one section.

Continue reading below for a more in depth look at each section, and what activities count.

Volunteering Section:

Volunteering is about giving time to do something meaningful, motivated by making a difference rather than making money. You should look for impactful opportunities around you—this can be in person or online. There are many people and organisations that are willing to provide you with opportunities to volunteer.



Some examples include:

- ◇ Litter picking
- ◇ Helping at a local food bank
- ◇ Working with older people
- ◇ Working at an animal rescue centre
- ◇ Fundraising
- ◇ Helping children to read in your local library

Physical Section:



For your physical activity, you need to choose any sport, dance or fitness activity—in short, anything that requires a sustained level of energy and physical activity. For example, playing a sport regularly and showing personal improvement would count, however learning to be a coach in the same sport would be a Skills section activity, whilst being a volunteer coach counts for the Volunteering section.

Some examples include:

- ◇ Joining a local dance class
- ◇ Horse riding
- ◇ Swimming
- ◇ Self defence
- ◇ Football
- ◇ Netball
- ◇ Athletics
- ◇ Gymnastics
- ◇ Basketball

Skills Section:

For your skills activity, you need to choose an activity that will allow you to prove that you have broadened your understanding and increased your expertise in your chosen skill. It should NOT be a physical activity such as horse riding, as this will count towards your physical section, however you could choose to learn about caring for horses instead.

Some examples include:



- ◇ Dog training & handling
- ◇ Gardening
- ◇ Playing an instrument
- ◇ Circus Skills
- ◇ Website design
- ◇ First aid
- ◇ Jewellery making
- ◇ Vlogging
- ◇ Pottery

Expedition Section:

This is the section that most participants are the most excited for. For this section you will need to plan, train for, and complete an unaccompanied, self-reliant expedition with an agreed aim. You must do the correct training for your level and mode of travel, at least one practice expedition, a qualifying expedition (this one is assessed) and a final presentation in order to complete the section.



The expedition must be completed by your own physical efforts—not just on foot! - with minimal external intervention and without motorised assistance. Your route should also be a continuous journey.

Some expedition ideas include:

- | | |
|---|--|
| <ul style="list-style-type: none"> ◇ On foot: ◇ Exploring teamwork by nominating a different leader each day. ◇ Drawing all of the different star constellations you can see ◇ Planning a route and create a signpost selfie guide | <ul style="list-style-type: none"> ◇ By bicycle ◇ Using a cycle system to undertake a research project on the provisions and quality of cycle paths ◇ Plan a remembrance cycle, which visits war memorials to understand the scale of the losses |
|---|--|

These are just a few ideas, going on an expedition gives you the chance to have an adventure, work as a team and act on your own initiative. It can be as far away or as close to home as you want it to be, and there are hundreds of ways that you can go about it!

This is just a brief guide on the Duke of Edinburgh award and what it entails, however there are sure to be questions that you have that are not covered in this booklet.

Use the section below to write down any questions that you may have:

What happens next?

If you have finished reading this booklet, and you feel like this is something you would like to do, please use the next few pages to write a letter expressing your interest to join the course.

Think about why you want to take part, think about the different activities that you could try, what are looking forward to the most. Why do you think the award is right for you. What makes you suitable?

When you have completed your letter, please make sure you hand it into Mr Thacker-Smith who will review it, and be in touch with the next steps.





NAME:

LEVEL: (Bronze, Silver or Gold):

TIMESCALE: (Number of months for this section)

Notes:

- ◇ If extra space is needed, use an additional log
- ◇ This **Activity Log** is only a personal record of the time you spend on your activities for each session
- ◇ You can download extra copies of this activity log, plus logs for the other sections from eDofE.org or DofE.org/do/activitylogs
- ◇ Remember to add this information, along with any scans, photographs etc as evidence into **eDofE**
- ◇ You can ask you Assessor, Leader, instructor, trainer, coach, mentor etc. to initial each entry.

<u>Date</u>	<u>What you did</u>	<u>Hours</u>	<u>Initials</u>



**YOUTH
WITHOUT
LIMITS**

PHYSICAL SECTION

ACTIVITY LOG

NAME:

LEVEL: (Bronze, Silver or Gold):

TIMESCALE: (Number of months for this section)

Notes:

- ◇ If extra space is needed, use an additional log
- ◇ This **Activity Log** is only a personal record of the time you spend on your activities for each session
- ◇ You can download extra copies of this activity log, plus logs for the other sections from eDofE.org or DofE.org/do/activitylogs
- ◇ Remember to add this information, along with any scans, photographs etc as evidence into **eDofE**
- ◇ You can ask you Assessor, Leader, instructor, trainer, coach, mentor etc. to initial each entry.

<u>Date</u>	<u>What you did</u>	<u>Hours</u>	<u>Initials</u>

<u>Date</u>	<u>What you did</u>	<u>Hours</u>	<u>Initials</u>





**YOUTH
WITHOUT
LIMITS**

VOLUNTEERING SECTION

ACTIVITY LOG

NAME:

LEVEL: (Bronze, Silver or Gold):

TIMESCALE: (Number of months for this section)

Notes:

- ◇ If extra space is needed, use an additional log
- ◇ This **Activity Log** is only a personal record of the time you spend on your activities for each session
- ◇ You can download extra copies of this activity log, plus logs for the other sections from eDofE.org or DofE.org/do/activitylogs
- ◇ Remember to add this information, along with any scans, photographs etc as evidence into **eDofE**
- ◇ You can ask you Assessor, Leader, instructor, trainer, coach, mentor etc. to initial each entry.

Date	What you did	Hours	Initials