

## Duke of Edinburgh Award

### How is an Award Achieved?

Each young person who takes part in the Award learns a skill, improves their physical well being, volunteers in their community and experiences a team adventure in a new environment. All Participants are supported by a network of adult Award Leaders, Assessors, Supervisors, and mentors.

### The key elements of the program are:

- Open to all between the ages of 14 to 25.
- Three levels: Bronze, Silver, and Gold, each progressively more challenging.
- Four Sections: Physical Recreation, Skill, Service, Adventurous Journey plus Residential Project (Gold Level only).
- Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.

### The Fundamentals of the Award

- Regular participation in activities is required to meet the time requirements of each Award Section and Level.
- Focuses on capacity building by encouraging all young Australians to make independent decisions and to negotiate priorities through participation.
- Provides a framework that works with all young people in any conceivable situation. This includes youth at risk, Indigenous youth, new refugees, marginalised youth, young people in regional and remote communities, and young people with disabilities.
- Assists with the provision of social infrastructure in the community and draws together and connects people, institutions and generations with the common purpose of youth development and inclusion.

### Award Framework

#### The Award is comprised of three levels and four sections.

Participants complete all four Sections at each level in order to achieve either their Bronze, Silver or Gold Award. At Gold level, Participants also complete a Residential Project.

**Three Levels**

**Bronze**

**Silver**

**Gold**



### Sections

Four Sections for Bronze and Silver, five Sections for Gold (none more important than another):



**Service**



**Physical  
Recreation**



**Skill**



**Adventurous  
Journey**



**Residential  
Project**

<b>BRONZE</b>	3 months	3 months	3 months	2 days/1 night (1 x practice journey & 1 x qualifying journey)	N/A  Gold Level only
14+ years					
Averaging at least 1 hour per week. Plus additional 3 months for a Major Section-either Service, Skill or Physical Recreation *					

## The Four Operating Principles

These operating principles (Reference: International Declaration – Article 3) form the mandatory features of the Award. Together with the 10 guiding principles listed below, they form the essential components of the Award.

### Age

Participants need to be between their 14th and 25th birthdays to be doing The Award.

### Structure

The structure of The Award program consists of four mandatory sections: Service, Adventurous Journey, Skill and Physical Recreation. At Gold level Participants also undertake a Residential Project away from home.

### Levels

There are three levels of Award: Bronze (for those aged 14 or over), Silver (for those aged 15 or over) and Gold (for those aged 16 or over)

### Minimum Time

The minimum period of participation for direct entrants to qualify for an Award is six months for Bronze, 12 months for Silver and 18 months for a Gold Award.

## The Ten Guiding Principles

One program for all, regardless of location or circumstance.

### Individual

Individuals design their own program, which is tailored to suit their personal circumstances, choices and local provision. They start at whichever level of the Award that suits them best and they can take as long as they wish (within the age limit) to achieve their Award. This process is typically undertaken with their Award Leader.

### Non-competitive

Doing their Award is a personal challenge and not a competition against others. Every Participant's program is tailor-made to reflect their individual starting point, abilities and interests.

## **Achievable**

An Award is achievable by any individual who chooses to take up the challenge, regardless of ability, gender, background, or location, with the right guidance and inspiration.

## **Voluntary**

Whilst the Award may be offered within school, university, work time, custody or extra-curricular activity, individuals choose to do a program and must commit a substantial amount of their free time to undertake their activities.

## **Development**

Participating in their Award program fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community, transforming them into responsible young adults. They have the chance to discover their potential through the encouragement and the individual programming provided by volunteers.

## **Balanced**

The Award provides a balanced framework to develop the individual's mind, body and community spirit by engaging them in a range of up to five different challenges.

## **Progressive**

The Award is about setting goals and working towards these. Activity time undertaken prior to being accepted as a Participant by the Award Leader cannot be included in the minimum participation time requirements. At each level of engagement, the Award demands progressively more time, commitment and responsibility from the Participant.

## **Inspiration**

The Award inspires individuals to exceed their expectations. They are encouraged to set their own challenges and goals before starting an activity, aim for these goals and by showing improvement, achieve an Award.

## **Persistence**

The Award requires persistence and cannot be completed with a short burst of enthusiasm. Participants are encouraged to continue with activities and to maintain their interest beyond their program requirements.

## **Enjoyable**

Participants and Award Leaders should find the Award enjoyable, fulfilling and rewarding.

## **DESIGN your Award program**

You do not need to commence each activity at the beginning of your Award. It is common for participants to identify their major activity (the one they will do for the longest duration) and start on that one first. However, Your Award Leader and Assessor must agree on the activities you have selected.

## **Set SMART goals**

Participants, with support from their Award Leaders and Assessors, need to set a personal goal for each of their selected activities. To assist with this, Participants should create SMART goals for each component of the Award, which helps them grow and develop.

Participant goals should be Specific, Measurable, Achievable, Realistic and Timed.

Goals should reflect the Participant's interests and strengths, yet also be challenging. For a new activity the goal can simply be learning the new skill, eg: to bake a variety of cakes; learn archery; or play flamenco guitar. If it is an existing activity, the goal will need to be more specific, e.g.: to improve my goal shooting success rate; improve time management; or master Brahms complex violin pieces

## 1. Services

Participants are required to give service (volunteer) over a set period of time that enables them to experience the benefits that their service provides to others.

### Examples of Service:

- Visiting and supporting people in need, such as the elderly, or those with disabilities.
- Volunteering at a hospital or local care home.
- Sports coaching
- Charity work
- First aid

### Time requirements:

- Bronze – at least 3 months or 6 months if chosen as a Major Section
- Silver – at least 6 months or 12 months if chosen as a Major Section
- Gold – at least 12 months or 18 months if chosen as a Major Section

### Requirements:

For this Section, Participants must:

1. Undertake an activity regularly where they are donating their time to a genuine cause for the required length of time depending on the Award level chosen.
2. Meet the minimum time requirements depending on the Award level chosen.
3. Show regular commitment, progress and improvement in their chosen volunteer activity.
4. Understand that regular time commitment means at least one (1) hour per week (refer to handbook 1.6.3 for Time Requirements Explained)
5. Undertake activities substantially in their own time. This means that whilst some activity may take place within school, university or work hours, most of it should occur outside of these scheduled times

### Assessments:

Assessment is undertaken by a suitably experienced and/or qualified Assessor (Volunteer#) who has been nominated by the Award Unit or identified by the Participant, and approved by their Award Leader, on behalf of the Award Unit. Please note that the selected Service activity may require Assessors to be qualified or registered with a relevant club, institution or accredited organisation.

In most circumstances an Assessor should not be an immediate family member.

Assessors both help Participants set goals for their chosen activity and assess whether or not a Participant has undertaken the required regular effort and has strived to achieve their goals. Group activities are to be assessed with regard to each individual's contribution to planning, execution and completion.

Assessors are responsible for writing the final assessment report and signing off the Section which they are assessing. The frequency of the contact and monitoring between the Participant and the Assessor will depend on the activity and the age/level of independence of the Participant. As a guide, every 2 – 4 weeks may be appropriate.

### Steps:

1. Choose your activity. If there's something you really want to do but don't know how to go about it, talk to your Award Leader, your family, your friends, and do some research online.
2. With the guidance of your Award Leader, identify your Assessor(s). They must be suitably experienced and/or qualified and be approved by your Award Leader before you can undertake any Duke of Ed activities with them.
3. You may identify your Assessor(s) yourself, or with the help of your Award Leader. They must be suitably qualified or experienced and approved by your Award Leader Award Unit.
4. Set yourself challenging and realistic goals, in consultation with your Assessor(s). It is really important that you do this before you start your activity, so you know what you are working towards.

5. Undertake any necessary training as required by the organisation.
6. Pursue these goals for the required time (depending on The Duke of Ed level being undertaken), and log hours and activity into your Record Book.
7. You may like to keep a journal. This could be a diary, photos, video, or a blog.
8. Keep in touch with your Assessor so they can monitor your progress and discuss any concerns you may have about achieving your goals.
9. Once you have completed your activity and reached your goal, ask your Assessor to complete your final assessment in your Record Book.
10. Remember, your Award Leader and Assessor are there to guide you and help with any questions you have along the way, so don't be afraid to ask!
11. Once you have completed all your Sections, submit your Record Book to your Award Leader for final assessment of your Award.

### **Ideas:**

Below are some ideas for the Service Section to discuss with your Participants. Remember, this list is a guide only and is not exhaustive – the list of possible activities is almost unlimited.

The best measure for deciding whether or not an activity is suitable is to assess whether the Participant is donating their time in order to help others or to help a cause, and that they can learn and benefit from their service. If in doubt, please contact your State/Territory Award Operating Authority for advice.

Please note that many of these activities could be undertaken individually or as part of a group. If doing as part of a group, each Participant must set their own goals and ensure they are challenged at a personal level.

### **Environmental service**

- Participating in a conservation project, e.g. clearing weeds, cleaning a river, or caring for threatened wildlife or trees.
- Caring for a public/school garden.
- Providing, maintaining, and encouraging the use of public wastepaper bins.
- Working in a clean-up campaign.
- Bush and natural environment regeneration.
- Joining local Landcare/Bushcare groups.

### **Emergency services**

- Helping an emergency service team, eg SES, RFS, CFS, St John's Ambulance, Royal Lifesaving.
- Assisting with local or national disaster operations.

Note: Completing training alone does not fully meet the requirements for this Section, e.g. a first aid course or emergency skill (e.g. an SES Communications Course). Practical service must also be given such as attending events as a First Aider.

### **Animal welfare**

- Caring for animals under threat.
- Assisting with organisations who care for neglected and abandoned animals, such as the RSPCA or WIRES.
- Walking the dog of an elderly or disabled person.
- Wildlife rescue.

### **Charity work**

- Fundraising for a charity – this could be through fundraising events such as organising a school fundraising drive.
- Producing a newsletter for a charity.
- Creating or maintaining a charity website.
- Helping out at a charity clothing store.

## Youth work

- Acting in a leadership role in a youth club, school or uniformed youth organisation.
- Helping other young people participate in The Duke of Ed by acting as a leader for Bronze or Silver Participants (under the guidance of one's own Award Leader).
- Community education and health education.
- Working with experienced persons to educate the local community, or specific groups within it, on important health issues such as malaria or AIDS education, primary health care, immunisation

## Teaching/assisting a person to read or write.

- Assisting in the teaching of primary school children.

Note: Undertaking school based activities such as SRC or Peer/Buddy Programs must comply with the requirements that a substantial amount of the activity is to be undertaken in the Participant's own time, e.g. lunch breaks, before or after school academic hours.

## People in the community

- Visiting people in need, such as elderly or disabled people, on a regular basis to provide assistance with shopping, gardening or other domestic tasks, or simply to keep them company.
- Voluntary work in hospitals, libraries and care centres.
- Visiting prisons or detention centres (under the auspices of the proper authorities).
- Helping with a local community radio or newspaper.

Note: unpaid baby-sitting, especially in private homes would normally not meet the requirements of this Section. If the baby-sitting was assisting at a local clinic, playgroup on a regular basis it would apply as would baby-sitting/child care in a private home for respite purposes. There are also important safety and carer requirements associated with this type of Service that need to be carefully considered.

## Sports and leadership

- First aid – doing a course and then making their skills available to the benefit of the local community i.e. being a first-aider at football matches or dance competitions etc.
- Coach your local junior sporting team.
- Referee/umpire at sporting games for junior teams.
- Completing patrols for your local Surf Life Saving club.

## 2. Physical Recreation

Encouraging healthy behaviours has benefits, not only for Participants but also for their communities, whether through improved health, or active participation in team activities. This Section specifically aims to improve the health, team skills, self-esteem and confidence of Participants.

## Examples of Physical Recreation

- Ball sports – football, rugby, volleyball, basketball, cricket, golf, tennis, netball
- Athletics – running, jumping, throwing, triathlon, decathlon
- Water sports – surfing, canoeing, kayaking, swimming, water polo, diving, rowing
- Martial arts – karate, judo, kickboxing, boxing, taekwondo, kendo
- Animal sports – horse riding, polo
- Other Activities including dancing, gymnastics, cycling

## Time requirements

- Bronze – At least 3 months or 6 months if chosen as a Major Section
- Silver – At least 6 months or 12 months if chosen as a Major Section
- Gold – At least 12 months or 18 months if chosen as a Major Section

## Requirements:

For this Section, Participants must:

1. Undertake an activity regularly where they work up a sweat, for the required minimum length of time depending on Award level chosen
2. Meet the minimum time requirements, depending on The Award level chosen
3. Show regular commitment, progress and improvement in their chosen activity
4. Understand that regular time commitment means at least one (1) hour per week
5. Undertake activities substantially in their own time. This means that while some activity may take place within school, university or work hours, most of it should occur outside of these scheduled times.

### **Assessment:**

Assessment is undertaken by a suitably experienced and/or qualified Assessor (Volunteer#) who has been nominated by the Award Unit or identified by the Participant, and approved by their Award Leader, on behalf of the Award Unit. Please note that the selected Skill activity may require Assessors to be qualified or registered with a relevant club, institution or accredited organisation.

In most circumstances an Assessor should not be an immediate family member. Assessors both help Participants set goals for their chosen activity and assess whether or not a Participant has undertaken the required regular effort and has strived to achieve their goals. Group activities are to be assessed with regard to each individual's contribution to planning, execution and completion.

Assessors are responsible for writing the final assessment report and signing off the Section which they are assessing. The frequency of the contact and monitoring between the Participant and the Assessor will depend on the activity and the age/level of independence of the Participant. As a guide, every 2 – 4 weeks may be appropriate.

### **Steps:**

Here is a guide on talking through the steps to your Participants

1. Choose your activity. If there's something you really want to do, but don't know how to go about it, talk to your Award Leader, your friends, your family, and do some research online
2. With the guidance of your Award Leader, identify your Assessor(s). They must be suitably experienced and/or qualified and be approved by your Award Leader before you can undertake any Duke of Ed activities with them
3. Set yourself challenging and realistic goals, in consultation with your Assessor(s). It is really important that you do this before you start your activity, so you know what you are working towards
4. Pursue these goals for the required time (depending on The Duke of Ed level being undertaken), and log hours and activity into your Record Book
5. You may like to keep a journal. This could be a diary, photos, video or a blog
6. Keep in touch with your Assessor so that they can monitor your progress and discuss any concerns you may have about achieving your goals
7. Once you have completed your activity and reached your goal, ask your Assessor to complete the final assessment in your Record Book
8. Once you have completed all Sections, submit your Record Book to your Award Leader for final assessment of your Award
9. Remember, your Award Leader and Assessor are there to guide you and help with any questions you have along the way, so don't be afraid to ask!

### **Ideas:**

Below are some ideas for the Physical Recreation Section to discuss with your Participants. Remember, this list is a guide only and is not exhaustive. The best measure for deciding whether or not an activity is suitable is to assess whether the Participant will improve their physical wellbeing when undertaking it. If in doubt, please contact your State/Territory Award Operating Authority for advice.

Please note that a Participant may be involved in more than one of these activities as part of their Physical Recreation Section of The Duke of Ed

### **Individual Activities**

Prior to undertaking any activities, please refer to The Duke of Ed insurance policies available under resources

- Acrobatics/Trapeze
- Aerobics
- Athletics
- Canoeing
- Cycling
- Dance (can be individual)
- Gymnastics
- Martial arts e.g. karate, aikido, judo, kickboxing, fencing, kendo (insurance restrictions need to be observed)
- Horse riding
- Ice skating
- Indoor rock climbing
- Jogging
- Jumping (high, long, triple)
- Motorsports
- Orienteering
- Personal training programs
- Running
- Skateboarding
- Skiing/snowboarding
- Skipping
- Surfing
- Swimming
- Tennis
- Throwing (hammer, javelin, shot put)
- Walking
- Yoga

## **Group Activities**

- Baseball
- Basketball
- Cricket
- Dancing (all types)
- Football
- Golf
- Handball
- Hockey
- Ice Hockey
- Lacrosse
- Netball
- Polo
- Rowing
- Sailing
- Soccer
- Softball
- Squash
- Synchronised swimming
- Tennis
- Touch football
- Volleyball
- Water polo

## **Physical Recreation or Skill?**

### **How Do I Know If An Activity Is Suitable For The Skill or Physical Recreation Section?**

Sometimes an activity seems to fit in both the Skill and Physical Recreation Sections, so how do you as an Award Leader give the best guidance for a Participant to select the Section that this activity will count

towards? In order to understand whether an activity is more suitable for Skill or Physical Recreation, it is important to look at the overall ethos for each Section. For Physical Recreation, we talk about breaking a sweat and engaging in physical activity, whereas for Skill we talk about broadening your personal interests and skill set in a non-physical manner. Clay shooting or archery are Olympic Sports, but may be considered sedentary activities. However, these activities often require body strengthening and general aerobic fitness to perform safely and effectively.

Here are some examples where similar activities can be very different and how you would decide the most suitable Section for your Participant to undertake that activity.

Please note: These are examples only. There may be other activities like this where, as an Award Leader, you will be required to offer guidance to your Participants.

**Example 1:** A young person may enjoy fishing. Regular fishing on land is fairly sedentary and doesn't require much physical exertion; therefore this could be classified as a Skill. On the other hand, fly fishing (which occurs in the water) tends to be more physically intensive. This may also apply to deep sea fishing. Whilst participating in this activity, you break a sweat; therefore this is classed as Physical Recreation activity.

**Example 2:** Learning to drive is classified as a Skill as minimal physical activity is required. On the other hand, Motorsports is classed as Physical Recreation as this requires physical fitness.

**Example 3:** Participants may opt to do dance for their Physical Recreation section of their Duke of Ed. Styles of dance that are classified as Physical Recreation would include jazz, ballet, hip hop, salsa and tango. On the other hand, if a Participant opts to do choreography, this could be classified as a Skill as the focus of their work is not the physical activity. Likewise, dance theory could also be a Skill as the focus is on understanding the theory behind dance, not actually dancing.

If you are unsure about how an activity should be classified please check with your State/Territory Award Operating Authority before the activity is commenced.

### 3. Skills

The Skills Section provides the opportunity for a Participant to either improve on an existing skill, or to try something new. As with the other Sections of the Award, a level of commitment is required over time to progress a skill. It leads to a sense of achievement and well-being, and possibly improved employability through the development of life and vocational skills.

#### Examples of Skills

- Music – singing, learning to play an instrument, music event management
- Sports related – sports officiating, umpiring/refereeing, sports ground maintenance
- Arts and crafts – ceramics, embroidery, jewellery making, drawing, painting, sculpture, photography
- Nature and the environment – agriculture, astronomy, bee keeping, conservation, fishing, forestry, gardening
- Communication – film and video, languages, reading, writing, public speaking, journalism, website development
- Games – billiards, snooker or pool, chess, darts, backgammon

#### Time Requirements

- Bronze – 3 months or 6 months if chosen as a Major Section
- Silver – 6 months or 12 months if chosen as a Major Section
- Gold – 12 months or 18 months if chosen as a Major Section

#### Requirements:

For this Section, Participants must:

1. Undertake an activity regularly which develops or improves on a desired skill, for the required length of time depending on the Award level chosen.

2. Meet the minimum time requirements depending on the Award level chosen.
3. Show regular commitment, progress and improvement in their chosen activity.
4. Understand that regular time commitment means at least one (1) hour per week (refer to Handbook Section 1.6.3 Time Requirements Explained)
5. Undertake activities substantially in their own time. This means that whilst some activity may take place within school, university or work hours, most of it should occur outside of these scheduled times.

## Assessment:

Assessment is undertaken by a suitably experienced and/or qualified Assessor (Volunteer#) who has been nominated by the Award Unit or identified by the Participant, and approved by their Award Leader, on behalf of the Award Unit. Please note that the selected Skill activity may require Assessors to be qualified or registered with a relevant club, institution or accredited organisation.

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Assessors are responsible for writing the final assessment report and signing off the Section which they are assessing. The frequency of the contact and monitoring between the Participant and the Assessor will depend on the activity and the age/level of independence of the Participant. As a guide, every 2 – 4 weeks may be appropriate.

## Steps:

Here is a guide on talking through the steps to your Participants

1. Choose your activity. If there's something you really want to do, but don't know how to go about it, talk to your Award Leader, your friends, your family, and do some research online.
2. With the guidance of your Award Leader, identify your Assessor(s). They must be suitably experienced and/or qualified and be approved by your Award Leader before you can undertake any Duke of Ed activities with them.
3. Set yourself challenging and realistic goals, in consultation with your Assessor(s). It is really important that you do this before you start your activity, so you know what you are working towards.
4. Pursue these goals for the required time (depending on The Duke of Ed level being undertaken), and log hours and activity into your Record Book.
5. You may like to keep a journal. This could be a diary, photos, video or a blog.
6. Keep in touch with your Assessor so that they can monitor your progress and discuss any concerns you may have about achieving your goals.
7. Once you have completed your activity and reached your goal, ask your Assessor to complete the final assessment in your Record Book.
8. Once you have completed all Sections, submit your Record Book to your Award Leader for final assessment of your Award.
9. Remember, your Award Leader and Assessor are there to guide you and help with any questions you have along the way, so don't be afraid to ask!

## Ideas:

Below are some ideas for the Skill Section to discuss with your Participants. Remember, this list is a guide only and is not exhaustive. The best measure for deciding whether or not an activity is suitable is to assess whether the Participant can develop within their chosen activity, whether or not they can set achievable goals, and whether the activity will require regular effort.

If in doubt, please contact your State/Territory Award Operating Authority for advice.

Please note that many of these activities could be undertaken individually or as part of a group. If doing as part of a group, each Participant must set their own goals and ensure they are challenged at a personal level.

## **Arts and design**

- Architecture appreciation
- Art history
- Calligraphy
- Choreography
- Dance theory
- Drawing
- Graphic design
- Painting
- Photography
- Sculpture
- Textile and fashion design

## **Crafts**

- Basket weaving
- Bookbinding
- Cake decoration
- Candle making
- Card making
- Ceramics
- Clay modelling
- Cookery
- Embroidery
- Flower arranging
- Glass painting
- Glasswork
- Jewellery making
- Knitting
- Lace making
- Leatherwork
- Origami
- Quilting
- Sewing
- Scrap booking
- Rug making
- Soft toy making
- T-shirt painting
- Weaving
- Wine appreciation (observe minimum age for drinking alcohol)
- Wine making

## **Communications**

- Audio production
- Braille
- Film and video making
- Film studies
- Foreign languages
- Journalism
- Newsletter and magazine production
- Public speaking and debating
- Reading
- Radio, including hosting radio shows, producing, audio production
- Sign language
- Website and digital communications production, including blogs, podcasts, producing, information architecture, programming, front end design
- Writing (creative, journalism, essays)

## **Environment/nature**

- Agriculture/farming
- Aquarium keeping
- Astronomy
- Bee keeping
- Bird watching
- Conservation
- Dog training and handling
- Forestry
- Gardening
- Horticulture
- Horse care and handling
- Insect study
- Keeping pets
- Weather studies/ meteorology

## **Games**

- Backgammon
- Billiards
- Card games (please observe no gambling)
- Chess
- Darts
- Fantasy role playing games
- Table games
- Pool

## **Hobbies**

- Aircraft recognition
- Brass rubbing
- Coin collecting
- Stamp collecting
- Ship recognition
- Model construction
- Model soldiers

## **Life and vocational skills**

- Accounting
- Committee skills
- Cooking
- Democracy and political studies
- Drugs awareness
- Engineering
- Event planning and organising
- Furniture making
- Furniture restoration
- Hairdressing
- Health awareness
- Home science
- Information technology
- Learning to drive
- Peer education
- Metal work
- Money management
- Tailoring
- Woodwork
- Vehicle restoration
- Vehicle mechanics, including cars, motorbikes
- Upholstery

## Music

- Bell ringing (campanology)
- Disc Jockey (DJ)
- Music appreciation
- Musical theory
- Playing an instrument, including learning and practicing, playing in a band or orchestra
- Singing solo, in a choir or a band
- Writing music

## Performance

- Acting
- Baton twirling
- Drama and theatre skills, including improvisation, street performance
- Circus skills, including juggling
- Puppetry

## Sports related

- Sports officiating
- Umpiring and refereeing
- Sports journalism
- Sports equipment making and maintenance
- Sports ground maintenance
- Dance appreciation
- Flying (insurance restrictions need to be observed)
- Gliding (insurance restrictions need to be observed)

## Skill or Physical Recreation?

### How Do I Know If An Activity Is Suitable For The Skill or Physical Recreation Section?

Sometimes an activity seems to fit in both the Skill and Physical Recreation Sections, so how do you as an Award Leader give the best guidance for a Participant to select the Section that this activity will count towards? In order to understand whether an activity is more suitable for Skill or Physical Recreation, it is important to look at the overall ethos for each Section. For Physical Recreation, we talk about breaking a sweat and engaging in physical activity, whereas for Skill we talk about broadening your personal interests and skill set in a non-physical manner. Clay shooting or archery are Olympic Sports, but may be considered sedentary activities. However, these activities often require body strengthening and general aerobic fitness to perform safely and effectively.

Here are some examples where similar activities can be very different and how you would decide the most suitable Section for your Participant to undertake that activity.

Please note: These are examples only. There may be other activities like this where, as an Award Leader, you will be required to offer guidance to your Participants.

**Example 1:** A young person may enjoy fishing. Regular fishing on land is fairly sedentary and doesn't require much physical exertion; therefore this could be classified as a Skill. On the other hand, fly fishing (which occurs in the water) tends to be more physically intensive. This may also apply to deep sea fishing. Whilst participating in this activity, you break a sweat; therefore this is classed as Physical Recreation activity.

**Example 2:** Learning to drive is classified as a Skill as minimal physical activity is required. On the other hand, Motorsports is classed as Physical Recreation as this requires physical fitness.

**Example 3:** Participants may opt to do dance for their Physical Recreation section of their Duke of Ed. Styles of dance that are classified as Physical Recreation would include jazz, ballet, hip hop, salsa and tango. On the other hand, if a Participant opts to do choreography, this could be classified as a Skill as

the focus of their work is not the physical activity. Likewise, dance theory could also be a Skill as the focus is on understanding the theory behind dance, not actually dancing.

If you are unsure about how an activity should be classified as, please check with your State/Territory Award Operating Authority before the activity is commenced.

#### **4. Adventurous Journey**

The journey can be an exploration or an expedition but must be a challenge. The aim of this Section is to provide participants with the opportunity to learn more about the wider environment, as well as to develop their self-confidence, team work and health. Participants are taken out of their comfort zone- in an unfamiliar environment but kept within a safe and secure setting, achieved through suitable training and supervision.

#### **Examples of Adventurous Journeys (explorations and expeditions)**

- Exploring the natural world: flora, fauna, erosion, geology, coastal studies
- Exploring river valleys, plant studies, exploring human impact: visitor pressure in national parks, pollution
- Carrying out health surveys or health education in remote areas
- Completing a demanding journey by foot, cycle, canoe or kayak
- Kayaking the entire navigable stretch of a river
- An extensive sail across an ocean
- Climbing mountainous peaks
- Cycling from one part of a country to another
- Undertaking a challenging journey in an urban environment

#### **Time requirements**

Level	Days	Nights	Minimum total hrs purposeful* effort	Minimum average hrs purposeful* effort/day
Bronze	2	1	12	6
Silver	3	2	21	7
Gold	4	3	32	8

\*Purposeful effort means time spent towards accomplishing the purpose of the journey. Time associated with sleeping, cooking and eating is in addition to this time.

#### **Three Types of Adventurous Journey**

1. Expeditions – a journey with a purpose
2. Explorations – a purpose with a journey
3. Adventurous Projects (Gold Only)

#### **Requirements:**

All Adventurous Journey requirements must be considered with reference to any applicable State or Territory Government requirements, adventure activity standards or industry guidelines.

For this Section, Participants must:

1. Have a clearly defined purpose for each journey.
2. Undertake preparation and training which is relevant to their planned journey and skill level. Note: Sufficient preparation and training is required at each level of The Duke of Ed to ensure all journeys are safe.
3. Ensure they discuss and get approval from their Award Leader prior to undertaking Adventurous Journeys. This includes all practice journeys and all qualifying journeys.
4. Obtain written parent/guardian consent prior to departing on each journey (if they are under the age of 18).
5. Be supervised and also assessed by suitably skilled, experienced and/or qualified Volunteer(s).

6. Ensure there are a minimum of four (4) people in each Adventurous Journey group (with a maximum of seven (7)). Groups larger than 7 should be split into smaller sub-groups.
7. Endeavour to undertake their Adventurous Journey(s) with peer group who will make decisions together.
8. Ensure both the practice and qualifying journeys are of a similar nature and duration, and are in a similar environment (but not over the same route). These journeys must be using the same mode of travel (e.g. canoeing, walking etc).
9. Undertake sufficient practice journeys to ensure that the qualifying journey is safe. At least one practice journey is required at each level of The Duke of Ed.
10. Only utilise simple self-catering accommodation (e.g. shelters, tents, hostels).
11. Ensure the qualifying Adventurous Journey meets the minimum time requirements for the chosen level of The Duke of Ed as outlined in the "Time Requirements" table below.
12. Upon completion of the practice and qualifying journeys, submit/present a journey report to their Assessor.
13. Undertake activities substantially in their own time. This means that whilst some activity may take place within school, university or work hours, most of it should occur outside of these scheduled times.

## Components:

There are 3 main components of the Adventurous Journey Section:

1. preparation and training
2. practice journey(s)
3. qualifying journey(s)

These components are sequenced within the following summary process:

- **Initial Briefing** - Sets expectations and outlines the nature of the Adventurous Journey
- **Preparation and Training** - Ensures Participants are competent in the necessary skills to safely undertake their practice journey
- **Practice journey(s)** - Prepares the team for their independent qualifying journey
- **Qualifying journey** - Independent team journey
- **Report** - Participants submit final report and Assessor gives final approval - see Log& Report Tab for details on this

## Assessment:

Assessment is undertaken by a suitably skilled, experienced and/or qualified Volunteer# or paid external contractor who has been nominated by the Award Unit or identified by the Participant, and approved by their Award Leader, on behalf of the Award Unit. In most circumstances an Assessor should not be an immediate family member.

Assessors both help Participants set goals for their chosen activity and assess whether or not a Participant has undertaken the required effort and has strived to achieve their goals. Group activities are to be assessed with regard to each individual's contribution to planning, execution and completion. The Assessor and Supervisor for the Adventurous Journey may be the same person, or they may be different depending on their skills/experience/qualifications.

There are two stages for the assessment of each Adventurous Journey (this means all practice and qualifying journeys):

1. Pre-approval. Approval for participation on each journey must be given by the Assessor and Award Leader before each Participant undertakes a journey.
2. Post-approval. At the completion of each journey each Participant must be assessed to ensure they have each fulfilled all the relevant requirements.

Assessors must be mindful that the journey belongs to the Participants. This essential independence safeguards the integrity of the Adventurous Journey Section of The Duke of Ed program. Assessors are responsible for writing the final assessment report and signing off the Section which they are assessing. The frequency of the contact and monitoring between the Participant and the Assessor

during the planning and actual journeys will depend on the activity and the age/level of independence of the Participant.

Each Participant is to be monitored and assessed by their Assessor for:

1. Effort
2. Perseverance
3. Progress

A Participant satisfies the requirements of the Adventurous Journey Section if the Assessor is satisfied that:

1. The Participant's commitment was substantially in their own time outside of school, university or work hours.
2. The Participant has met the preparation and training requirements, completed at least one practice journey and has completed their qualifying journey.
3. Progress has been made based upon the Participant's initial knowledge and ability, and the Participant has strived to meet their goals and achieve the Adventurous Journey purpose.
4. Minimum hours and time requirements have been met.
5. An appropriate qualifying journey report has been submitted/presented.

### **Steps:**

1. Decide whether you want to undertake an expedition, exploration or adventurous project.
2. If you are undertaking an expedition or exploration, form a small team.
3. If you are planning an adventurous project submit your proposal, in conjunction with your Award Leader, to your State/Territory Award Operating Authority for review.
4. With the guidance of your Award Leader, identify your Assessor(s) and Supervisor(s). They must be suitably skilled, experienced and/or qualified and be approved by your Award Leader before you can undertake any Duke of Ed activities with them.
5. Define the purpose for your journey. Please note for expeditions and explorations, each member of the team may have different purposes to pursue.
6. Plan your journey with your Assessor(s) and/or Supervisor(s). At this stage, the required preparation and training will be determined by your Assessor/Supervisor. (Please note that some training is usually required depending on your level of skill and experience).
7. Seek approval from your Award Leader.
8. Undertake relevant preparation and training. Your Assessor(s) and Award Leaders are there to guide you on what training is required.
9. If you are under 18 years of age obtain your parents/guardians written consent prior to departing on each Adventurous Journey.
10. Please note that at least one practice journey must be undertaken, and in some cases more than one is required. If you have started your Award at Silver or Gold levels, you may need to undertake two or three practice journeys prior to your qualifying journey. Please discuss this with your Assessor(s) and Award Leader.
11. Review your practice journey(s) and plan and prepare for your qualifying journey with your Assessor(s) and Award Leader.
12. Keep logs for each of your journeys. The qualifying journey log is used to compile your qualifying journey report. See Log & Report tab for more information.
13. Once you have completed your qualifying journey and submitted/presented your qualifying journey report, ask your Assessor to complete their final assessment in your Record Book.
14. Remember, your Award Leader and Assessor(s) are there to guide you and help with any questions you have along the way, so don't be afraid to ask!
15. Once you have completed all your Sections, submit your Record Book to your Award Leader for final Assessment of your Award.

### **Log/Report:**

It is a requirement of The Duke of Ed, that Participants keep a log during both their practice and their qualifying journeys. A log is comprised of field notes/records taken during the journey. Participants then use their log to compile and submit/present a report of their qualifying journey to their Adventurous Journey Assessor. The report is the final requirement of the Adventurous Journey Section.

and may be written or be presented in more than one medium. For example, the report could be verbally presented together with documentation, or be in a multi-media format (e.g. video diary, slide presentation or photo essay). It is preferable that the format and the expected standard of the report be agreed upon with the Assessor prior to the commencement of the journey, i.e. in the planning stages. The report may be completed on an individual or group basis.

Suggested information to include in the qualifying journey report:

1. Route/Map – showing route, a route plan, meal stops, check or rendezvous points and camp sites.
2. Equipment List – together with comments on equipment taken which was inappropriate or not needed; and equipment not taken but which would have been helpful; details of any repairs or maintenance required.
3. Clothing List – with comments as for equipment (see above).
4. Food List – including menus and comments on adequacy of rations.
5. Comprehensive Description of the Journey – to include:
  - feelings about the trip - experiences regarding teamwork (e.g. morale, leadership, decision-making), personal reflections (including strengths, weaknesses, concerns and accomplishments, highs, lows and what you may have learnt about yourself)
  - adequacy of campsites, water supply etc
  - observations such as vegetation and animal/bird life experienced
  - information - historical, botanical, geographical, cultural, scenic etc
  - any other matter relating to the trip and its organisation
  - any noteworthy observations or events
6. Information regarding any incidents that may have occurred during your adventurous journey – such as change of route from the initial plan, unexpected weather impact, equipment failure, illness or injury to any group member and what action was taken to deal with this incident.
7. Supporting Evidence – sketches, detailed maps, photos, video, clippings, etc.

Submission/presentation of an appropriate Qualifying Journey report is the final requirement of the Adventurous Journey Section.

## **Ideas:**

Prior to undertaking any activities, please refer to The Duke of Ed insurance policies available under resources.

## **Expedition Ideas**

- Bushwalking
- Canoeing
- Cycling
- Horse riding
- Rafting
- Sailing
- Cross country skiing

## **Exploration Ideas**

- Scientific/Geographic explorations
- Historical/Cultural trips
- Flora/Fauna studies
- Mapping shipwrecks
- Exploration of old cemeteries in a region
- Experience and understand other languages/cultures