



**What is the DofE?**

The DofE programme is a real adventure.  
It doesn't matter who you are or where you're from.  
You just need to be aged between 14 and 24.

You can do DofE programmes at three levels:

- **Bronze** (aged 14+)
- **Silver** (aged 15+)
- **Gold** (aged 16+)

...which lead to a Duke of Edinburgh's Award.

You achieve an Award by completing a personal programme of activities in four sections:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.

# Time and age requirements

Level:	Minimum period of participation by:	
	Direct entrants	Previous level Award holders
<b>Bronze</b>	<b>6 months</b>	<b>n/a</b>
<b>Silver</b>	<b>12 months</b>	<b>6 months</b>
<b>Gold</b>	<b>18 months</b>	<b>12 months</b>

# Bronze Award (14+ years old)

Volunteering	Physical	Skills	Expedition
3 months	3 months	3 months	Plan, train for and complete a 2 day, 1 night expedition

*All participants must undertake a **further** 3 months in the Volunteering, Physical or Skills section.*

# Choosing activities

There is a massive choice of activities that count towards DofE programmes. You can select practically any activity you want – as long as it's legal and morally acceptable.

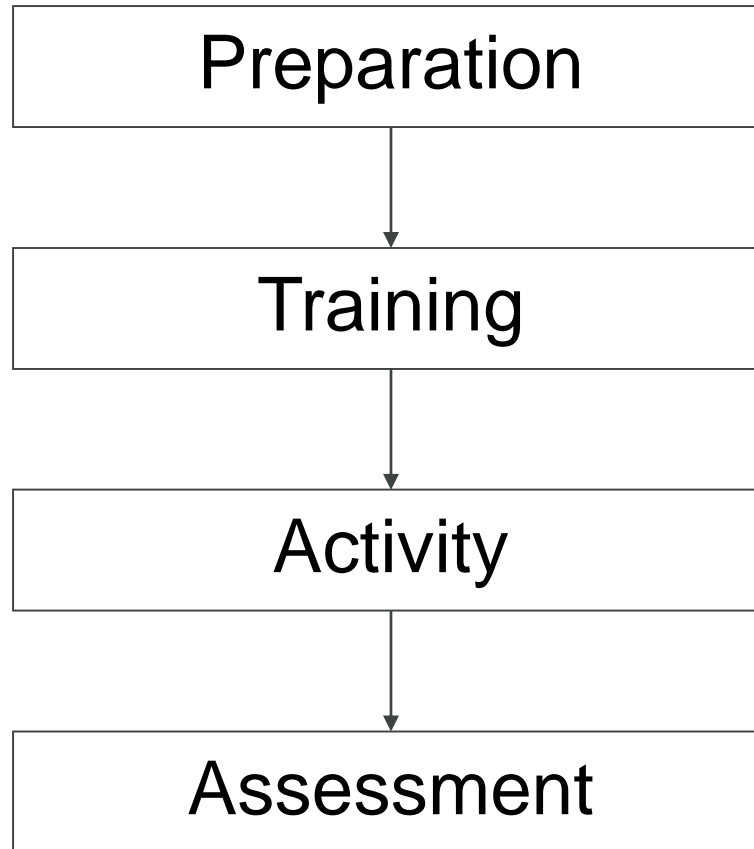
- Activities are placed in specific sections for a reason.
- You need to choose activities you are going to enjoy.
- Activities could be something that you are already doing or perhaps one you've always wanted to try.

# Choosing activities

Think about what you want to do for each section, and check with your DofE Leader that your choices can be counted.

Use the helpful lists and category finder on **[www.DofE.org/sections](http://www.DofE.org/sections)**.

# The steps for the sections





# Volunteering

## Aim

- To inspire young people to make a difference within their communities or to an individual's life and develop compassion by giving service to others.



# Benefits

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- Learn about their community and feel a sense of belonging and purpose.
- Learn to take responsibility for their communities and their own actions.
- Build new relationships.
- Further understand their own strengths and weaknesses.
- Develop teamwork and leaderships skills.
- Trust others and be trusted.
- Enjoy new adventures.

# What is required?

- Volunteering is simple. It's about choosing to give time to something useful, without getting paid.
- Team volunteering can be beneficial to you and to the project you choose.
- At least 3/4 of the activity needs to be practical volunteering, so only a 1/4 can be training.
- Training courses, therefore, must either:
  - Change their content to include practical volunteering e.g. raising awareness of the project.
  - Count towards the Skills section – e.g. Life skills category.

# Volunteering categories

- Helping people
- Community action and raising awareness
- Coaching, teaching and leadership
- Working with the environment or animals
- Helping a charity or community organisation

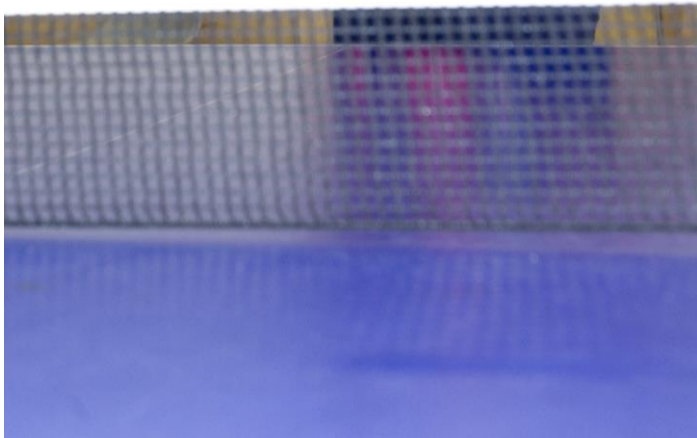


# Physical



## Aim

- To inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity.



# Benefits

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- Enjoy keeping fit.
- Improve fitness.
- Discover new abilities.
- Raise self-esteem.
- Extend personal goals.
- Set and respond to a challenge.
- Experience a sense of achievement.

# What is a physical activity?

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In short, anything that requires a sustained level of physical energy and involves doing an activity.

You are free to do this section independently or as part of a team.



# Physical categories

- Team sports
- Individual sports
- Water sports
- Racquet sports
- Dance
- Fitness
- Extreme sports
- Martial arts





# Skills



## Aim

- To inspire young people to develop practical and social skills and personal interests.

# Benefits

- Develop a new talent.
- Improve self-esteem and confidence.
- Develop practical and social skills.
- Develop better organisational and time management skills.
- Sharpen research skills.
- Learn how to set and rise to a challenge.

# Something old or something new

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Ultimately you must be able to prove that you have broadened your understanding and increased your expertise in the chosen skill.

Activities can be undertaken on either an individual or group basis.

# Skills categories

- Creative arts
- Performance arts
- Science and technology
- Care of animals
- Music
- Life skills
- Learning and collecting
- Media and communication
- Natural world
- Games and sports



# Expedition



## Aim

- To inspire young people to develop initiative and a sense of adventure and discovery, by planning, training for and completing an adventurous journey as part of a team.

# Benefits

- Gain an appreciation of and respect for the outdoor environment.
- Learn the value of sharing responsibility for success.
- Learn the importance of attention to detail and organisational ability.
- Develop and demonstrate enterprise and imagination.
- Become more self-reliant.
- Become more able to overcome challenges.
- Recognise the needs and strengths of others.
- Improve decision-making skills and the ability to accept consequences.
- Gain skills to reflect on personal performance.
- Learn to manage risk.
- Learn through experience.

# How is progress in these sections demonstrated?

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Evidence is not vital, but may be useful in proving that the challenge has been completed.

Assessor reports are vital. In the welcome packs, will be a page assigned to an assessor report. This just needs to be a brief written statement confirming the participants time, effort and progress in the particular area.

A photo of the report can be taken and uploaded on the eDofE site.

# Who can be an assessor?

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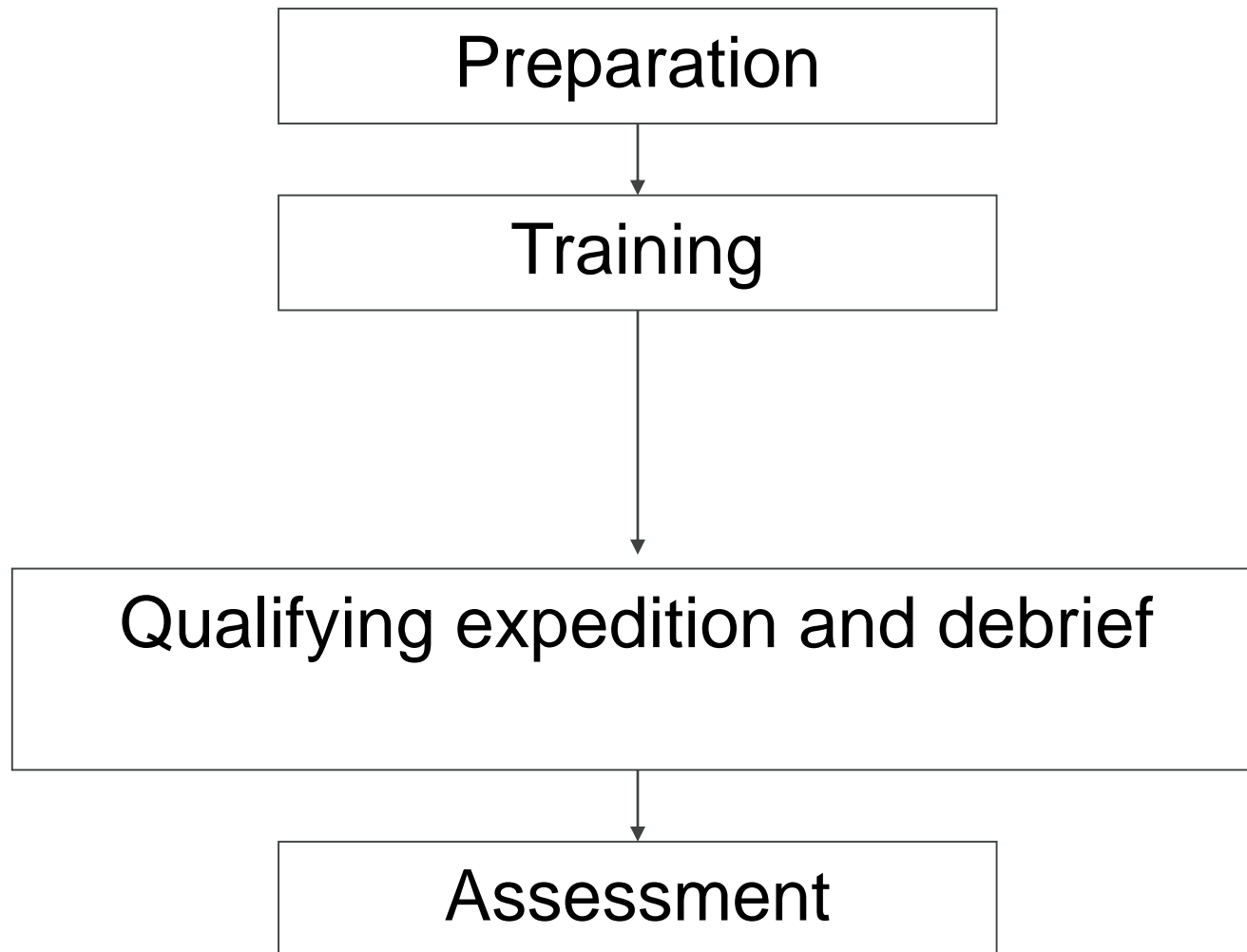
Someone who can verify that the participant has undertaken the challenge.

It cannot be a parent, friend or family member.

It can be – music teacher, sport coaches, tutor (if the challenge is relevant!) etc...



# The expedition process



# Timescales for qualifying expeditions

<b>Level</b>	<b>Duration</b>	<b>Minimum hours of planned activity each day</b>
<b>Bronze</b>	2 days and 1 night	At least 6 hours during the daytime (at least 3 of which must be spent journeying)
<b>Silver</b>	3 days and 2 nights	At least 7 hours during the daytime (at least 3½ of which must be spent journeying)
<b>Gold</b>	4 days and 3 nights	At least 8 hours during the daytime (at least 4 of which must be spent journeying)

# How can I help?

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You can help your child by encouraging them to keep track of their three independent sections.

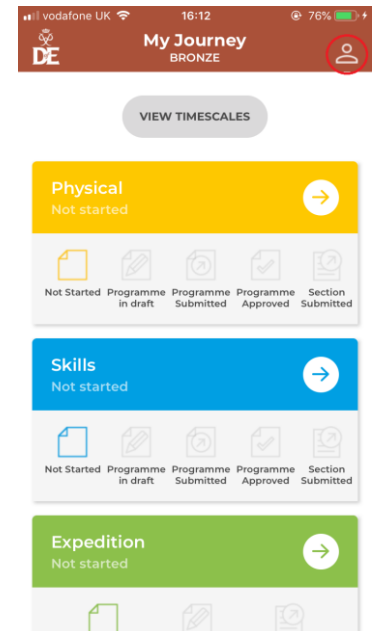
This may include helping them to upload evidence or assessor reports using the eDofE site.

We try to ask that all participants have their sections signed off by the time of the assessed expedition in the summer. This means that they can achieve the award before the stresses of GCSE begin!

# The eDofE app

This is a recent development from the DofE team and is very helpful in keeping track of section progress.

Once downloaded, it will remember the students log in details!



# Training dates

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Due to the number of students partaking in the DofE, we will be separating the students into 3 groups from January.

Each group will then meet on a Wednesday after school on a rotational basis.

Wednesday 22<sup>nd</sup> January **Group 1**

Wednesday 29<sup>th</sup> January **Group 2**

Wednesday 5<sup>th</sup> February **Group 3**

Wednesday 12<sup>th</sup> February **Group 1**

**Continuing with group 2 after half term.**