

# Award Leader Handbook

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YOUR GUIDE TO LEADING THE DUKE OF ED



## **WELCOME TO THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD (DUKE OF ED)**

This Handbook is designed to help you run the Award program effectively as a volunteer. It covers the minimum requirements and offers a framework for you to successfully guide your participants in undertaking the required activities for them to achieve the Award.

The Duke of Edinburgh's International Award (also referred to as 'the Award' or the 'Duke of Ed') is the world's leading non-formal education and achievement award for young people. It is voluntary, non-competitive and available to anyone aged 14–24. The Award is about individual challenge and commitment - young people design their own Award program, set their own goals, and record their own progress. They choose a Service, Physical and Skills activity, go on an Adventurous Journey and, to achieve the Gold Award, take part in a Gold Project.

The only person they compete against is themselves, by challenging their own beliefs about what they can achieve.

Millions of young people around the world have participated in the Award since it began in 1956 and many millions more have felt its impact in their communities. It is our goal to reach all Canadian youth, and with your help and leadership, we will succeed.

### **Foreword by HRH The Duke of Edinburgh KG KT**

"Young people growing up in this modern complicated world have many difficulties to face, and opportunities for personal achievement are often limited. At the same time, parents, teachers, voluntary organization leaders, and employers, who recognize their responsibilities towards young people, also have their challenges.

The Award is intended to help both the young as well as those who are concerned for their welfare. The object is to provide an introduction to worthwhile leisure activities and voluntary service, as a challenge to the individual to discover the satisfaction of achievement and as a guide for those people and organizations who would like to encourage the development of their young fellow citizens.

I hope that everyone who takes part in the Award will find an added purpose and pleasure in their lives. I am quite sure that all those who help to run it will gain that special sense of satisfaction which comes from helping others to discover hidden abilities and to overcome a challenge."

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# CHAPTER 1

## **The Duke of Ed in Canada**

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# CHAPTER 1

## THE DUKE OF ED IN CANADA

### 1.1 Who We Are

The Duke of Edinburgh's International Award is a global program with the goal of challenging, empowering and recognizing young people between the ages of 14 and 24. From coast to coast to coast since 1963, we have helped motivate young Canadians to set goals and challenge themselves to take control of their lives and futures. The classroom is not the only place to nurture the potential of one of our country's greatest natural resources – our youth. We strive to reach young Canadians in communities across the country and provide a platform that helps them chart their individual lives and equips them with important life skills.

Today, The Duke of Edinburgh's International Award - Canada can be found right across the country, engaging over 51,000 young people and over 2,700 Award Leaders annually. Our program is run in cities, rural and remote areas, through government and independent schools, universities and colleges, and a wide range of organizations such as Cadets, Scouts, Girl Guides, Indigenous youth groups, new immigrant support programs, sports clubs, employers, youth detention centres and community youth organizations.

### What Drives Us

Our Award program challenges young Canadians to develop skills and tools to improve themselves and their communities by encouraging them to go beyond their comfort zone. Many young people, through lack of confidence, opportunity or education, feel incapable of affecting real change in their communities. Our unique program is designed to help them discover that they are more capable and powerful than they ever dreamed.

### Our Mission

To give Canadians aged 14-24 a supportive, non-competitive youth development platform that deepens self-awareness, builds confidence and broadens skills and experience to further their growth as active, responsible citizens.

### Our Vision

To inspire and promote lifelong improvement for all young Canadians by encouraging personal development and achievement.

### Our Philosophy

The Duke of Ed is about individual challenge and developing a sense of commitment. With guidance from Award Leaders, Assessors or other Award volunteers, each young person is encouraged to examine themselves, their interests, abilities, and ambitions, then set challenges in the four different sections of the Award. These challenges become the goals young people aspire to reach and require persistence and determination to overcome.



## 1.2 Guiding Principles

The ten guiding principles of the Award are here to help your Participants on their Award journey.

### 1. Individual

Participants design their own program, which can be tailored to suit their personal circumstances and choices and local resources.

### 2. Non-Competitive

The Award is a personal challenge and not a competition against others. Every Award journey is tailor made to reflect individual starting points, abilities and interests.

### 3. Achievable

The Award is achievable by any individual who chooses to take up the challenge, regardless of ability, gender, background or location. Participation in the Award raises self-esteem by recognizing individual achievement and improvement.

### 4. Voluntary

While the Award may be offered within a variety of different settings such as school, university, youth organizations, etc. young people make a free choice to enter the program and must commit their own non-directed time.

### 5. Developmental

Participating in the 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.

### 6. 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.

### 7. Progressive

The Award is about setting goals and working towards them. At each level of engagement, the Award demands progressively more time, commitment and responsibility from the Participant.

### 8. Inspirational

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 this Award.

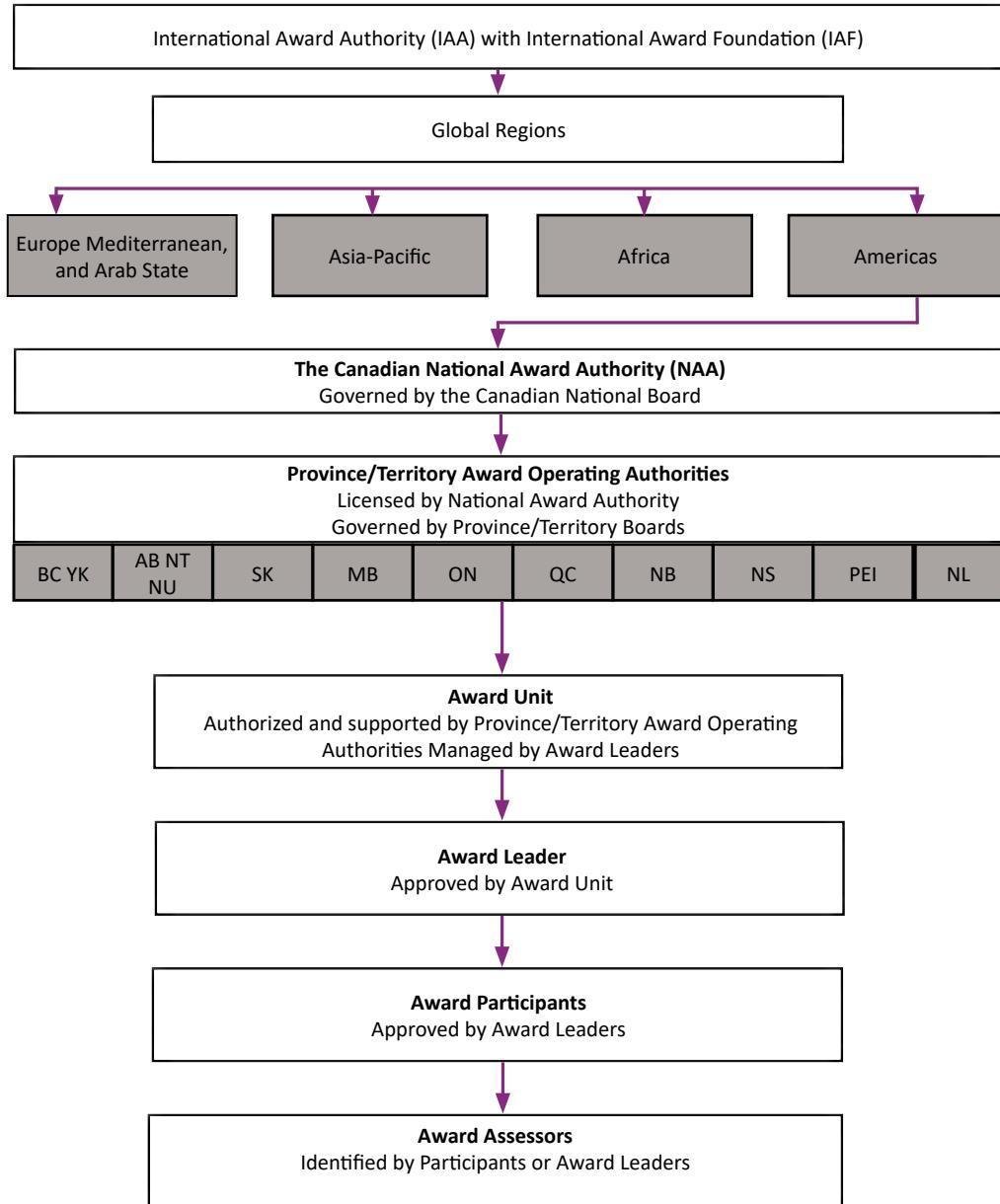
### 9. Persistence

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.

### 10. Enjoyable

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

### 1.3 The Duke of Ed Structure



## 1.4 The National Award Authority

The Duke of Edinburgh's International Award in Canada (National Award Authority – NAA) is licensed by The International Award Foundation (IAF) to operate the Award in Canada.

### The NAA is responsible for:

1. Maintaining the licence requirements including the fundamental principles and operating principles of The Duke of Ed as set out by IAF and the Code of Practice.
2. Resourcing of The Duke of Ed, including arrangements with partners such as government, industry and individuals.
3. Promoting and building awareness of The Duke of Ed.
4. Developing and maintaining nationally applicable policies.
5. Maintaining comprehensive records.
6. Protecting the brand and intellectual property as set out in the license with the IAF.
7. Providing the required reporting to the IAF, Province/Territory Award Authorities, and key stakeholders such as partners, supporters and sponsors.
8. Approving or registering award units through arrangements with Province/Territory Award Authorities.
9. Developing and implementing an ongoing national strategic plan.
10. Meeting quality assurance, Award and legislative compliance requirements.

The NAA has entered into licence agreements with Operating Authorities in each Canadian Province and Territory to deliver The Duke of Ed in their Region.

## 1.5 Province/Territory Operating Award Divisions

The licence between the NAA and each Province/Territory Award Operating Authority enables the Award Operating Authorities to manage the delivery of The Duke of Ed in their particular Province or Territory. In Canada, Provincial Award Operating Authorities are called Divisions.

Under these licence agreements, the Divisions acknowledge their overall responsibility to deliver The Duke of Ed program in compliance with the law in its Province or Territory and to provide the Award Unit with:

1. Information, resources and promotional materials regarding The Duke of Ed.
2. Administrative and support services together with training and networking opportunities.
3. The National Award Leader Handbook.
4. All National Policies with which the Award Unit must comply.
5. Award presentations as required.

The Divisions enter into agreements with Award Units, who are responsible for delivering The Duke of Ed to Participants.

## 1.6 The Award Framework

There are three levels in the Award – Bronze, Silver and Gold. Each of these levels are made up of four mandatory sections: Service, Skill, Physical Recreation and Adventurous Journey. At the Gold level there is an additional requirement – the Gold Project.



### COMMUNITY SERVICE

Aims to encourage young people to volunteer their time so they may better understand the benefit of service to their community.



### SKILL BUILDING

Aims to encourage the development of personal interests and practical and social skills. This is passive and non-physical.



### PHYSICAL RECREATION

Aims to encourage young people to participate in sports and other physical recreational activities for the improvement of health and fitness.



### ADVENTUROUS JOURNEY

Aims to encourage a sense of outdoor adventure while undertaking a team journey or expedition.



### THE GOLD PROJECT

(Formerly known as the Residential Project)

Aims to offer a rewarding life experience, a sense of personal accomplishment, enhanced social connections with new and interesting people and an opportunity to excel or make a difference.

For each section, Participants must select an activity that fits within their section guidelines and undertake the activity for at least the minimum amount of time specified. Participants may choose up to three different activities to complete their Service and Physical Recreation sections. However, the Skill section must be the same activity.

A major section must be chosen for each Award level where a Participant hasn't completed the previous Award level (direct entry). This includes all Bronze Participants, all Silver Participants who have not completed the Bronze Award and all Gold Award Participants who have not completed the Silver Award. The major section is undertaken for an additional length of time. A Participant must choose either Service, Skill or Physical Recreation to be their major section. The time spent on the major section varies depending on the Award level. Participants are limited to three different activities for Service and Physical Recreation and one activity for Skill. A Participant may change their skill activity only once and only with the approval of their Award Leader.

## 1.7 Time Requirements at a Glance

This summary of conditions is a quick at-a-glance guide to completing The Duke of Ed. For each level, it indicates the duration of time which must be spent on each section. If you have any questions, please contact your Division office which can be found on page 43, or at [www.dukeofed.org/summaryofconditions](http://www.dukeofed.org/summaryofconditions)

Award Level & Age Requirements	SERVICE SKILLS PHYSICAL RECREATION	ADVENTUROUS JOURNEY	GOLD PROJECT
<b>BRONZE</b> Minimum start age is 14. Complete 4 sections as indicated.	13 weeks      13 weeks      13 weeks A minimum of one hour per week dedicated to each activity for the time indicated. Plus an additional 13 weeks in either: Service, Skills, or Physical Fitness. Participants select which section they wish to dedicate the extra months.	Preliminary Training: Practice Journey - 1 Day Qualifying Journey: 2 days + 1 night 6 hours of purposeful effort per day.	n/a ** Participants can do their Gold Project at any level as long as they are 16 or older.
<b>SILVER</b> Minimum start age is 15. Complete 4 sections as indicated.	26 weeks      26 weeks      26 weeks A minimum of one hour per week dedicated to each activity for the time indicated. If a Direct Entrant to The Award (did not do Bronze) then an extra 26 weeks is required in either: Service, Skills, or Physical Fitness. Participants select which category to dedicate the extra months.	Preliminary Training: Practice Journey - 2 days + 1 night Qualifying Journey: 3 days + 2 nights 7 hours of purposeful effort per day.	n/a ** Participants can do their Gold Project at any level as long as they are 16 or older.
<b>GOLD</b> Minimum start age is 16. Complete 5 sections as indicated.	52 weeks      52 weeks      52 weeks A minimum of one hour per week dedicated to each activity for the time indicated. If a Direct Entrant to The Award (did not do Silver) then an extra 26 weeks is required in either: Service, Skills, or Physical Fitness. Participants select which category to dedicate the extra months.	Preliminary Training: Practice Journey - 2 days + 1 night Qualifying Journey: 4 days + 3 nights 8 hours of purposeful effort per day.	5 days + 4 nights

## 1.8 Award Requirements

Participants must be at the required minimum age for each Award level and must undertake at least the minimum required time commitment for each section in order to achieve their Award. For example, a Participant does not have to achieve the Bronze and/or Silver Award in order to begin the Gold Award; however, they must be 16 years of age or older to gain direct entry into the Gold level.

### Age Requirements

Participants must meet the minimum age and time requirements, and must use their free time to complete the Award.

<b>Award Level</b>	<b>Minimum period of participation by</b>	
	Direct Entrant	Award Achievers
Bronze	26 weeks	Not applicable
Silver	52 weeks	26 weeks (if Bronze recipient)
Gold	78 weeks	52 weeks (if Silver recipient)

### Time Requirements

The Award time requirements are minimum time requirements and are expressed in whole weeks, during which a regular time commitment must be sustained by participants.

- The minimum length of time for undertaking Award activities is a condition of completing the Award. It is not possible to achieve an Award in a shorter time span by working more intensely.
- Regular time commitment is based on a minimum of 1 hour per week. This may be done in larger blocks of time such as 2 hours every two weeks or 4 hours every four weeks.
- If a participant takes a break (e.g. school holidays or exams) they may still count their previous activities towards their Award. There is no penalty for taking a break. If the gap between activities is longer than 4 weeks, these weeks cannot be made up. Additional weeks will need to be added at the end. When the participant returns to the activity, he or she picks up from where they left off. For example, if a participant is completing their Bronze Service section in 13 weeks and takes a 6 week break at the 4 week mark, when they resume their service activity(s) they will still need to complete 9 hours at the one hour per week pace which means the total weeks to achieve this section will be 19.



## 1.9 Benefits of the Award

Some of the benefits you may want to discuss with your participants include:

- **It's personal and it's fun.**  
You choose an activity you are interested in so you will have fun doing it.
- **You choose the level of competition.**  
Not every activity has to be a competition against someone else. You can work at your own pace and do an individual activity. Conversely, if you love the thrill of competition, you can get out there and participate in something that has a competitive element to it, be it a team sport or an individual pursuit.
- **You might surprise yourself.**  
Sometimes it's easier to think you won't be able to do something, rather than actually trying to do it. Get out there and give it a go – you never know what you might achieve!
- **You can unleash your interests.**  
With so many things to choose from, whether artistic, musical, academic, technical or cultural, you will discover talents within yourself you never realized you had.
- **You will boost your confidence.**  
With a sense of achievement comes a belief in yourself. By trying something and succeeding, your self-confidence will blossom.
- **You will connect with people and make new friends.**  
Want to do something none of your friends are doing? By trying a new skill you will meet new people and make some great new friends along the way.
- **You will experience a sense of achievement.**  
By setting realistic goals and working towards them, you will achieve your goal.
- **You will make your dreams a reality.**  
You will realize your dreams through a personal challenge and accomplishing something you have previously been reluctant to try.
- **The Duke of Ed looks great on your resume.**  
By persevering at a skill and reaching your goals, you can prove to any prospective employer that you have the ability to commit to something. You might also choose a skill that will help get that job or complete that course.



### The Duke's Rule of Thumb:

The Award is a marathon, not a sprint!



## CHAPTER 2

### GETTING STARTED

#### 2.1 Award Units

The Duke of Ed is complementary to many other activities that young people may be doing. Each Division approves Award Units to deliver The Duke of Ed program. These Award Units can be:

- High schools
- University or colleges
- Community organizations
- Uniformed groups
- Sporting or social clubs
- Companies

If you are a leader with a youth organization such as:

- Cadets - Air, Army, Sea
- Scouts
- Guides

You can be an Award Leader as well!

#### Open Award Centres (OAC)

Open Award Centres allow Participants who are not connected with a local Award Unit to participate in the Award using the Online Record Book. Visit [www.dukeofed.org/OAC](http://www.dukeofed.org/OAC) for more information regarding Open Award Centres.

#### Independent Participants

Young people may take part in the Award on their own, without an Award Unit or Award Leader as an Independent Participant. Participants who are not part of an Award Unit or wish to do the Award on their own should contact their local Division for more details.



## 2.2 Award Basics

It is important to keep these six main elements in mind as you begin your journey as an Award Leader or Assessor:

- The activities must be completed in the Participant's own time.
- The activities require regular effort.
- The Participant may be improving in an existing activity or undertaking a new one. The activities must have a goal attached to them in order to be counted towards the Duke of Ed. In order for a Participant to use an activity they are already involved with, they will need to extend on this activity by setting a suitable challenging goal in that activity. For example, if a Participant is currently playing soccer, they may focus on their defensive efforts for the Duke of Ed.
- The activities can be a part of the mandated school curriculum. For example, if a Participant played basketball in their Physical Education class and played on the school basketball team, only the hours of activity logged with their team during practices and games would qualify for their Award.
- The activities that are used towards completing an Award must be unpaid. It may be acceptable in some circumstances for travel to and from an activity to be subsidized by an organization or club. If a Participant benefits financially from participating in an activity, it can not be used towards an Award.
- Activities can not be a family obligation or chore.

## 2.3 Award Leaders

As an Award Leader your role is to guide and mentor your Participants by helping them to select activities, set achievable goals and offer encouragement along the way. For a Participant to earn an Award, they must show improvement, challenge and effort. Sometimes Participants may start the Duke of Ed only to stop part way through. Being there to encourage them to continue, even after a break, is one way you can be there for your Participants.

### **Roles and responsibilities:**

- Encourage and inspire young people to participate in the Duke of Ed.
- Provide young people access to register (via the Online Record Book or Paper Record Book). Distribute literature/resources as required.
- Encourage Participants to choose a diverse and challenging range of activities and approve their activity selections to ensure that all program standards are met.
- Assist Participants to find suitable Assessors as required.
- Assist Participants with the logging of their activities as required.
- Send the final assessment, supporting documents and approval sign-off to your Division as required.
- Encourage Participants to complete their Award and progress to the next level.
- Arrange Bronze Award presentations as required.
- Ensure that any documents, collateral, website pages or other items that utilize The Duke of Ed logo meet all requirements of the Brand Identity Guidelines (available from the National Office and online at [dukeofed.org/resources](http://dukeofed.org/resources)).



## 2.4 Assessors

Assessors are considered “experts” in the activity. Their role is to engage with Participants and offer guidance, mentoring and encouragement. Assessors 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 those goals.

For each section of The Duke of Ed, a Participant will need at least one Assessor to help guide them throughout their Award. They must attest and comment on the Participant’s commitment and verify that the Participant has completed the activity. Ideally, Assessors will not be members of the Participant’s immediate family. However, in some cases they may be the best qualified individuals to assess the Participant’s activity. For example, if a Participant has a home gym and uses that as their Physical Recreation activity, a family member is the best person to sign off on that activity as the Assessor.

For each section of the Award, an Assessor’s report is required for each activity completed. Participants may do up to three activities for Service and Physical Recreation and one for Skill (Participants may change their Skill activity one time with Award Leader approval). If a Participant does multiple activities for each section, they will require a report for each activity. If you have any questions regarding recording of activities and Assessor reporting, please contact your division.

### **Roles and responsibilities:**

- Be suitably experienced and qualified in the activity in which you are assessing and understand the relevant Duke of Ed requirements for the section.
- Assist the Participant to identify and set achievable goals for the section they are assessing and to help develop a program to reach their goals.
- Encourage and recognize improvements in the Participant and record positive comments about the Participant’s progress.
- Attest and comment on the Participant’s activity as well as sign their assessment form to verify they have completed the activities as logged.
- Assessors are responsible for signing off on the section they are assessing. The frequency of the contact and monitoring between the Participant and the Assessor will depend on the activity and independence of the Participant. Contact between Assessor and Participant ideally is every 2-4 weeks or when it is appropriate.

### **The Assessor should sign off on the Award section if they are satisfied that:**

**The Participant’s commitment was on their own time outside of school, university or work hours. Regular effort was shown during the period of participation.**

**Progress was made based upon the participant’s initial knowledge and ability, and the participant has strived to meet their goals.**

**Team sports are to be assessed on how the individual performed and contributed, not on how well the teams as a whole performed.**

## 2.5 Participant Registration

Registration in the Award program is a mutual agreement between the Participant (young person) and their Award Unit. The Duke of Ed Award Unit is an organization approved by the Provincial Award Operating Authority (also referred to as Divisions) to run the Duke of Ed.

Participants are required to register and pay a fee at each Award level. Please contact your local Division (Provincial Operating Award Authority) or visit us online at [www.dukeofed.org/sign-up](http://www.dukeofed.org/sign-up) for more information regarding fees and payment processes in your area.

### Online Record Book

The Online Record Book (ORB) is a digital platform for Participants to log, record and track their Award journey. The ORB has been designed as a central hub for Participants and Award Leaders to enter and access information. It also includes some management and reporting functionality.

For those Award Units that use this digital tool, separate training for the ORB platform is required in addition to the standard Award Leader Training.

Currently in Canada not all Divisions are using this online platform. To see if the ORB is available in your region or to discuss training please contact your local Division office or visit: [www.dukeofed.org/ORB](http://www.dukeofed.org/ORB)

### Hardcopy Record Book

A Participant receives a paper record book from either their Award Leader or Division. There are separate record books for each level of the Award. A completed record book is the basis for a Participant achieving and receiving an Award, so care must be taken by Participants to keep this record safe.

Currently, we are phasing out the paper record book and moving to an online system, however, paper record books will still be available for Participants who are unable to access our digital resources. Provinces are in varying degrees of transition. Please contact your local Division for more information.

### Parental Consent

Proper formal consent must be obtained to successfully enroll in the Award. For Participants under 18 years of age, parental/guardian consent is required.

A Participant is considered to be registered for the Award only after they have completed all registration processes including the Parental/Guardian consent and waiver where applicable, have been formally accepted by their Award Leader (where applicable) and have paid the registration fee.

**Participant registrations are transferable between Award Units nationally in any Province and/or Territory, as well as internationally. Should a Participant move during the course of completing their Award to another Province/Territory or country, Participants should contact their Division so they can begin the process of transferring the Participant's record.**



## 2.6 Completing and Achieving an Award

Each Award Unit is required to check that all requirements of the Award have been met by the Participant. This includes any relevant documentation such as Adventurous Journey Reports, Record Book logs and Assessor Reports. The process for final approval of an Award is done at the Divisional level for Bronze and Silver and at the national level for Gold.

Once a Participant has completed their Award, they receive a certificate and pin as recognition and acknowledgement of their achievement, presented at an official Award ceremony.

### Award Presentation Chart

Award Ceremony	Organized By	Presenter
Bronze	Local community	Award Leader or Division staff
Silver	Provincial / Territorial	Lieutenant Governor/ Commissioner
Gold	Provincial / Territorial / International	Governor General/ Member of the British Royal Family



In some instances a notable member of society (local level for Bronze, provincial for Silver and national for Gold) will preside over a ceremony.

## CHAPTER 3

### Service

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**CONNECT WITH YOUR  
COMMUNITY AND GIVE  
SERVICE TO OTHERS AND  
THEIR COMMUNITIES.**

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## CHAPTER 3

### SERVICE



#### 3.1 Give Back

Service is all about giving back to the community you are part of, or giving to others and their communities.

Service offers a young person the opportunity to engage with society and gain an understanding of the importance of their role within both their immediate and global community. It gives Participants the chance to connect with individuals and groups they may have previously overlooked or not been aware of, and to make a real difference to their wider community.



#### Remember the THREE C'S of Service:

- X** No Cash
- X** No Credit
- X** No Chores



### 3.2 Requirements

- Service must meet a genuine need. Service activity must not be a required vocational or work experience activity.
- For some activities, training may be required. Any required training may be used towards the Service minimum time requirements.

**Please note that completing training alone does not fully meet the requirements for this section.**

- Like all sections of The Duke of Ed, choosing what or who to volunteer for is a personal choice. The Participant should choose a Service activity that interests them. This could be something entirely new, or an activity they are already doing. The Participant may choose up to three different activities in order to complete the Service section.
- The Participant may feel comfortable choosing something no one in their peer group is doing, or they may want to choose an activity that they can do with their friends. The important thing is for the Participant to choose something they are interested in, to challenge themselves and to undertake an activity that makes a real contribution to their community. All Service activities must be unpaid.
- Although they are encouraged to (particularly for Bronze), Participants do not have to undertake the same activity for the entire required time. Participants may choose up to three different activities in order to complete the community service section. If three activities are selected an Assessor's report is required for each activity.
- Participants may do a variety of one time activities, however these activities should be organized under broad categories. For example, a broad category title could be "Service to your community," under which Participants could log any of the one time activities such as assisting a charity, hospital assistance, working on a cleanup campaign, etc. Participants will still need an Assessor's report and should be written by the community member that they interact with the most.

### 3.3 Ideas

Below are some ideas for the Service section. This list is a guide only. Participants should donate their time to help others or a cause. Service can be done individually or as part of a group.



#### Media

- Newspaper
- Radio station
- TV station



#### Charity

- Assistance at any charity
- Producing a newsletter for a charity
- Creating or maintaining a charity website
- Helping out at a charity clothing store
- Fundraising for a charity/group/school
- Foodbank/soup kitchen



#### Health

- Aid elderly/retired
- Develop and volunteer First Aid skills
- Help people in care centres
- Hospital assistance



#### Service to other people

- Befriend and help disadvantaged
- Help and befriend elderly
- Visit detention centres / prisons



#### Environmental

- Bush/nature regeneration
- Caring for public school or garden
- Conservation project
- Join local land care groups
- Provide and promote proper disposal of waste
- Working in a cleanup campaign



#### Leadership

- Assist Duke of Ed Coordinator
- Coach / Teacher
- Leader of a youth club / organization



#### Emergency Services

- Fire and rescue services
- Provincial emergency service
- Surf lifesaving



#### Education

- Reading and/or writing program
- Teacher's aide
- Tutoring



## CHAPTER 4

### Skill

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**UNLEASH YOUR TALENTS  
AND BROADEN YOUR  
PERSONAL INTERESTS AND  
SKILLS.**

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## CHAPTER 4

### SKILL



#### 4.1 Find Your Genius

With so many hobbies and interests to choose from, the Skill Section of the Duke of Ed allows young people to explore and discover talents within themselves they may have only hoped for or dreamed about.

In some ways, this is the broadest section of The Duke of Ed, as it offers so many choices based on individual interests and passions, whether artistic, creative, musical, academic, technical, cultural or some other area. By trying something entirely new, or undertaking an existing activity with renewed purpose, Participants will stimulate new interests or improve existing ones.



#### The Duke's Rule of Thumb:

If you think more than you sweat, it's a skill!



## 4.1 Requirements

- Developing a skill is enhancing mental ability and must not be athletic in nature.
- Goals should be realistic and achievable within the Participant's ability.
- A skill must be not be for a school credit or a family chore and must be practiced for at least one hour a week.
- A Participant should choose a skill that interests them. This can be something new, or something they are already doing and want to improve.
- Only one skill can be selected to be completed consecutively. The Award allows the flexibility for the Participant to change their skill once. A change of skill must be approved by an Award Leader.
- The Participant must set their own goal whether you choose an individual challenge or a group activity.
- All skill activities must be unpaid.

## 4.2 Ideas

Below are some ideas for the Skill Section. This list is a guide only. The best measure for deciding whether or not an activity is suitable is to assess whether or not 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 Division for advice.



### Life and vocational skills

- Accounting
- Cooking
- Political studies
- Engineering
- Event planning and organizing
- 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
- Upholstery

### Performance

- Theatre
- Baton twirling
- Juggling
- Magic
- Puppetry
- Spoken word



### Communications

- Audio production
- Braille
- Creative writing
- Film and video making
- Film studies
- Journalism
- Newsletter and magazine production
- Public speaking and debating
- Radio hosting
- Radio production
- Reading
- Sign language
- Website - programming
- Website - front end design
- Website - production



### 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
- Weather studies/ meteorology





### Musical instrument

- Acoustic guitar
- Bass guitar
- Bell ringing
- Clarinet
- Drums
- Flute
- Percussion
- Piano
- Saxophone
- Trombone
- Trumpet
- Violin



### Crafts

- Basket weaving
- Bookbinding
- Cake decoration
- Candle making
- Card making
- Ceramics
- Clay modelling
- Embroidery
- Flower arranging
- Glass painting
- Glasswork
- Jewelry making
- Knitting
- Lace making
- Leatherwork
- Origami
- Quilting
- Sewing
- Scrap booking
- Rug making
- Soft toy making
- T-shirt painting
- Weaving



### Arts and design

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

### Music (Other)

- 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
- Throat singing
- Traditional drumming
- Writing music



### Hobbies

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



### Languages

- Cree
- French
- German
- Hindi
- Inuk
- Italian
- Japanese
- Korean
- Mandarin
- Michif
- Russian
- Spanish



### Sports related

- Sports officiating
- Umpiring and refereeing
- Sports journalism
- Sports equipment making and maintenance
- Sports ground maintenance
- Flying
- Gliding



### Games

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



## CHAPTER 5

### Physical Recreation

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**IMPROVE YOUR PHYSICAL  
FITNESS, WELLBEING AND  
GET ACTIVE.**

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## CHAPTER 5

# PHYSICAL RECREATION



### 5.1 Break a Sweat

The Physical Recreation section of The Duke of Ed offers young people the opportunity to participate in physical activity in a variety of ways: some people want to train alone, others enjoy non-competitive activity with one or more friends, others love the challenge of team sports and others still are exhilarated by the thrill of competition.

No matter what the young person's physical or mental ability or inclination is, as long as they have the determination, this section offers the opportunity to develop healthy fitness habits that will hopefully carry on long after an Award has been achieved.



#### The Duke's Rule of Thumb:

If you break a sweat, it's Physical Rec!



## 5.2 Requirements

- Choosing a physical activity is a personal choice and each participant should choose a physical activity that interests them. This could be something new, or something they are already doing and want to improve in.
- Goals should be realistic and achievable within an individual's ability.
- It can be helpful for a Participant to join a club or follow a program of a sport's national governing body in order to provide structure to the activity. Using guidelines can also be helpful in setting meaningful and achievable goals.
- Although they are encouraged to (particularly for Bronze), participants do not have to undertake the same activity for the entire required time. Participants may choose up to three different activities in-order to complete the physical recreation section. If three activities are selected an Assessors report is required for each activity.

## 5.3 Ideas

Below are some ideas for the Physical Recreation section. The best measure for deciding whether or not an activity is suitable is to assess whether or not you will improve your physical well-being when undertaking it. If in doubt, please contact your Division for advice.



### Snow/Winter Activities

- Bobsled
- Curling
- Ice skating
- Luge
- Skeleton
- Ski jumping
- Skiing
- Cross country skiing
- Hockey
- Snow boarding
- Speed skating



### Martial Arts / Self-Defence

- Aikido
- Boxing
- Fencing
- Judo
- Jujitsu
- Karate
- Kendo
- Kickboxing
- Tae Kwon Do
- Wrestling



### Court & Field

- Badminton
- Baseball
- Basketball
- Cricket
- Football
- Soccer
- Handball
- Lacrosse
- Badminton
- Polo
- Softball
- Squash
- Table tennis
- Tennis
- Volleyball



### Dance / Gymnastics

- Aerobics
- Ballet
- Ballroom
- Contemporary
- Funk
- Gymnastics
- Hip Hop
- Jazz
- Tap



### Gym / Personal Programs

- Body attack/combat
- Cycling/spin
- Jogging/running
- Personal/weight training
- Pilates
- Skipping
- Step
- Yoga



### Athletics

- Discus
- General athletics
- High jump
- Long jump
- Triple jump
- Javelin
- Jogging
- Running
- Shot put
- Track and field
- Ultimate frisbee



### Outdoor Rec

- Cycling
- Hiking
- Horse riding
- Orienteering
- Skateboarding
- Rock climbing
- Rollerblading



### Water Sports

- Canoeing
- Diving
- Kayaking
- Rowing
- Sailing
- Scuba Diving
- Snorkelling
- Surfing
- Swimming
- Synchronized swimming
- Water polo

## CHAPTER 6

### Adventurous Journey

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**STIMULATE A SPIRIT  
OF ADVENTURE AND  
DISCOVERY WHILE  
UNDERTAKING A JOURNEY  
IN A GROUP.**

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## CHAPTER 6

### ADVENTUROUS JOURNEY



#### 6.1 Get Wild and Explore

The Adventurous Journey is all about getting out and going on an expedition or exploration in an unfamiliar and challenging environment with a clear purpose. More than any other section of The Duke of Ed, the Adventurous Journey is about team work and social connection with both the team members who will undertake the journey, and also the volunteers who instruct, supervise and assess the journey.

At the heart of the Adventurous Journey is the opportunity for young people to engage in activities that require determination, physical effort, perseverance, problem solving and cooperation. It is hoped that when undertaking this section of The Duke of Ed, Participants will be rewarded with a unique, challenging and memorable experience.



## 6.2 Requirements

- All Practice and Qualifying Adventurous Journeys must comply with the following requirements and should be carried out with reference to any applicable Provincial or Territorial government requirements, adventure activity standards or industry guidelines.
- The group (for all journeys) must have a minimum of four people.
- Must be one of three Adventurous Journey types:  
**Expedition, Exploration or Adventurous Project.**
- All Participants must have undergone suitable training to have the appropriate skills to undertake their journeys.
- All Participants must undertake a minimum of one Practice Journey per level. All Practice Journeys must include, as a minimum, at least one day in the chosen environment, using the same mode of travel. The number of Practice Journeys required will depend upon the ability of the group.
- All Participants must undertake a Qualifying Journey.
- All members of the group must be involved with the planning and preparation of their Practice and Qualifying Journeys.
- All Participants are required to complete and deliver an Adventurous Journey report to their Assessor.
- The distance covered on all journeys will depend on the terrain, weather conditions and ability of the group members. All group members must undertake a minimum of 6 hours (for Bronze), 7 hours (for Silver) and 8 hours (for Gold) per day of purposeful effort.



- All journeys must have a clearly defined goal.
- All journeys must be supervised and assessed by suitable and experienced adults.
- All journeys must take place on land and/or water; all team members must use a mode of travel that requires their own effort. 'Own effort' includes by foot, cycle, paddle/oar etc. by animal (horse, camel etc.) or by other non-motorized means.
- Accommodation must be in portable tents or simple self-catering accommodation such as huts.
- All members of the group must carry adequate equipment, food and water to be completely self-sufficient throughout their journey.
- All members of the group must ensure that they prepare and consume a full hot cooked meal each day.



## 6.3 Types of Adventurous Journeys

**There are three types of journeys that qualify under this Section:  
Expeditions, Explorations and Adventurous Projects**

All journeys must have a clearly stated purpose that can be further developed and modified during the period of preparation and training. Having a clear purpose is intended to ensure that Participants develop a connection to the area in which they journey, with their senses alert to their surroundings, by observing and noting relevant facts and feelings. It is worth noting that Adventurous Journeys involve travel without motorized assistance. In most cases motorized assistance is required to get to and from the departure and completion point.

### 1. Expedition

An expedition is a journey with a purpose. In an expedition, the primary focus is on the journeying. The main activities include route finding and/or navigation, setting and packing up camp, and tasks related to the purpose of the journey. It is a journey that goes from one campsite to the next campsite with the purpose of journeying to the next campsite during the day and carrying all of your gear with you.



#### Examples

- Hiking through one of Canada's provincial or national parks.
- Canoeing on one of Canada's many rivers and lakes.
- Cycling
- Horse riding
- Rafting
- Sailing
- Cross country skiing
- Dogsledding

 An exploration can use a base camp, but an expedition can not.

### 2. Exploration

An exploration is a purpose with a journey. In an exploration, the primary focus is to observe and collect information relevant to the purpose. More time and effort is spent on this, and consequently less time is devoted to getting from one place to another. The journeying aspect in an exploration remains significant, with a minimum of one third of the planned activity hours being spent on journeying.



#### Examples

- A team may be keen rock climbers, so may choose to undertake a survey of rock climbing routes in the Rocky Mountains (where they would base camp)
- Canadian native birds may be studied at school, and a group may choose to journey through a particular region, and study the bird life as a main feature of their exploration.
- Scientific/Geographic explorations
- Historical/Cultural trips
- Flora/Fauna studies
- Mapping shipwrecks
- Exploration of old cemeteries in a region

**This type of trip requires:**

- Pre-trip research on the topic of study for the trip
- A plan of how they will study on the trip
- A research report including what was learned upon completion of the trip.



### 3. Adventurous Project

The Adventurous Project is a journey that does not quite conform to the specific requirements of an expedition or exploration, although the aim and ethos remains the same. It tends to require more innovation, creativity and challenge than an expedition or exploration. It is often significantly more demanding than a standard expedition or exploration. Before commencing an Adventurous Project, Participants must be adequately prepared, trained and experienced prior to departure to ensure they can complete the Adventurous Project safely.

The Adventurous Project requires pre-approval from the Division Award Office. All Adventurous Project proposals must first be approved by the Award Leader (on behalf of the Award Unit). Adventurous Project proposals are then submitted to your Division to determine suitability prior to departure.



#### Examples

- Cycling from one end of the country to another
- Taking part in a fauna study in the remote Tasmanian wilderness
- An extensive sail across an ocean
- Trek to Everest Base Camp in Nepal or climbing a high mountainous peak
- Undertake an extended hike along the Camino pilgrimage trail in Spain
- Following a trail of historical significance
- Retracing the path of an early explorer
- Archaeological dig in remote areas
- Studying ecosystems in a remote area



All Adventurous Projects must be approved by an Award Leader.

### 6.4 The Adventurous Journey Components & Process

#### Preparation and Training

Preparation and training ensures participants are competent in the necessary skills to safely undertake their Practice Journey. It is important that the risks involved in an Adventurous Journey are properly identified, assessed and managed to reduce the likelihood of an accident or emergency occurring and decrease the consequences during an occurrence.

Any preparation and training of participants is to be conducted by a suitably experienced or qualified person. Consideration also needs to be given to any relevant Province/Territory legislation, adventure activity standards and/or industry guidelines. After training, the Assessor should be satisfied that the group is able to competently carry out their Practice Journey.

An Adventurous Journey entails learning about and respecting the natural environment. Each Qualifying Journey must be preceded by Preliminary Training and a Practice Journey. You are responsible for ensuring their own training and safety.



## Preliminary Training

This training must be completed before the Qualifying Journey. Award Leaders must familiarize themselves with Participant preparation which requires sign-off or training prior to the Practice Journey.



### **Familiarize yourself with the Wilderness Code of Behaviour**

- Understand the impact of the journey on the environment



### **First Aid and emergency planning**

- Check your personal first aid kit for basic and necessary contents
- Identify and plan for emergency food/water requirements
- Gain information on local emergency facilities before journeys
- Identify emergency contacts and their information
- Evaluate Journey dangers such as biological and equipment hazards



### **Map reading, route planning and route card preparation**

- Agree on the purpose of the journey with your group, evaluate site selection and plan your route
- Plan for special activities or dangers due to climate and geographical areas
- Knowledge of evacuation procedures, including an emergency route



### **Compass and navigation work**

- You must be able to navigate using a map and compass
- You must be able to interpret and understand map features, keys, symbols, scale and contour lines
- You must be able to plot positions on a contour map



### **Cooking and menu planning**

- Know how to use a camp stove, and/or how to build a proper fire for cooking
- Create a shopping list of items needed for the trip
- Create a meal plan for the trip



### **Knowledge of equipment**

- Evaluate what equipment is needed for the intended journey
- Assure clothing is suitable to the activity and conditions
- Know how to work stoves, set up tents, make a proper fire, etc.



### **Observation and recording skills**

- Create a log book to record what you see and encounter each day



### **Team building and leadership training**

- Learn how to work with your group, and decide who is taking the lead role each day



### **Understanding of the Adventurous Journey**

- Select appropriate type of trip and choose your purpose
- For example, if canoeing, you must be familiar with how to safely operate and maneuver a canoe. If not, you must undertake appropriate training.



### **Appreciate the culture within the Journey's environment**

- Understand what land you are traveling on and who owns it

## Practice Journey

The Practice Journey prepares the group for their Qualifying Journey. At all Award levels, it is a requirement of The Duke of Ed that Participants undertake at least one Practice Journey per level. The aim is to provide Participants with sufficient experience to enable them to plan and undertake their Qualifying Journey safely and with confidence. Even a highly skilled group of individuals must take part in at least one Practice Journey together to become familiar with each other's ways of working and to develop as a team.

Practice Journeys should be of a similar nature and in a similar environment to the planned Qualifying Journey, but not over the same route. Practice Journeys at Silver and Gold include sleeping overnight in a shelter, tent, or other rustic accommodation as appropriate, with the group to plan and manage their own simple self-catering. The Practice and qualifying journeys must be using the same mode of travel (e.g. canoeing, hiking etc.).

Practice Journeys **MUST** take place prior to the Qualifying Journey. The goal is to prepare a Participant for a Qualifying Journey so that they can use the knowledge and experience gained on the Practice Journey to adapt their packing and preparation for the Qualifying Journey.

### Bronze:

One Practice Journey must be carried out. This need not be overnight, but at least a full day's activity is recommended where Participants must set up camp in order to check all equipment. (E.g. use of tents, stoves, canoes, bicycles, etc.)

### Silver & Gold:

One Practice Journey must be carried out. It must include two days and one night out.

## Adventurous Journey Requirements

Award Level	Practice Journey Duration	Qualifying Journey Duration	Hours of Planned Daily Activity
Bronze	1 full day out (night optional)	2 days, 1 night	6 hours per day
Silver	2 days, 1 night	3 days, 2 nights	7 hours per day
Gold	2 days, 1 night	4 days, 3 nights	8 hours per day

## Suggested Distance for Expeditions

MODE	BRONZE	SILVER	GOLD
 On foot (hiking)	20 km	40 km	60 km
 Nordic skiing	35 km	65 km	95 km
 Horseback	50 km	100 km	165 km
 Bicycle	85 km	165 km	250 km



## Qualifying Journey

At all Award levels, it is a requirement of The Duke of Ed to undertake one Qualifying Journey. Qualifying Journeys should be of a similar nature to the Practice Journey(s), be in a similar environment, and not over the same route unless approved by your Award Leader. Qualifying Journeys must include sleeping overnight in a shelter, tent or other rustic accommodation.

For Expeditions, there must be an element of travelling and, for overnight trips, different campsites must be used each night, except where this proves too difficult or impossible to manage. In that case, pre-approval for that type of trip is required from the Division office.

The requirements for distance travelled are to be used as guidelines only. The more important requirement is the number of hours per day spent on journey activities. These activities include the travelling from one campsite to another as well as the time spent breaking down and setting up the camps and time spent managing the campsite (meals, starting a fire, etc.). The hours can be averaged out over the duration of the expedition so that some days may have fewer hours of journeying than others but still ensuring that the average hours per day meets the required minimum (Bronze: 6, Silver: 7, Gold: 8). Hours spent travelling by car (or bus) to and from the expedition point do not count.

For most Expeditions, the requirement is that Participants stay in tents (or other non-permanent shelters) except where it might be unsafe or restricted to do so. If tents are not to be used, you should contact your Division for confirmation that the planned accommodation will meet Award requirements. Participants should be involved in the planning of the menu but where that is impossible, they must be involved in the packing, preparation and clean-up of the meals.

## Practice and Qualifying Journeys Conducted Consecutively

Practice and Qualifying Journeys may be conducted on the same expedition or exploration if a Practice Journey involving similar terrain or mode of travel is unavailable prior to the Qualifying Journey. This may include journeys occurring overseas.

If a Practice and Qualifying Journey are conducted on the same trip, the requirements for each still apply. This means that an extra night and day must be added onto the Bronze trip, and two extra days and one night must be added at the Silver and Gold levels. It is important to note that the Participants must take time to reflect, regroup, repack and refocus on what they have learned during the first part of their trip. These observations must be then applied before they set out on their Qualifying Journey.

## For all Journeys

For all types of Journeys, you should participate in the planning of the trip wherever possible. Nights out are to be spent camping in a tent or in a simple, rural cabin. You should set up camp, cook your own meal, and spend time immersed in the natural environment. At least 4 people, including one experienced adult (18+) must be on the trip. All preliminary training and Practice Journeys must be completed prior to the Qualifying Journey. In both cases, an average of 6 (Bronze), 7 (Silver) or 8 (Gold) hours per day should be spent setting up or taking down camp, and either journeying or studying.



**“Glamping” is not considered an Adventurous Journey. Please contact your Division for further information prior to considering glamping trips such as family holidays or cottage weekends.**



## 6.5 Guidelines for Adventurous Journey Reporting

### Journey Logs

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.

#### Information to include in the journey log:

- Navigation notes (including route times and route decisions made, new tracks/features discovered, sketch maps etc).
- Details regarding weather, terrain and landmarks/formations experienced.
- Vegetation and animal/bird life experienced.
- 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).
- 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
  - What action was taken to deal with this incident

As preparation we ask that Participants create a log so it helps them write the final report at the conclusion of their Qualifying Journey.

### Practice Journey Report

- What training did you have towards your Qualifying Journey? For example: first aid, orientating, other courses?
- Where did you go? When did you go? Describe your Practice Journey. (Distance, location, duration etc.)
- How did your Practice Journey prepare you for your Qualifying Journey? Be specific.

### Qualifying Journey Report

- Participants use their field logs to compile and submit/present a report of their Qualifying Journey.
- The report may be written or be presented in any 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).
- The report may be completed on an individual or group basis.



## **The Qualifying Journey report must include:**

- A detailed explanation of what you did each day of your trip journey.
- What was the purpose (e.g. to test equipment, or skill, to study the environment, to retrace the steps of an explorer, etc.)?
- When did you take this trip? Please include dates when trip began and ended.
- Where did you go? Please include geographic location such as specific park, river or city.
- How did you travel? Include method of travel from start to finish of your journey.
- Did you carry your pack the entire time?
- Who went with you? Please include the names of the people in your group, including leaders/supervisors.
- What was your journey like? Please include your experiences, what you learned and what you might do differently if you did the journey again.
- How did your qualifying journey challenge you and what advice would you give to someone who was doing the same Adventurous Journey?



## 6.6 Assessing the Adventurous Journey

Participants gain lifelong values from a journey which involves proper planning, safety, adequate training and meaningful programming. The opportunity to contribute, share and grow from such an experience enhances the Participant's leadership development and enjoyment of their Adventurous Journey.

The safety of Participants is paramount when selecting, planning, preparing and supervising an Adventurous Journey. To help ensure this, an experienced adult (who is suitably skilled and qualified) must supervise and assess all journeys, including Practice Journeys. The Assessor must accept responsibility for the safety of the Participants and must be satisfied that they are fully trained and equipped to undertake the journey. It is the Assessor's decision whether he/she needs to accompany the group on the trip.

The Assessor must ensure that the group has prepared an emergency plan and a detailed route card and copies of these should be given to the appropriate authorities.

Assessors may cancel the journey if they are not satisfied that an adequate degree of proficiency in preliminary training has been reached, or if they believe the conditions warrant cancellation. If the Assessor feels the Participants do not have adequate knowledge of the terrain and climate they should not hesitate to require the group to change or alter their proposed route.

The nature and level of supervision will be determined by the Assessor who accompanies the group on a Qualifying Journey. They must be mindful that the journey belongs to the Participants. They must provide feedback to the Participants regarding any journeys they supervise, including individual and team strengths, weaknesses and areas of concern which need to be addressed prior to the Participants undertaking their Qualifying Journey or their final assessment being completed.

**The level of depth and delivery to which topics are covered:**

- **Is a matter for the sound judgement of the Assessor and must be based on the type and difficulty of the journeys.**
- **Depends on the experience, condition, characteristics and competence of the participants.**
- **Depends on the duration of the journeys.**

Once the Adventurous Journey is completed, the performance on the Qualifying Expedition, Exploration or Adventurous Project must be assessed to ensure that all conditions have been fulfilled.

It is the Assessor's role to determine if the Participant has met all of the requirements for the Adventurous Journey section to be considered complete or if they will need to undertake an additional venture.



## CHAPTER 7

### **The Gold Project** (Formerly known as the Residential Project)

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**BROADEN YOUR  
HORIZONS AND OPEN  
YOUR EYES TO THE  
WORLD.**

---



## CHAPTER 7

### THE GOLD PROJECT



#### 7.1 Go Away with Others and Find Yourself

The Gold Project offers young people a unique experience that truly broadens horizons and challenges their outlook.

At the heart of the Gold Project is the undertaking of a purposeful experience with people who are not your usual companions, working towards a common goal. Adding to this, youth are also outside their usual place of residence, often in an unfamiliar environment with unfamiliar people. It is hoped that the Gold Project rewards Participants with a sense of personal achievement, enhanced social connection with new and interesting people, and a truly life changing experience.



## Requirements

- Be at least 16 years of age.
- Undertake shared purposeful activity which provides opportunities for broadening your interests and experience.
- Reside away from the Participant's usual place of residence for a total period of no less than five days and four nights.
- Be in the company of others who are, in the majority, not the Participant's usual companions.
- Undergo briefing and/or training (if required) prior to or during the Gold Project so that Participants are able to contribute fully to the activity and derive full benefit from the experience.
- In exceptional circumstances, the commitment may be spread over two separate occasions. In these situations, the same activity must be pursued over both occasions and must total 5 days of activity, and take place in the same 12-month period.

## Ideas

Here are some ideas for your Gold Project. Remember, this list is a guide only and is not exhaustive.



### Personal training courses

- Language courses
- Leadership training
- Skills development (e.g. music, art, craft)
- Ecology study course
- Youth camps
- Youth parliaments



### Uniformed Groups: Cadets, Scouts or Guides

- Cadet camps and development courses
- National and International Scouts
- Guide Jamboree
- Encounters with Canada



### Service to other people and communities

- Provision of facilities
- Construction projects
- Assisting as a leader at a camp for young people
- Working with a local or an overseas aid charity
- Working in a care home or hospital



### Activity based

- Outdoor adventure courses
- Sports coaching course
- Sport skills development
- Crew member on board a Tall Ship



### Environment and conservation projects

- Environmental clean up
- Volunteer work with national parks
- Research on habitats and ecosystems
- Restoration of buildings



Vacations and tours do not count!



# CHAPTER 8

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## CHAPTER 9

### GLOSSARY

**Adventurous Journey:** The Adventurous Journey is a section of the Award program. It is completed at all levels of the Duke of Ed.

**Alumni:** Any Award achiever who has earned their Gold or is over the age of 25.

**Assessor:** A suitably skilled, experienced and/or qualified adult volunteer who assists and assesses an activity being undertaken by a Participant for the completion of their Award. Assessors conduct specific training for Participants in any section of the Award and sign off on Participant logs. In most circumstances an Assessor should not be an immediate family member. All Participants must find an Assessor for each section.

**Award Achiever:** A person who has earned an Award at any level. They may also be referred to as an Award Alumni.

**Award Leader:** An adult who is appointed by an Award Unit to act as a representative of the Award Unit and has overall responsibility of The Duke of Ed for that organization. The Award Leader assists Participants with selecting their activities, providing advice, support and encouragement, and celebrates the achievement of an Award.

**Award Level:** Refers to the three Award levels; Bronze, Silver, Gold.

**Award Operating Authority (AOA):** In Canada the AOA is also referred to as a Division. They are the governing and administrative body of the Award in each province and territory. The AOA/Division is authorized to license Award units within their Province/Territory to run the Duke of Ed program. Award Operating Authorities/Divisions also provide support to Award Units.

**Award Unit:** A body such as a school/company/club/organization that has been granted permission by the NAA or Province/Territory Award Operating Authority to run The Duke of Edinburgh's International Award in Canada. Also see **Award Leader**.

**Direct Entrant:** A Participant who starts the Bronze level or the Silver level without having first completed Bronze, or who starts Gold without having first completed Silver.

**Division:** A Provincial or Territorial body sub-licensed by the NAA to manage and deliver the Award program. Also referred to as Award Operating Authorities. .

**Glamping:** A slang term for glamorous camping with all of the amenities and comforts of home.

**Gold Project (Formerly know as the Residential Project):** The Gold Project is a section of the Award program completed at the Gold level. The Gold Project can be done at any time after a Participant registers into the Award as long as the Participant is over 16 years old.

**International Award Foundation (IAF):** The Duke of Edinburgh's International Award Foundation is a registered UK Charity whose mission is to promote the Award, provide young people with the Award, and preserve the quality of the Award worldwide.

**Levels:** Refers to either the Bronze, Silver or Gold level of the Award.

**Mode of Travel:** Method of physical transport used by Participants in their Adventurous Journey. Examples include hiking, canoeing and cycling.

**Minimum Time Requirement:** The minimum length of time required to achieve their Award. This will vary based on Award level and direct entry.

**National Award Authority:** The authorized body that runs The Duke of Edinburgh's International Award on a national basis in a country. Only one NAA is licensed in each country.

**Open Award Centre (OAC):** Delivery unit of the Award allowing Participants with no access to an Award Unit to do their Award using the Online Record Book.

**Online Record Book (ORB):** The online digital platform Participants use to record and track their Award progress. The ORB also acts as an online tool for Award Operating Authorities (Divisions), Award Leaders and Assessors to manage the approval process of an Award and each section.

**Participant:** A young person who is enrolled/registered in the Award and achieving either the Bronze, Silver or Gold level.

**Physical Recreation:** Physical Recreation is a section of the Award program. Completed at all levels.

**Hard Copy Record Book:** Used to record Participants time spent completing their Duke of Ed. Also acts as a tool for Award Operating Authorities (Divisions), Award Leaders and Assessors to manage the approval process of an Award and each section.

**Regular Activity:** Consistent effort by Participants logged towards a section of their Award. Regular activity is defined as a minimum of one hour per week.

**Section:** The Duke of Ed Award program contains four sections: Skills, Physical Recreation, Service and the Adventurous Journey. At the Gold level, a fifth section, the Gold Project is also mandatory.

**Service:** Service is a section of the Award program. Completed at all levels.

**Skill:** Skill is a section of the Award program. Completed at all levels.

**Volunteer:** For the purpose of the Duke of Ed, a “volunteer” refers to anyone over the age of 18 who assists with the Award program.



# CHAPTER 10

## APPENDIX

### 10. Wilderness Code of Behaviour

The enjoyment of outdoor pursuits is one of the fastest growing leisure activities today. This impact should make us realize the value of gaining new knowledge of the environment and how to minimize damage to these areas. Enlightened outdoor users are attempting to travel and camp with a minimum impact on the natural environment. Here is a code of behaviour to help you ensure the “wise use without abuse” of wilderness areas.

#### Planning

- ✓ Keep the group size small. Remember, however, that the ecological impact of a group is not necessarily a function of numbers. Two careless people can do far more damage than eight careful ones.
- ✓ Carrying capacity (the ability of an area to support life) varies, so the number of people should depend on the region of Canada involved.
- ✓ Prepare carefully. Carry everything you need with you. If you pack it in, pack it out.
- ✓ Research the trip area; become familiar with federal, provincial, and local laws and regulations.
- ✓ Conduct pre-trip discussion and instruction with the group.
- ✓ Carry adequate food supplies. Do not rely on the environment.
- ✓ Carry proper equipment.

#### Travelling

- ✓ Use existing trails and portages and stay within their confines. Conduct a careful study of the environment implications before considering new trails.
- ✓ Use switch backs in trails. Do not cut a new trail to save 50 metres.
- ✓ Limit the wearing of lug soled footwear (footwear with pronounced ridges on the soles) to the time when absolutely necessary because this type of boot tends to disturb vegetation to a considerable degree and generally leads to unnecessary erosion, especially when worn by a large group.
- ✓ Respect private property. Obtain travel permits, or ask permission to traverse private property where applicable.



## Campsites and Shelters

- Use existing campsites. Keep heavy use to a confined area (because of soil compaction).
- Do not overstay. Do not expand the campsite.
- Refrain from using natural materials for shelter, except in emergency situations. Use a tent or plastic tarp.
- Refrain from landscaping the campsite.
- Use natural drainage. Do not dig trenches, especially in delicate environments.
- Change footwear to a lower impact shoe while staying in and around campsite.



## Fires

- Use stoves where law and local regulations dictate; where there is a fire hazard; where serious danger to the ecosystem exists; where there is little or no firewood; and where the user wishes to have a minimal impact.
- Obtain fire permits when applicable.
- Keep fires small.
- Use existing fire pits. If the area is untraveled, remove evidence of fire after use.
- Where a fire pit is absent, dig to the mineral level of the soil, avoiding the burnable soil, roots and overhanging trees. Save sand to cover cold ashes. Replace top sod.
- Use only deadwood for the fire, using wood no larger than 5 to 8 cm in diameter.
- Burn all wood completely to a white ash. Retrieve non-burnables such as foil, tin cans and glass, and pack it out.
- Douse the fire thoroughly. Stir ashes and the area surrounding the ashes. Douse again. Eliminate fire scars where possible.



## Human Waste

- Use existing outhouses.
- If there are no outhouses in the area, bury human waste in a small, shallow latrine (cat hole) 15 - 20 cm deep (6 in. - 8 in.) at least 50 metres (150 ft.) from open water.
- Use single ply white toilet paper and burn (or bury) completely.



## Other waste

- What is carried in must also be carried out. Burn it, bash it, bag it, bring it back.
- Personal hygiene activities like brushing teeth and washing hair should be carried out using pans designated for such use. Different pans should be used for the washing of dishes and clothes. Cleaning of any type must not take place in a lake or stream. Water used for personal hygiene and water used to wash dishes and clothes must be disposed of in a pit located 50 metres from the bank or shoreline.
- If using soap, use mild biodegradable soap, but never in a lake or stream.





## Wildlife and Natural Foods

- You are a guest in someone's home, so act accordingly.
- Avoid over-fishing, over-hunting and over-trapping. Obtain necessary licenses, such as fishing licenses.
- Obey all fish, game and forestry laws and regulations.
- Do not pick edible wild foods except where they are clearly abundant. Never pick wild flowers, especially when there are not very many of that particular species in the area. Some species are killed when picked. Most species of wild orchids, for example, are killed when picked during the flowering phase.
- Avoid camping or travelling through environmentally sensitive or ecologically unique areas.



## Clean up Others' Mistakes

- Pack out all non-biodegradable garbage that you find.
- Fill in over sized latrines that are situated too close to the water.
- Inform authorities of the mistakes of others if they are too extensive for you to correct.



## 11. Planning and Preparation

The Adventurous Journey is often seen as the most demanding area of The Duke of Ed, and therefore it requires the most planning and preparation of any Section.

Please note that these guidelines are by no means exhaustive, and are included to only offer guidance for preparing and training. If you are not an expert in the planning, training for, and running of Adventurous Journeys, you will need to seek expert advice and assistance prior to undertaking any journey and during the journey itself.



### Plan and Prepare

- Knowledge of basic law of the land requirements relevant to any particular expedition
- Knowledge of any operating standards and policies which the Award Unit is obligated to follow
- Collect information to plan and prepare expedition/ exploration
- Identify the needs of Participants
- Produce a plan for a journey
- Identify resources required
- Provide information on journey to all involved/concerned
- Agree on the purpose of the journey
- Complete all relevant paperwork



### Equipment Check

- Evaluate what equipment is needed for the intended journey
- What can individual group members supply
- What needs to be obtained elsewhere



### Pre-Evaluation

- Group size
- Fitness and health of Participants
- Self-reliance of group
- Intention or purpose of the journey
- Select appropriate route
- Conduct a reconnaissance to evaluate terrain, distance and approximate time required
- Plan for special activities or dangers in area of expedition, e.g. cliffs, river crossings, tidal areas, highways
- Expedition length
- Conditions (weather) & geographical area
- Safe transport to, from and during expedition
- Fire bans
- Availability of water
- Escape routes
- Emergency contacts
- Leader and volunteer qualifications





## Food

Identify and plan for food requirements

- Types of food suitable and water requirements for cooking
- Food needs on different styles of journey
- Daily energy requirements
- Special dietary needs
- Packing, waterproofing and maintaining food



## Water

Identify and plan for water needs

- Estimation of water needs while also considering seasonal variations
- Adequate drinking water at regular intervals
- Minimum water to be carried
- Safe use of drinking water
- Water purification methods
- Suitable water sources and selection of water
- Potential sources of water in emergency situations are identified



## Weather

Access and interpret weather information

- Source and interpret weather conditions prior to expedition via:
  - ✓ Radio / television / newspaper reports
  - ✓ Environment Canada
  - ✓ Recorded information
- Gain information on the weather via:
  - ✓ Regional norms
  - ✓ Local knowledge
  - ✓ Local effects of the weather
- Knowledge and understanding of weather signs, which may include:
  - ✓ Cloud formation and patterns
  - ✓ Wind direction and velocity
  - ✓ Air temperature
  - ✓ Barometric pressure changes



## First Aid



### First Aid

Respond to common injuries and illnesses on expeditions

- First aid skills, qualifications and knowledge appropriate to:
  - ✓ Expedition location
  - ✓ Risks of the expedition and remoteness
  - ✓ Likely dangers to be encountered
  - ✓ Age, experience and knowledge of Participants
- Understanding of responsibility and medical conditions of Participants, especially:
  - ✓ Asthma
  - ✓ Epilepsy
  - ✓ Diabetes
  - ✓ Special diets



### Medical Information

- Required for every Participant, volunteer and leader in the group
  - ✓ Collection
  - ✓ Completeness
  - ✓ Availability to appropriate people
  - ✓ Confidentiality of medical information



### Injuries/Emergencies

- Skills and knowledge to:
  - ✓ Manage common life threatening injuries/emergencies
  - ✓ Manage minor injuries



### Expedition Medical Issues

- Knowledge of causes and treatment of common expedition medical problems, e.g. dehydration, hyperthermia, low blood sugar



## Safety and Safe Practice



### Safety and Emergency Management

#### General

- Knowledge of general outdoor emergencies, which may include
  - ✓ Medical problems/injury
  - ✓ Panic by Participants
  - ✓ Equipment failure
  - ✓ Lost party or party member(s)
  - ✓ Participants affected by environmental conditions
  - ✓ Pre-planned emergency, escape routes

#### Emergency Plans



- Gain information on local emergency facilities before expedition
- Use and availability of appropriate signaling and communication devices

Emergency plans in case of:

- ✓ Injury
- ✓ Bad weather
- ✓ Lost
- ✓ Overdue

#### First Aid Equipment for Individual



- Personal first aid kit:
  - ✓ Contents, use, packing/waterproofing



#### First Aid Equipment for Group

- Group first aid kit:
  - ✓ Contents, use, packing/waterproofing



#### Emergency Equipment

- Suitable emergency rations
- Identify and plan emergency food/water requirements
- Spare parts
- Emergency communication devices such as Personal Locator Beacons (PLB)



#### Organizational Emergency Procedures and Policies

- Know and understand accident/emergency management:
  - ✓ Ensure you have a plan
  - ✓ Implementation as part of the overall plan of action
  - ✓ Recording of injury/accident
  - ✓ Medevac or accident report form
  - ✓ Reporting accidents to responsible authorities
  - ✓ Reporting accidents to the Award Unit and Division
  - ✓ Emergency contact numbers of support people
  - ✓ Critical Incident Response Plan





## Plan

- Search procedures
- Evacuations
- Control of campfire and fire safety guidelines
- Administering first aid
- Assistance to injured party member
- Activity-specific rescue techniques



## Emergency Contact

- Nominated emergency contact person(s) and their contact numbers
- Procedure for emergency contact person(s) in case Participants overdue or reported injury/accident/emergency
- Estimated times of arrival and procedures for Participants if overdue
- Radio, mobile phone, UHF radio, Personal Locator Beacon
- What to use, when and who to call



## Evacuation Procedure

- Evacuation party size, evacuation equipment, minimum gear
- Emergency plan/route
- Safety and emergency equipment
- Emergency evacuation structures, e.g. stretchers, sleds
- Whether a party goes out to notify or if all group stays together at location (high point, known position)
- Safety procedures around helicopters
- Search and rescue signals
- Time frame for survival (TFFS)



## Help Prevent an Incident, Accident or Emergency

- Identify conditions or Participant actions which could lead to an incident, accident or emergency
- Correct or report problems that may lead to an incident, accident or emergency
- Check, correct or report problems that may prevent accidents or emergencies from being safely handled



## Group Safety

- Group safety issues
- Group organization and control
- Leader to Participant ratios
- Understand the role that emotional well-being of Participants has in an expedition, including:
  - ✓ Feelings, state of mind
  - ✓ Perception of a risk
  - ✓ Self-Esteem



## React Safely in Emergency

- Prepare for an emergency based on The Duke of Ed protocol
- Report emergencies
- React safely to emergency





### Control Small Uncomplicated Emergencies

- Evaluate the emergency
- Safely confine emergencies
- Use initial response emergency equipment, e.g. first aid kit, pressure immobilization, a throw bag
- Report the use of initial response emergency equipment



### Expedition Dangers and Bushwalking Dangers

- Biological hazards
  - ✓ Snakes, spiders, wasps, stinging tree, plants
- Environmental hazards:
  - ✓ Scree slopes / cliff lines / drops and steep slopes /steep gullies
  - ✓ Logs / rocks / overhangs / falling branches
  - ✓ Rivers / swift water
  - ✓ Wildlife habitats
- Manual Handling:
  - ✓ Lifting canoes or backpacks
- Equipment hazards:
  - ✓ Vehicles
  - ✓ Cooking gear
  - ✓ Communications



### Water Safety

- Swimming ability of participants in relation to proposed or potential water activities
- Procedures in cases of a near drowning
- River crossing techniques
- Ocean rips and currents
- Water cleanliness (bacteria/parasites). Particular possible risk for overseas locations.



### Temperature Dangers

- Knowledge and understanding of:
  - ✓ Suitable temperature range for undertaking an expedition
  - ✓ Effects of temperature and humidity on Participants
  - ✓ Sources of heat loss
  - ✓ Causes of heat exhaustion
  - ✓ Causes of heat stroke
  - ✓ Potential medical problems due to heat or cold
  - ✓ Dealing with hypothermia



### Weather Dangers

- Changes to route and plan to deal with bad weather
- Emergency sheltering techniques
- Waterproofing techniques, e.g. personal, equipment, shelters
- Insulation techniques
- Sun protection, e.g. heatstroke, sunburn
- Dangers of lightning, thunderstorms and floods
- Fire





### Dealing Safely with Local Weather Conditions on Journeys

- Assess the influence of topography on local weather conditions:
  - ✓ Interpreting weather conditions during expedition
  - ✓ Understanding local topographical influences on weather
  - ✓ Interpreting local weather signs to identify likely changes



### Participate in the Control of Emergency Situations

- Respond to emergency reports and signals
- Anticipate the behaviour of people during emergencies by:
  - ✓ Recognizing, assessing and reporting hazards
  - ✓ Avoiding, minimizing, neutralizing or removing hazards
  - ✓ Apply organizational procedures

## Route Planning and Navigation



### Route Plan

- Lodgment of detailed route plan
- Notification of relevant bodies and authorities and backup
- Navigation data sheet completed prior to expedition
- Gain information on local conditions
- Gather area information



### Expediting

- Journey in your chosen environment safely
- Ascending and descending techniques



### Pace and Control

- Group's condition/abilities
- Prevailing weather and terrain
- Purposes of the expedition
- Timing / achievability



### Monitoring Progress

- Time of expedition/terrain/weather/Participants' abilities
- Distance and difficulty of expedition, considering aims and abilities
- Time and condition under which group must change plan





## Navigation

Navigate in easy, tracked, remote, difficult or trackless areas

- Able to interpret and understand:
  - ✓ Map features/keys/symbols/scale/contour lines
  - ✓ Grid referencing, (determining off map, translation from grid reference to map)
  - ✓ Advantages and disadvantages of different types of maps
- Able to use various navigation equipment or techniques to:
  - ✓ Navigate using map and compass
  - ✓ Navigate using map and ground features (not compass)
  - ✓ Plot position on contour map
  - ✓ Plan a proper route on a contour map
  - ✓ Fix position and identify unknown features, using a combination of techniques
  - ✓ Navigate around obstacles
  - ✓ Understand common reasons for errors in navigation and compass use
  - ✓ Understand accuracy of compass and maps
- Understanding of:
  - ✓ Linear and point features, attack points, aiming off
  - ✓ Features, spiral search, sweep sear



## Cooking

- Select, prepare and cook suitable expedition meals
- Consider food storage and food safety when planning meals



## Stoves

- Types of stoves and fuels
- Safe operation of stoves
- Dangers of stoves
- Minimal impact of stoves when camping



## Hygiene

Personal and group hygiene

- Appropriate general personal hygiene practices in the outdoor setting
- Suitable hygiene practices for preventing sickness
- Hygiene practices in relation to food storage and cooking
- Toilet/sanitary hygiene considerations



## Environmental Care



### Land Use Code

- Land manager permissions
- Cultural protocols



### Minimal Impact Practices

- Plan and conduct activities for minimal environmental impact
- Ensure participants understand minimal impact bushwalking
- Sources of environmental impact and sensitive areas on expedition route
- Restoration of campsite after use
- Appropriate campfire management and rehabilitation, considering habitat destruction and fire scars, etc
- Environmental care code
- Appropriate crossing of gates or fences
- Mountain hut code
- Care of cultural and heritage sites
- Familiarize yourself with laws applicable to outdoor journeys such as OH&S / EEO / Food Safety Handling/ Adventure Activity Standards



### Sanitation Practices

- Location of toilets
- Construction of toilets
- Considering nearby water sources
- Rehabilitation of toilet site after use
- Minimizing environmental impact
- Permit requirements



### Care of Waterways

- Problems of soaps or detergents in waterways
- Need to wash cooking equipment, utensils, etc, away from waterways
- Use of soaps, shampoos, detergents for personal hygiene away from waterways
- Toilets erected minimum 50m distance away from waterways



### Garbage Disposal

- Appropriate disposal of food scraps
- Appropriate disposal of rubbish and waste



## Team Building and Leadership



### Group Management

- Maintain Participants' physical welfare
- Maintain a positive social environment
- Establish effective communication
- Ensure Participants' safety
- Appropriate closure of journey
- Evaluation



### Leadership

Lead a group

- Skills required by people in a leadership role
- Responsibilities of an expedition leader
- Different styles of leadership and the situations in which they may be used
- Problem-solving techniques
- Negotiation and conflict resolution strategies and how these can be used to deal with potential problems



### Feedback

- Provide feedback on the expedition and suggestions for future expeditions



### Support the Work of the Journey Group

- Work as a member of a journey group
- Contribute to journey meetings
- Contribute to the development of good practice of the journey group
- Help members during the journey
- Respond to conflict in the group
- Recognize/acknowledge/respect the position of the overall leader and their decisions



### Participants

Important factors relating to individuals and the group

- Assess and adjust expectations and demands appropriately for individuals and the group:
  - ✓ Fitness
  - ✓ Strength
  - ✓ Social cohesion
  - ✓ Introverts
  - ✓ Wandering
  - ✓ Gender difference
  - ✓ Experience level
  - ✓ Fatigue and lack illness
  - ✓ Other individual/social/cultural characteristics
  - ✓ Age variants



## Equipment



### Clothing

Clothing suitable to the activity and conditions

- Personal clothing suitable for
  - ✓ Expedition and expected conditions
  - ✓ Emergency conditions
- Knowledge of clothing needs, especially:
  - ✓ Boots, headwear, footwear
  - ✓ Protection against the sun, insects, snakes, spiders, plants, etc
  - ✓ Multiple layers, wicking, waterproofs, life jacket



### Personal Equipment

Selection of personal equipment

- Identify and select equipment with consideration to contextual issues
- Identify and select equipment suitable to the conditions and Participant's needs
- Principles of pack and sleeping bag designs
- Thermal insulation (general and for sleeping)
- Selecting personal expedition equipment suitable for:
  - ✓ Expedition and expected conditions
  - ✓ Emergency conditions
  - ✓ Waterproofing, load carrying, pack weight
  - ✓ Adjustment of equipment and/or fitting correctly to ensure comfort/safety
  - ✓ Appropriate clothing and footwear



### Issue, Fit and Check Clothing and Personal Equipment

- Pre-expedition checks of personal clothing, equipment and supplies, including foot wear



### Group Equipment

Selection of group equipment

- Select group expedition equipment suitable for expedition and expected conditions
- Identify equipment needs
- Use equipment in a manner to minimize damage
- Plan use, carriage and sharing of important resources



### Correct Use of Outdoor Equipment

- Use equipment according to manufacturer's specifications or accepted industry practice to ensure design limits are not exceeded
- Use equipment correctly, properly adjust equipment
- Pack equipment correctly/appropriately
- Keep loads within the capacity of each individual
- Recommended pack weight and distribution of equipment
- Clean and store equipment correctly



### Issue, Fit and Check Group Equipment

- Pre-expedition checks of group equipment





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