



International Handbook for Award Delivery Partners

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About The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award is a global framework for non-formal education, which challenges young people aged 14-24 to dream big, celebrate their achievements and make a difference in their world.

Since its launch in 1956, it has inspired millions of young people to transform their lives. Participants design their own Award program, set their own goals and record their own progress. By creating opportunities for young people to develop skills, get physically active, give service and experience team adventure, the Award can play a critical role in their development outside the classroom. The Award allows young people's achievements to be consistently recognized worldwide, giving them unique international accreditation of their experiences.

The Award helps to inspire, change and improve individuals, communities and societies around the world. Young people who take part in the Award become more confident and resilient, and develop skills in areas such as communication, problem solving and leadership. This in turn impacts on their communities, who see improvements in areas including employability, health and well-being, and educational attainment. Through the Award, young people can be empowered with not just the confidence but the desire to create meaningful change; to find their purpose, passion and place in the world.



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.

A handwritten signature in black ink, appearing to read 'Philip'.


His Royal Highness The Duke of Edinburgh, KG, K

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1.1 Introduction

This chapter introduces the purpose of the Handbook and briefly summarizes the history, philosophy and principles that underpin the Award today. It concludes by providing an overview of Award outcomes, impacts and useful definitions.

1.2 Introduction to the Handbook

This Handbook provides Award Leaders, and other adults involved in delivering the Award, with the core information required to deliver the Award in any location. It is an overarching guide that gives Award Leaders the practical advice and guidelines to help young people to design, plan and achieve their Award.

It is designed to help you to provide the best support and guidance possible to Award participants. Whilst the Award has enduring principles and defined requirements – which are set out in this Handbook – its unique strength is its ability to be used flexibly with any group of young people, whatever their needs and backgrounds.

The Handbook aims to mirror this philosophy, offering best practice advice, support and the flexibility to shape the Award based on the unique needs and requirements for your location and participants, whoever and wherever you are. In addition to this Handbook, there is a wealth of information and online training and development available to support you in delivering the Award. Additional information and support can be found at www.dukeofed.org.

If you have any questions regarding the delivery of the Award that cannot be answered by the Handbook or our website, please do not hesitate to contact the Award Office in Canada.

1.3 History

The original inspiration for the Award came from Dr Kurt Hahn, who also thought up Outward Bound, United World Colleges and Round Square. Kurt Hahn had been a Rhodes Scholar and Private Secretary to the last Imperial German Chancellor before becoming a schoolmaster. He founded a boarding school at Salem in Germany and then, having fled Germany in the early 1930s, founded a school named Gordonstoun in Scotland. The Duke of Edinburgh was one of the first pupils at the school.

Kurt Hahn, amongst other educationists, helped to develop the philosophy of ‘experiential learning’, or ‘learning by doing’, a process of making meaning from direct experience. It was at Gordonstoun that The Duke of Edinburgh completed the Moray Badge, a precursor of the Award and something that Kurt Hahn felt could be used in many more places than just his school. The Second World War prevented further development and it wasn’t until the early 1950s that Kurt Hahn approached The Duke of Edinburgh to establish a national badge scheme based on the idea of the Moray Badge. By 1954, The Duke of Edinburgh agreed that, if Kurt Hahn could form a representative committee, he would be prepared to take the position of Chair.

The Duke was joined by Brigadier Sir John (later Lord) Hunt, the leader of the first expedition to reach the summit of Mount Everest. A first draft of what became the Award was composed in 1955 and sent to voluntary and other youth organizations. Subsequently, the Award scheme was launched, in 1956, initially for an experimental three years.

The original aim was to motivate young boys to become involved in a balanced program of voluntary self- development activities to take them through the potentially difficult period between adolescence and adulthood. A girls’ scheme was launched in 1958, and the two separate schemes were amalgamated in 1969.

From its roots in the UK in 1956, the Award expanded to its current level of operation rapidly with interest from overseas. This expansion led to the formation of The Duke of Edinburgh’s Award International Association in 1988. Today, the Award reaches more than 1.3 million young people per year in more than 130 countries and territories. Full details of the Award’s presence in any country can be found online at www.intaward.org.

1.4 Philosophy

The Award is about individual challenge and developing a sense of commitment. As every individual is different, so too are the challenges that young people undertake to achieve their Award. With guidance from their Award Leader, Assessors or other adults delivering the Award, each young person should be encouraged to examine themselves, their interests, abilities and ambitions, then set themselves challenges in the four (five at Gold) different sections of the Award. These challenges should be overcome through persistence and determination.



The aim of education is to impel people into value forming experiences... to ensure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit... and above all, compassion...It is culpable neglect not to impel young people into experiences.











Kurt Hahn

In the process of completing each section, they will have learned more about themselves and the hidden depths to their character. It is important that these challenges are pitched at the right level for the individual participant – if they are too easy, there will be no sense of real achievement; if they are too difficult then the young person may give up.

Young people do not need to excel to achieve an Award. They need to set personally challenging goals for improvement, strive to reach those goals and reflect on what has been learned throughout their experience. A demonstration of commitment will help a young person get out of the Award what they put in: essentially, there are no short cuts to a real sense of achievement.

1.5 Guiding Principles

There are ten guiding principles that underpin the philosophy of the Award. They are designed to ensure that a young person has a meaningful and purposeful journey through their Award, as well as ensuring that the impact of achieving their Award provides a lasting personal legacy.

The Award's guiding principles are as follows:	
	Individual: Individuals design their own program, which can be tailored to suit their personal circumstances, choices and local provision. They start at whichever level suits them best and they can take as long as they wish (within the age limit) to achieve their Award.
	Non-competitive: Doing their Award is a personal challenge and not a competition against others. Every participant's program is tailor-made to reflect their individual starting point, abilities and interests.
	Achievable: An Award is achievable by any individual who chooses to take up the challenge, regardless of ability, gender, background or location, with the right guidance and inspiration.
	Voluntary: While the Award may be offered within school, college, work time, custody or extra-curricular activity, individuals choose to do a program and must commit a substantial amount of their free time to undertake their activities.
	Developmental: Participating in their Award program fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community, transforming them into responsible young adults.
	Balanced: The Award provides a balanced framework to develop the individual's mind, body and community spirit by engaging them in four activities at Bronze and Silver levels, and five activities at Gold level.
	Progressive: At each level, the Award demands progressively more time, commitment and responsibility from the participant.
	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, will move towards achieving an Award.
	Persistence: The Award requires persistence and cannot be completed with a short burst of enthusiasm. Participants are encouraged to continue with activities and to maintain their interest beyond their program requirements.
	Enjoyable: Participants and Leaders should find the Award enjoyable, fulfilling and rewarding.

1.6 Award Outcomes

The Award plays a vital role in providing opportunities for young people to develop essential universal life skills, complementing formal education and/or things being learned in the workplace. The Award program enables growth in confidence and in the ability to contribute positively to the wider community. The success and flexibility are evidenced by its spread to more than 130 countries and territories.

Drawing on previous research undertaken by the Award and other youth organizations and existing research and recommendations on the outcomes of non-formal education, the Award has developed a description for the outcomes of the Award for young people. It has been found that the Award helps young people develop the following social and emotional capabilities:

Award Outcomes include:	
	Confidence: Self-reliance, self-esteem, self-efficacy, capacity to act in one's own interest and need, self-belief and ability to shape your own life and the world around you.
	Resilience and determination: Self-discipline, self-management, self-motivation, having a sense of purpose, persistent, self-controlled etc.
	Relationships and leadership: Motivating others, valuing and contributing to teamwork, negotiating, establishing positive relationships, interpreting others, managing conflict, empathizing etc.
	Creativity and adaptability: Imagining alternative ways of doing things, applying learning in new contexts, enterprising, innovating, remaining open to new ideas, reading situations correctly and adapting as required.
	Planning and problem solving: Navigating resources, organizing, setting and achieving goals, decision-making, researching, analyzing, critical thinking, questioning and challenging, evaluating risks, reliability.
	Managing feelings: Reviewing, self-awareness, self-control, reflecting, self-regulating, self-accepting etc.
	Communication: Explaining, expressing, presenting, listening, questioning, using different ways of communicating.
	Personal and social well-being: A person's state of mind, relationship with the world around them and the fulfilment they get from life, well-being and life satisfaction.
	Civic competence: The ability and willingness to engage in active participation, based on an attitude of trust in other people, in all the contexts of social life: school, local community, working place, recreational activities.
	Intercultural competence: Ability to operate in different cultural settings (of different ages, skills, religions, languages, etc.), adaptability to changing circumstances and ability to sense and respond to new contexts.

1.7 Award Impacts

The Award has developed several impact measures by examining existing research and evidence on its effectiveness as a youth development program. Much of this evidence is based on young people’s own reports of how doing their Award has transformed their outlook. It also takes into account the views of employers, educational institutions, parents and youth leaders.

The impact measures have been benchmarked against international frameworks such as the UN Sustainable Development Goals, and against the development objectives of regional and international organizations such as the Commonwealth Youth program.


The Award’s seven impact measures are:	
1.	Improved employability and earning potential due to improved life skills.
2.	Improved physical health and fitness due to increased long-term participation in physical activities.
3.	Improved mental health and emotional wellbeing due to increased social interaction, self-confidence, enhanced life skills and sense of purpose.
4.	Increased engagement with charitable and community causes, through the Voluntary Service section of the Award, and indirectly, through increased likelihood of long-term participation in volunteering and other forms of community and local participation.
5.	Improved environmental impact and increase in positive, or reduction in negative, environmental impacts as a result of behaviour change resulting from being more aware of environmental issues and having increased connection with and compassion for nature.
6.	Increased social inclusion and community cohesion, not specifically captured by the other impacts in the framework. This encompasses the resources and relationships provided by people and society, including skills, knowledge, well-being, shared values and institutions.
7.	Reduced offending due to long-term increased levels of physical activity, improved life skills, increased social inclusion and improved social skills resulting from increased levels of social interaction.

1.8 Useful Definitions

Operating Partner	Trained Award Leader
Organizations directly authorized by Award Canada to deliver the Award exclusively to their students/members. Organizations who wish to deliver the Award as an Operating Partner are usually national (or regional) in scope and serving more than 500 youth (or have the capacity for rapid growth). Examples of Operating Partners include school boards, Scouts Canada, Girl Guides Canada etc.	Actively works with participants, mentoring them to choose their activities, monitoring their progress, and coordinating aspects of their Award programs. Typically, each Award Centre has one leader for every 20 participants. An Award Leader may undertake other Award delivery roles when appropriate.

Award Centre	Assessor
<p>Organizations directly authorized by Award Canada to deliver the Award exclusively for their students/members in one geographic region. Award Centres typically have less than 250 registrations annually. Examples of Award Centres include independent/private schools, public schools, community centres, youth groups etc.</p>	<p>An adult who mentors a participant as they work through their activity. An Assessor is knowledgeable in the chosen activity and can work with a participant for the duration of their Award. It is the participant’s responsibility to find a different and appropriate adult Assessor for each activity. Assessors must understand the requirements of the Award section they are verifying but they do not need to complete specific Award training. The Assessor must attest and comment on the participant’s commitment and verify that the participant has completed the activity. Please note immediate family members cannot be Assessors for any section of the Award.</p>
Award Group	Online Record Book
<p>A group of participants undertaking the Award within an Award Centre or Operating Partner. The adult contact is typically the Award Leader.</p>	<p>The Online Record Book (ORB) is the online Award management system that must be used by all Award Centres. The ORB enables your organization to monitor the progress of your participants and to keep them on track with their Awards. The ORB also provides reports with statistics about Award operation in your organization. Award Coordinators, Leaders and participants must create individual accounts on the ORB to participate in the Award.</p>
Trained Award Coordinator	
<p>Takes overall operational responsibility for the delivery of the Award. Provides mentorship and support to Award Leaders and participants. Acts as the main contact between Award Canada and your organization. The Award Coordinator is often also an Award Leader or may take on another role.</p>	

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2.1 Introduction

This chapter outlines Award youth protection policies and code of conduct standards. The Duke of Edinburgh’s International Award Operators have zero tolerance for harassment or exploitation of Award participants, their communities, Award operators, our partner organizations, staff or volunteers. We must expect to be held to the highest possible standards. The chapter concludes by setting out the Codes for Award Operators, responsibilities of adults delivering the Award and reporting process of incidents and complaints.


2.2 Youth Protection

The Duke of Edinburgh’s International Award – Canada (Award Canada) is proud to offer a safe and supportive environment where young people can feel accepted, valued and respected. Our Youth Protection policy and Code of Conduct lays out a framework to help staff and volunteers who work directly for Award Canada keep Award participants safe from harm. It is also intended to provide a minimum level of expected practice from organizations, their staff and volunteers, who use and work with the Award.

Award Canada will undertake due diligence when selecting organizations and individuals with whom to partner on Award activity. All organizations working with Award Canada will adhere to national guidelines for the protection of children, young people and vulnerable adults.

Award Canada does not screen staff or volunteers of Award Centres and delivery partners. This is required to be carried out by Award Centres. The procedures for vetting by these organizations will be tested as part of licensing / quality assurance processes.

Award Centres and Operating partners have a responsibility to ensure that activities directly managed by your organization are operated in a safe environment. To ensure safety is prioritized, it is essential that the risk management and emergency procedures of your organization are clear and followed at all times by all adults involved in Award delivery.



As participants/caregivers choose their own Assessors, participants must be advised that Award Canada does not screen these people. As per the Requirements and Conditions of registration, it is the Award Centre’s responsibility to inform participants and parents/guardians that participation in the Award program is voluntary and involves inherent risk. The participant/parent/guardian is accountable and responsible to ensure reasonable precautions and safety protocols are taken and/or implemented to ensure the safety and well-being of the participant for all activities conducted.

It is the responsibility of each adult in the Award to be aware of their specific youth protection responsibilities. This includes:

- Taking immediate action to protect youth if there are any concerns for their safety and welfare.
- If you have reason to believe a youth is being abused or neglected, you are required to report to the authorities, to your organization and to The Award Canada. You may have additional protection and reporting obligations under provincial, territorial, and federal law.

It is the responsibility of each adult in the Award to ensure that:

- They recognize the position of trust in which they have been placed.
- Their behaviour is appropriate at all times.
- They observe the rules established by the Award and by their own organization for the safety and security of children, young people and vulnerable adults.
- They follow the procedures of their organization following suspicion, disclosure or allegation of any abuse, including those regarding the reporting of any suspicion, disclosure or allegation.
- In every respect, the relationships they form with the children, young people and vulnerable adults under their care are appropriate.

2.3 Code of Conduct

It is the policy of The Duke of Edinburgh’s International Award to safeguard the welfare and well-being of the young people who participate in the Award, by protecting them from abuse, from neglect and from physical, sexual and emotional harm. All adults engaged with the Award have a duty to report concerns or suspicions and a right to do so in confidence and free from harassment.

The Duke of Edinburgh’s International Award Foundation has published a Code of Conduct with regard to safeguarding that describes what it expects of individuals and the organizations to which they belong. **All adults in the Award, regardless of appointment or role, are to be provided access to and expected to adhere to this “Code of Conduct for Adults in the Award” (see below) and the Award Canada “General Standards of Behaviour”** and treat them as minimum standards of behaviour, recognizing that further standards may be required by their own provincial legislation or policies set by their own organization.

The Code of Conduct is applicable to in-person, online, social media and virtual situations. This Code of Conduct is updated from time to time, in line with good practice drawn from the experience of Award Operators around the world. This version of the Code of Conduct is version 2.1 and was published in

November 2022. The most up to date version of the Code of Conduct may be found at www.intaward.org

All organizations that work with Award participants should have appropriate policies and procedures in place to ensure, as a minimum, that they allow adults to comply with this Code of Conduct.

ALWAYS		NEVER	
✓	ALWAYS treat everyone with respect.	✗	NEVER permit abusive youth peer activities (e.g. bullying).
✓	ALWAYS provide the example you wish others to follow.	✗	NEVER have any inappropriate physical or verbal contact with others.
✓	ALWAYS plan activities that involve groups of three or more - or at least which are within sight or hearing of others.	✗	NEVER jump to conclusions about others without checking facts.
✓	ALWAYS respect everyone's right to personal privacy.	✗	NEVER exaggerate or trivialize child-abuse and child protection issues.
✓	ALWAYS provide access for young people to talk to others about any concerns they may have.	✗	NEVER show favoritism to any individual.
✓	ALWAYS encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.	✗	NEVER make suggestive remarks or gestures, even in fun.
✓	ALWAYS avoid situations that compromise or are unacceptable within your relationship of trust with young people.	✗	NEVER believe "it could never happen to me."
✓	ALWAYS remember that someone else might misinterpret your actions, no matter how well intentioned.	What to do if...a young person tells you they are being neglected, mistreated, or abused, you must:	
✓	ALWAYS recognize that caution is required even in sensitive moments, such as dealing with bullying, bereavement, or abuse.		
If you are concerned....		2.	Be understanding and reassuring – do not give your opinion.
1.	Tell your manager or another person in authority immediately.	3.	Tell them you will try to help but must pass the information on.
2.	Write careful notes of what you witnessed, heard or were told.	4.	Write careful notes of what was said using the actual words.
3.	Include the time and date and full names of those involved.	5.	Include the time and date and full names of those involved.
4.	Pass your notes to your manager or another person in authority as soon as possible.	6.	Tell your Award Leader or another person in authority immediately.

2.4 Code for Award Operators

In addition to the ten guiding principles, there are three criteria to which all Award Agreement holders must adhere. These criteria relate to the Award's Operational Principles, Code of Practice and Reciprocal Participation.

2.4.1 The Operational Principles

- Participants must be between 14 and 24 years of age. *
- The basic structure of the Award consists of the four mandatory sections: **Voluntary Service**, **Skills**, **Physical Recreation** and **Adventurous Journey**.
- There are three levels of Award: **Bronze** (for those aged 14 or over), **Silver** (for those aged 15 or over) and **Gold** (for those aged 16 or over)*.
- The minimum period of participation for Direct Entrants to qualify for an Award is six months (26 weeks) for **Bronze**, 12 months (52 weeks) for **Silver**, and 18 months (78 weeks) for a **Gold** Award.
- At **Gold** level, participants must undertake a **Gold Project** away from home.

* Some National Award Operators allow young people doing their Award at school to start their Award before their 14th birthday. This allows young people to start their Award journey together with their peers. In Canada, the young person must be at least 13.5 years old. Young people who have completed the previous level of the Award may begin the next level without delay, even if they are not yet at the minimum age for direct entry.

2.4.2 The Code of Practice

All operators and deliverers of the Award must:

- Maintain comparable standards of operating practice as advised by The Duke of Edinburgh's International Award.
- Manage the Award fairly and impartially in all respects.
- Ensure that the Award is open to all, subject to the age parameters.

2.4.3 Reciprocal Participation

All Award Operators agree, in so far as it is possible under individual national laws, to allow participants from any other licensed Operators to transfer their participation to them and to recognize the validity of achievements recorded by other Award Operators or Partners.

2.5 Responsibilities of Adults Delivering the Award

Award Centres and Operating partners have a responsibility to ensure that activities directly managed by your organization are operated in a safe environment. To ensure safety is prioritized, it is essential that the risk management and emergency procedures of your organization are clear and always followed by all adults involved in Award delivery.

As per the Requirements and Conditions of registration, it is the Award Centre’s responsibility to inform participants and parents/guardians that participation in the Award program is voluntary and involves inherent risk. The participant/parent/guardian is accountable and responsible to ensure reasonable precautions and safety protocols are taken and/or implemented to ensure the safety and well-being of the participant for all activities conducted.

Award Coordinator Responsibilities include:	
✓	Acting as the main contact between the organization and Award Canada.
✓	Setting up and running the Award within the Award Centre, ensuring participants have a safe and enjoyable experience.
✓	Raising awareness and actively promoting the Award at their organization.
✓	Supporting and recruiting Award Leaders and other adults delivering the Award at their organization.
✓	Ensuring compliance with all aspects of the Award Centre Agreement.
✓	Overseeing participant and Award Leader use of the Online Record Book (ORB) and ensuring the Award Centre’s Online Record Book account remains up to date.
✓	Seeking and maintaining ongoing support for the Award from the senior management of the organization.
✓	Organizing Award activities including Bronze and Silver celebrations to recognize participants who achieve their Award.
Award Leader Responsibilities include:	
✓	Ensuring the delivery of a high-quality Award program to the young people in their Award Group.
✓	Managing the provision of a safe and enjoyable Award program for participants in their group.
✓	Supporting participants in registering, choosing activities for their Award program and helping participants to set appropriate timescales and goals.

✓	Encouraging participants to participate regularly in their chosen activities and work towards a timely completion of their program.
✓	Encouraging participants and in some cases helping coordinate aspects of participants' Award programs.
✓	Managing participant profiles in the Online Record Book.
✓	Maintaining good communication with the Award Coordinator and report to them on all matters relating to their Award Group and participants.
✓	Establishing and maintaining good communication with parents/guardians of participants regarding plans, meetings and events.
✓	Actively promoting the Award within the organization and its community.

2.6 Incident & Complaints Reporting

Your organization must have in place emergency procedures and policies. Additionally, you must ensure that specific and dedicated emergency response procedures are developed for the Adventurous Journey and ensure that all adults and youth involved are aware of them. Normally, these procedures should be in line with the wider emergency procedures and policies of your organization.

The Award Centre must report any incident, complaint and/or possible legal claim involving the Award as soon as possible to the Chief Executive of Award Canada.

If a complaint/issue cannot be resolved between the complainant and Award Centre or Award office, the following process should be followed:

1. Escalate the complaint to the national office.
2. The National office will designate a suitable member of staff to seek a resolution.
3. The designated member of staff will acknowledge and confirm the complaint within 5 working days.
4. The National office will seek to resolve the complaint within one month.
5. Any outcome will be provided in writing to ensure that all are correctly informed and that any review or remedial action is carried out.

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Chapter 3: Award Framework and Requirements

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3.1 Introduction




This chapter sets out the Award framework and requirements, including the section aims, age and time requirements of each level. It also reviews the participant registration process and using the Online Record Book.

3.2 The Award Framework

The Award Framework is the enduring structure of the Award that has changed little since its inception in 1956. A summary of the Award Framework's levels and sections is shown below.

Award Levels		
		
<p>Bronze</p> <p>For those over 14 years. 26 weeks minimum participation.</p>	<p>Silver</p> <p>For those over 15 years. 52 weeks minimum participation.</p>	<p>Gold</p> <p>For those over 16 years. 78 weeks minimum participation.</p>

Award Sections	
At each level, the Award has four sections designed to provide a balanced program of personal development and challenge. Each participant is encouraged to choose one unique activity for each section of the Award. Award sections include:	
	Voluntary Service: Learning how to give useful voluntary service to others in their community. Making a positive contribution to society and demonstrating social responsibility.
	Physical Recreation: Amplifying participation in physical recreation and improvement of performance. Promoting a healthy lifestyle for positive mental health and physical well-being.

	Skills: Practicing the development of personal interests, creativity and practical skills. Broadening abilities, increasing skills and self-confidence.
	Adventurous Journey: Encouraging a spirit of adventure and discovery while planning and undertaking a journey in a group. Developing self-reliance and overcoming real-life challenges in a team setting.
	Gold Project: Broadening experience through living and working with others in a residential setting. Staying in an unfamiliar environment, taking part in a worthwhile project and building new relationships. This section is only required at the Gold level.

3.3 Participant Age Requirements

The Award is available to young people between the ages of 14 and 24. If a participant is unable to complete their Award before their 25th birthday because of illness, accident or other unavoidable circumstances, application for an extension needs to be made to the national office.

The minimum age for direct and continuing participants at each level is as follows:		
Level	Direct Entrants (those who have not completed previous level):	Continuing Participants
Bronze	14	N/A
Silver	15	14.5
Gold	16	15

- **At Bronze level** – Discretion is allowed if a young person, who is younger than 14, is part of a peer group where the majority are 14 or older and wishes to start their **Bronze** with their peers. In Canada, the Online Record Book will allow participants that at least 13 and 6 months to sign up.
- **At Silver level** – Young people who have completed their **Bronze** level may start their **Silver** level without a delay being imposed, even though they are not yet 15. Discretion is allowed if a young person, who is younger than 15, is part of a peer group where the majority are working on their Silver and wishes to start their **Silver** with their peers. In Canada, the Online Record Book will allow participants that are over 14 and 6 months to sign up.
- **At Gold level** – The direct entry age for Gold is 16. Participants who have completed the **Silver** level can start their Gold without delay even if they are not yet 16. Participants cannot achieve their Gold Award until they are at least 16 years old.

3.4 Participant Time Requirements

As the Award is a program of individual challenge, participants are encouraged to work at their own pace and show regular and ongoing commitment over a period of time. The Award is referred to as a marathon, not a sprint. Subject to the maximum age limit, participants can take as long as they want to complete their Award, although they are encouraged to stick with what they are doing rather than give up for a period.

In the Voluntary Service, Skills and Physical Recreation sections, participants are required to participate regularly in their chosen activity. The Award cannot be achieved in a shorter time span by working more intensely – the activities undertaken should be habit-forming and allow the young person to prove to themselves what they can achieve through persistence and commitment.

There is no absolute rule as to what is considered regular participation, as the amount of time dedicated to an activity will depend on many things, including the activity itself and the participant’s own circumstances.

On average, participants spend one hour per week on their chosen activity. One hour per week is also the amount of time that is required to be logged on the Online Record Book (or equivalent). One hour per week or two hours per fortnight is usual; less frequent participation should be discussed and approved by the participant’s Award Leader.

If participants take a break for longer than four weeks, they will need to add extra time to their overall week count. If participants need to stop working on their Award, there is no penalty and they do not lose any progress that has already been recorded in the ORB. Participants will need to speak with their Award Leader to update their plan to complete their Award.

Level	Physical Recreation	Skill	Voluntary Service	Major Section (applicable for Direct Entrant Participants)	Adventurous Journey**
Bronze	13 weeks	13 weeks	13 weeks	All participants must do an additional 13 weeks in: Physical Recreation; or Skills; or Voluntary Service	2 days + 1 night
Silver	13 weeks	13 weeks	13 weeks	Non-Bronze holders must do an additional 26 weeks in: Physical Recreation; or Skills; or Voluntary Service	3 days + 2 nights
Gold*	13 weeks	13 weeks	13 weeks	Non-Silver holders must do an additional 26 weeks in: Physical Recreation; or Skills; or Voluntary Service	4 days + 3 nights

*Plus additional requirement of 5 day / 4 night Gold Project at the **Gold** level

**All Adventurous Journeys must include preparation, training and a Practice Journey. See the Adventurous Journey Section ([Chapter 8](#)) for more information on the duration and requirements at each level.

3.5 Participant Registration

Enrolment or registration for the Award commences by mutual agreement between the participant and their Award Leader or another suitable adult at the Award Centre, for instance the Award Coordinator. All participants must register on the Online Record Book.

Only activities undertaken after a young person has been registered can count towards their Award – the Award Leader and participant must discuss and agree on the start date to ensure a participant has a solid plan and that all their activities and commitments are recognized.

3.6 The Online Record Book

The Online Record Book (ORB) is the online Award management system that must be used by all Award Centres. The ORB enables your organization to monitor the progress of your participants and to keep them on track with their Awards. The ORB also provides reports with statistics about Award operation in your organization. User Guides and training about using the ORB are available for adults delivering the Award.

When participants and Award Leaders first get involved in the Award, they will need to create a profile on the ORB, www.onlinerecordbook.org.

3.6.1 Overview of Roles and Responsibilities on the ORB

The Online Record Book (ORB) is the online Award management system that must be used by all Award Centres. The ORB enables your organization to monitor the progress of your participants and to keep them on track with their Awards. The ORB also provides reports with statistics about Award operation in your organization. User Guides and training about using the ORB are available for adults delivering the Award.

Role	Responsibilities on the ORB
Award Staff	<ul style="list-style-type: none"> • Approve Award Centre registrations. • Approve Award Coordinator and Award Leader accounts. • Extract reports for management purposes. • Verify all Awards.
Award Coordinator(s)	<ul style="list-style-type: none"> • Manage information on Award Leaders and participants. • Manage information on the Award Centre and ensure that the account is updated regularly. • Extract reports and statistics for management purposes.
Award Leader	<ul style="list-style-type: none"> • Approve/revise activities, goals and Assessors. • Monitor the progress of participants. • Set up Adventurous Journey events (if applicable) and link to participants. • Review and provide initial sign-off of your participant Awards.
Participant	<ul style="list-style-type: none"> • Sign-up on the ORB. • Set up activities, goals and Assessors for each section. • Update evidence for each section including regular activity logs and Assessor reports.



Chapter 4: Guiding Award Participation

4.1	Introduction	4.7	Reviewing Activities
4.2	Guiding Participants	4.8	Changing Activities
4.3	Planning and Preparing for an Activity	4.9	Completing a Section
4.4	Finding Assessors	4.10	Authorization of an Award
4.5	Setting Section Goals	4.11	Starting Another Award Level
4.6	Logging Activities	4.12	Transfer of a Participant

4.1 Introduction

Many young people say that, more than anybody else, it was their Award Leader who inspired them to complete their Award, demonstrating the key role that an Award Leader plays in a participant's Award journey. This chapter concentrates on the role that adults, especially Award Leaders and Assessors, have in the mentoring and supporting of a young person through their Award and the outcome and impacts this support has on a young person.

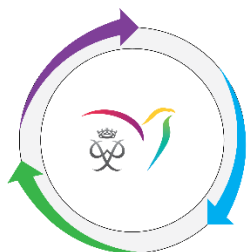
Developing an understanding of the uniqueness and benefits of the Award and the impact it has on young people's lives, helps us to appreciate the value of mentoring and guiding young people through their Award.

4.2 Guiding Participants

Once the participant has been registered for the Award, they need to be guided by an adult who understands the Award and can provide advice and encouragement. This is the role of the Award Leader. The Award Leader must understand the Award requirements, sections, levels and most importantly, must support the participant with setting and achieving challenging goals.

Being an Award Leader is more like being a mentor to a young person than anything else. Many Award Leaders are also teachers and report that they use a different set of skills when working with young people doing their Award, than when they are working in the classroom. They tell us that they tend to coach rather than instruct; facilitate and guide young people to make their own decisions; and encourage active reflection on the learning that is taking place.

The Award Leader must stay in touch with their participants throughout their Award or, if the participant is moving on to another level or Award Centre, try to ensure that they are connected to another Award Leader. As a guide, many Award Leaders meet and communicate with their Award Group participants regularly. As well as guiding and mentoring their participants, Award Leaders should support participants to find challenging activities and suitable Assessors.



PLAN
DO
REVIEW

The process that the Award Leader and participant go through when undertaking each section is a cycle of planning, doing and then reviewing the activity. The participant is engaged throughout this process, with their Award Leader and Assessor guiding and mentoring them from start to finish. Their roles are especially important in ensuring that the participant sets achievable goals from the start and reflects on the impact of their activity. These goals should be achievable in the timeframe of the Award and should take into account the starting ability of the participant.

4.3 Planning and Preparing for an Activity


To start the Award, participants should work with their Award Leader to choose their activities in all sections and make an achievable and realistic plan to start doing their activities. There is no set syllabus or common standard to achieve. Instead, there are personal goals to set and achieve. Participants should choose activities that interest them and are suitable to pursue over a sustained period of time.

Developing initiative is a key part of a participant's involvement in the Award. Participants take responsibility for the creation of their own Award framework. They should consider costs, venue and choices, travel requirements and the availability of suitable Assessors for each section of the Award. Award Leaders provide support and advice to participants, especially when they are choosing activities and setting goals.

As much as possible, the ideas should come from the participant, with the Award Leader acting as a facilitator. Some Award Centres may, however, have preferred activities for participants to undertake, such as participating in a certain activity or supporting Award Centre events. The Award Leader/Centre has the authority to provide final approval of all activities and activity Assessors.

Each activity should:

- Focus on the overall section outcomes that it falls under.
- Focus on a specific activity with an identified SMART goal rather than one-time activities.
- Reflect the participant's ability and experience.
- Be progressive and allow the participant to demonstrate achievement over a period of time.
- Contain appropriate safe working practices and follow legal requirements.



Participants may end up with a definite plan of action after the first briefing or may have to research for further details. Award Leaders should help participants, if required, but should not end up doing the work for them. Remember that the Award is first and foremost the participant's own program.

In helping a young person choose their activities for each section, the Award Leader should encourage a young person to push their comfort zone and find activities that are challenging and enjoyable. In the **Adventurous Journey** section, the purpose and nature of the journey needs to be agreed by the journey group and their **Adventurous Journey** Supervisor, and the **Adventurous Journey** Assessor.

Depending on the activities chosen for the various sections – particularly for the **Adventurous Journey** and **Voluntary Service** sections – participants may need to do some training to ensure their own safety and the safety of others. The time spent on mandatory training should be incorporated into the participants goal/logs and may count towards their overall required weeks/hours for that section.

4.3.1 Activities Within a Group

Except for the Gold Project and the Adventurous Journey section, which must be undertaken along with other people, participants may follow their chosen activity on their own or as part of a group. In Voluntary Service, Physical Recreation and Skills section it is the individual participant's work and effort that counts. In these sections participant's goals should always be based on what they personally want to achieve and have control over instead of what they want/hope the team to achieve. If a group only runs for a certain period of time or ceases, the participant can add another activity to the section to ensure required time is completed.

4.4 Finding Assessors

For each section of the Award participants must find an adult Assessor who is knowledgeable and experienced in that activity and can help them to set individually challenging and realistic goals and offer appropriate guidance. Assessors must also understand the requirements of the Award section they are verifying but they do not need to complete specific Award training.

Participants need to choose a different Assessor for each Award activity. **Assessors cannot be immediate family members.** Often, an Assessor is someone a participant already knows – a teacher at or outside of school, a volunteer coordinator, a trainer or coach, a community member, or a family friend. An Assessor might directly teach or supervise a participant in their activity but can also be someone a participant goes to for guidance and to ask questions even if they are not directly involved in the activity. Participants who are unsure of who to ask to be their Assessor are encouraged to reach out to their networks to see if anyone they know can connect them to someone who would be suitable.

Award Leaders determine if the proposed Assessor is suitable for the participant's chosen activity. It is the responsibility of the parent or guardian (if the participant is under the age of 18) to ensure they meet any risk or child protection requirements (refer to [Chapter 2 Safeguarding and Codes of Conduct](#)) applicable to their Centre or country.

At a minimum, an Assessor needs to:

- Help participants set a personally challenging SMART goal.
- Be available to check-in, mentor and provide ongoing support to the participant.
- Submit a short report on the progress a participant has made once the required number of weeks are complete.

4.5 Setting Section Goals

The setting of realistic and achievable goals by participants is essential in allowing them to undertake purposeful and challenging activities. Setting well defined goals from the start motivates participants to commit to and finish each section.

Award Leaders will review all goal submissions on the ORB and can send it back to the participant for revision or approve it. Participants will not be able to start logging until their submitted goal and Assessor has been approved by their Award Leader. The role of the Award Leader and Assessor in mentoring the participant to set suitable goals from the start is therefore a crucial responsibility. Goal setting should be directed by the participant and done in consultation with the Award Leader and Assessor.

A strong goal will describe what the participant wants to achieve, alongside how and when they will achieve it. For example, 'playing the piano' is a goal that just explains the activity; a smarter goal would be 'playing the piano to a certain standard and performing at the school's musical concert on a specific date'.

S	M	A	R	T
G	O	A	L	S
SPECIFIC	MEASURABLE	ACHIEVABLE	REALISTIC	TIME BOUND
Specific:	What do you want to achieve?			
Measurable:	How will this goal be measured?			
Achievable:	Is it an achievable goal?			
Realistic:	Is it a realistic goal?			
Time-bound:	How much time will it take you to achieve?			

Goals should be periodically reviewed in discussion between the participant, Award Leader and the Assessor. When necessary, goals should be revised so a participant remains motivated to finish their activity rather than feeling they give up because the task is too difficult.

4.6 Logging Activities

Using the Online Record Book the participant, with advice from their Award Leader, records their section goal or goals, logs each weekly activity and uploads any supporting evidence.

Participants should be encouraged to describe personal progress towards their goal within their logs and reflect on:

- What they *planned* to do?
- What they actually *did*?
- What *went well*?
- What can be *improved* next week?

Participants will need to log until the required hours are completed. Encouraging participants to establish a consistent routine for logging their activities will help ensure they are successful in completing their Award.

4.7 Reviewing Activities

The Assessor and participant must review each activity from time to time to give the participant an opportunity to raise any issues or concerns and reflect on their goal and learning. At the end of a section, a final review should be done with the participant and Assessor. This should look back over the entire process looking back at what happened, how the participant felt and what was learned from the experience. Participants should also be encouraged to look forward to see how they can apply what they have learned in their activity to their life circumstances, and how to benefit from their experience.

The Award Leader or Assessor can specifically refer to the outcome and impact measures of the Award and discuss with the participant how their experience relates to these. For example, a participant's *Adventurous Journey* may directly relate to Impact 5: The environment, in that their journey increased the participant's awareness of environmental issues.

4.8 Changing Activities

Participants should ideally choose one activity to pursue per section but if this is not possible for some reason, it can be agreed with their Award Leader that a second activity is pursued. It is up to the Award Leader to discuss with the participants their reason for changing. If they feel that the participant does not have a suitable reason, then they should remind the participant of the principles of persistence and development underpinning the Award to help them move forward in their chosen activity.

The ideal situation is that the participant picks one suitable activity in each section, sticks with it for at least the required minimum amount of time, shows improvement, and ends up with a lifelong interest and a sense of achievement. Participants should be encouraged to strive for this ideal.

The Online Record Book will allow up to 3 activities within the Voluntary Service, Physical Recreation and Skill sections. Activities can also be deleted when necessary.

4.9 Completing a Section

Participants carry out their activity and work towards achieving their goal. Once they have pursued their activity for at least the minimum period, and shown commitment and improvement, they then get their activity signed-off by their Assessor. After the required time in the section has been done and an Assessor Report has been completed the participant will need to have their Award Leader review the section for final approval.

The Award Leader must ensure that this criteria is met in order to authorize a participant's section:

- An appropriate SMART goal for the section has been set and achieved.
- Logs show clear progress towards the goal.
- The required weeks/hours for the section has been completed.
- The participant has submitted a completed Assessor Report for the activity/section (each section must have a different adult Assessor who is not a family member).

If any of this criteria has not been met, the Award Leader revises the section and provides the participant with a clear note on what is missing. The participant will need to revise their Award and then resubmit for approval.

4.10 Authorization of an Award

Participants qualify for a level of the Award when they have completed the four Sections (five at Gold), and when the satisfactory completion (duration, hours, regular effort and progress towards goal) is confirmed by their Award Leader. The National Award Operator works with Award Centres to agree, authorize and inform participants, via their Award Leader, when and where they will receive their Award. Usually, Bronze and Silver Awards are presented at a local event organized by the Award Centre, and Gold Award presentations are organized by the national office in the presence of a high-level patron.

4.11 Starting Another Award Level

Participants should be encouraged to complete all sections of their current Award level before progressing to another level. The Award is about achieving the personal goals that the participant sets for themselves in all sections, and not simply about counting numbers of hours engaged in one specific activity. If it proves difficult to complete the whole Award in a reasonable time, then they may start any section at the next level provided they:

- Have completed that section in their current level.
- Have reached the minimum age of entry for the new level.
- Are not working on all three levels at the same time.

Participants must be invited by their Award Leader or Coordinator to register for the next level on the ORB to begin logging at the next level.

4.12 Transfer of a Participant



There will be occasions when a participant moves from one Award Centre to another – or even from one country to another; in these circumstances, the participant may be able to continue with their Award if they are moving to a country that delivers the Award. In some cases, an NAO may not have an Award Centre available to which a participant can transfer. There is a process that is followed, whether the participant is undertaking or moving their Award within a National Award Operator (NAO) or Independent Award Centre (IAC).

If a participant needs to be transferred, the local Award Office must be contacted with the following information:

- Name of Participant & email
- Current Award Centre
- New Award Centre (and country if applicable)
- New Award Leader



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		<h2>Chapter 5: Voluntary Service Section</h2>			
5.1	<u>Introduction</u>	5.4	<u>Requirements</u>		
5.2	<u>Aim & Ethos</u>	5.5	<u>Activity Examples</u>		
5.3	<u>Outcomes and Benefits</u>				

5.1 Introduction

This section of the Award provides a young person with a greater sense of worth from having given voluntary service and help to others and their community. The opportunity to give voluntary service over an extended period of time enables young people to witness and experience the benefits that their service provides to others and encourages them to become more active, engaged citizens. Providing service to others also develops a young person’s humanity and character, both of which will enable them to continue to develop positively.

5.2 Aim & Ethos

This section aims to give participants a sense of compassion, to help them become more active, engaged citizens, playing their part in strengthening and improving their communities. Participants should undertake an activity by volunteering their time to support others, whether that be people, the community, the environment or animals and should learn and benefit from undertaking their service.

The activity chosen should focus on providing service to others and/or making a meaningful contribution to contribute to the community. As with all sections of the Award, participants learn by doing, in keeping with the Award methodology of experiential learning. By undertaking service regularly over a period of time, rather than in a short, concentrated time period, it is hoped that the young person will develop a lifelong commitment and connection to voluntary service and community involvement.

5.3 Outcomes and Benefits

The specific benefits will obviously depend on the type of voluntary service chosen. Some of the general benefits for the **Voluntary Service section include:**

- Learning patience, tolerance, and compassion
- Overcoming ignorance, prejudice, apathy and fear
- Increasing awareness of the needs and challenges of others
- Improving interpersonal skills and self-development skills
- Developing confidence, resilience and determination
- Enhancing communication and leadership qualities
- Trusting and being trusted
- Making a real difference to the lives of others

- Accepting the responsibility of commitment to others
- Meeting new people from different backgrounds and relating to others from different generations
- Forming a lifelong habit of community involvement
- Enjoyment and a sense of satisfaction in helping others

5.3 Requirements

Voluntary Service is a part of the Award where participants will have a real impact on the lives of other people as well as in their own life. It is therefore important that participants are properly prepared so that this impact is positive and preferably enduring. **The participants goal should be focused on what they will do for their community or how they will help others instead of solely focusing on their own personal development.** The **Voluntary Service** activity must differ from the other section activities to ensure a balanced program.

PLAN	The participant, Award Leader and/or the Assessor discuss expectations, set a goal and complete any necessary training, such as a First Aid course prior to carrying out their chosen service. This training may be incorporated into the participants goal and count towards no more than one third of the required time.
DO	Carry out the Voluntary Service activity according to the time requirements and remind the participant to log regularly, check-in with their Assessor and upload evidence onto the Online Record Book.
REVIEW	After the participant completes the activity, reviews it and gets it signed-off by their Assessor they will submit it for a final review from their Award Leader. Increased participation in civic life is a recognized impact of the Award and helps to develop a participant’s sense of self-worth, awareness of social issues and encourages empathy, accountability towards others.

5.5 Activity Examples

The list of possible activities is almost unlimited and is often dictated by available resources or opportunities. To ensure the essential balance of the overall Award and stay in line with the Award’s guiding principle of being balanced, activities chosen for Voluntary Service shouldn’t be too similar to those chosen for the other section.

There are many people and organizations with opportunities for practical service. These include: social workers, doctors, religious leaders, schools, hospital or prison authorities, charities, youth departments, conservation groups, local government authorities, voluntary youth organizations, animal welfare organizations, service clubs and agencies which work internationally and both national and international non-governmental organizations or agencies.



The Award Leader should encourage participants to do some research in their local area to identify a suitable opportunity and activities should generally fall into the following categories:

- Forming a lifelong habit of community involvement
- **Community clean-ups**
- Environmental & animal conservation projects
- Fundraising for charities or non-profits
- Mentoring, coaching or leading others
- Organizing or participating in food drives
- Organizing random acts of kindness in your community
- Supporting education or health programs
- Supporting or organizing a community service project
- Supporting people and populations in need
- Volunteering at a local food bank or shelter
- Volunteering for a non-profit organization
- Volunteering with a hospital, school, library, community centre or seniors home
- Volunteering through religious or cultural centre
- Volunteering with an Animal shelter

If participants are struggling to choose an activity or goal, have them brainstorm together and direct them towards the Award website - www.dukeofed.org - and social media - @dukeofedcanada - for ideas.



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 Chapter 6: Skill Section			
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6.2	<u>Aim & Ethos</u>	6.5	<u>Activity Examples</u>
6.3	<u>Outcomes and Benefits</u>		

6.1 Introduction

The Skills section provides the opportunity for a participant either to improve on an existing skill, or to try something new. As with other sections, a level of commitment over time to progress in a skill leads to a sense of achievement and well-being as well as possibly leading to improved employability.

6.2 Aim & Ethos

The skills section aims to encourage the development of personal interests and practical skills. This section should stimulate new interests or improve existing ones. These interests are typically of an intellectually challenging or creative nature and may be hobbies, vocational or job-related skills as well as social, individual or cultural activities. Participants should be encouraged to interact with people who are experienced in the activity and so can share their enthusiasm and knowledge.

6.3 Outcomes and Benefits

The specific benefits to the participant will depend on the skill chosen, but there are some benefits that are more general. These, in addition to the fact that the activity should be enjoyable and matched to the overall outcomes and impacts for the Award.

General benefits of the Skills section:

- Discovering and developing new abilities, or improving on existing talents
- Improving personal and social well-being
- Increasing self-confidence, resilience and determination
- Refining awareness of one's own potential
- Developing time management and planning skills
- Enhancing self-motivation
- Interacting socially by meeting new people and interacting in a meaningful way
- Improving employability by learning vocational skills
- Strengthening creativity and adaptability

6.4 Requirements

Chosen Skill activities should be nonphysical in nature to ensure a balanced set of activities within a participant's Award. Participants should choose an activity which they find interesting and will be able to follow over a sustained period of time.

PLAN	Participants should choose a skill that interests them, is challenging and something they can work on improving over a sustained period of time. Discuss expectations with participants and support them as they set their goal and find a suitable Assessor. Also make sure that the Skills activity is non-physical in nature and differs from the other section activities to ensure a balanced program.
DO	Carry out the Skills activity according to the time requirements and remind the participant to log regularly, check-in with their Assessor and upload evidence onto the Online Record Book.
REVIEW	After the participant completes the activity, reviews it and gets it signed-off by their Assessor they will submit it for a final review from their Award Leader. During the review phase participants should consider what skills they have improved and developed and how it might help them in their future.

6.5 Activity Examples

The list of possible activities is almost unlimited but participants should be careful not to pick activities that are considered, in Award terms, to be a Physical Recreation or a Voluntary Service section activity. **Chosen Skills activities should be nonphysical in nature.** The types of activities for the Skills section can be grouped broadly into the following categories:



- Art
- Coding/Programming
- Cooking/Baking
- Design
- Engineering
- Financial literacy
- First aid
- Foraging
- Learning a language
- Meditation & self reflection
- Music
- Photography
- Public Speaking
- Videography
- Wood working
- Writing
- Auto mechanics

- Leadership classes
- Gardening
- Knitting/sewing
- Business (Marketing or building one)

If participants are struggling to choose an activity or goal, have them brainstorm together and direct them towards the Award website - www.dukeofed.org - and social media - @dukeofedcanada - for ideas. What is important is to remember and reinforce that there is no definitive list and that the choice should match the overall philosophy and guiding principles of the Award. The choice should also reflect their individual and location specific circumstances.



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	Chapter 7: Physical Recreation Section		
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7.3	<u>Outcomes and Benefits</u>		

7.1 Introduction

Encouraging healthy behaviours has benefits not only for participants but also for their communities, whether through improved health, or active participation in team activities. The Physical Recreation section aims to improve the health, team skills, self-esteem and confidence of participants. The chosen activity should also be considered alongside other section activities in line with the Award's Guiding Principles.

7.2 Aim & Ethos

The aim of this section encourages participation in physical recreation and help improves performance, health and fitness. This section should encourage participants to improve their personal physical performance through training and perseverance in their chosen activity. Involvement in physical recreation should be an enjoyable experience, regardless of physical ability. This section is based on the belief that a healthy body is a good end in itself and can often help to develop a healthy mind.

7.3 Outcomes and Benefits

Taking part in any form of physical activity should be enjoyable and has many benefits, including:

- Developing a healthy lifestyle
- Improving fitness and wellbeing
- Increasing self-esteem
- Interacting socially, especially in a team sport, but also through meeting people with interest in a similar activity
- Enhancing self-discipline, perseverance and self-motivation
- Experiencing a sense of achievement
- Encouraging teamwork, if the activity is a team sport
- Enjoyment

7.4 Requirements

The requirements apply equally to all young people, regardless of physical ability. Participation, persistence and improvement are the key outcomes. To maintain the essential balance of the Award, participants should be careful not to pick activities that are too similar to the other sections. It is often helpful, where possible, to link in with a club or follow a program of a sport's national governing body in order to provide structure to the activity. This is not a requirement, but it can be very helpful for participants and their Leader or Assessor in aiding them to come up with a meaningful and measurable goal.

<p>PLAN</p>	<p>Participants should choose a physical activity that interests them and in which they can show improvement over a sustained period of time. Discuss expectations with participants and support them as they set their goal and find a suitable Assessor.</p>
<p>DO</p>	<p>Carry out the Physical Recreation activity according to the time requirements and remind the participant to log regularly, check-in with their Assessor and upload evidence onto the Online Record Book.</p> <p>Participants may choose a physical activity that they do on their own or as part of a team, and although the Award itself is non-competitive, competitive sports are perfectly acceptable for Award purposes.</p> <p>In the case of a team sport, it is the individual participant's personal effort and commitment that counts. Being part of a sports team, the weekly training and competition sessions may be longer than one hour and the participant would be expected to be involved for the entire session.</p>
<p>REVIEW</p>	<p>After the participant completes the activity, reviews it and gets it signed-off by their Assessor they will submit it for a final review from their Award Leader. During the review phase participants should consider what progress they have made and how their health and well-being has improved.</p>

7.5 Activity Examples



The list of possible activities is almost unlimited but participants should be careful not to pick activities that are considered, in Award terms, to be a **Skills** section or a **Voluntary Service** section activity (or at least ensure there is a balance to their program). Essentially, the chosen activity should be physically challenging or demanding for the participant.

The types of activities for the **Physical Recreation** section can be grouped broadly into the following categories:

- Adventure sports
- Animal sports
- Cycling
- Dancing
- Fitness activities/challenges
- Martial arts
- Outdoor activities
- Running
- Water sports
- Winter sports
- Team sports
- Climbing
- Hiking
- Horseback riding
- Rock Climbing
- Skating

If participants are struggling to choose an activity or goal, have them brainstorm together and direct them towards the Award website - www.dukeofed.org - and social media - @dukeofedcanada - for ideas. What is important to remember and to reinforce when discussing with a participant is that there is no definitive list and the choice should match the overall philosophy and guiding principles of the Award. The choice should also reflect their individual and location specific circumstances.

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 Chapter 8: Adventurous Journey 			
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8.3	<u>Outcomes and Benefits</u>	8.8	<u>Emergency Procedures</u>
8.4	<u>Adventurous Journey Types</u>	8.9	<u>Insurance</u>
8.5	<u>10 AJ Requirements</u>		

8.1 Introduction

The Award in Canada respects the aim and ethos of the **Adventurous Journey** as laid down in The International Handbook for Award Leaders. However due to geographical size, different provincial legislation, certain risk management protocols and insurance guidelines, certain aspects of the international rules are being modified to fit our context.

All those engaged in planning, managing and delivering the educational content of **Adventurous Journeys** must follow the relevant policies and procedures as laid down by your organization and ensure all participants must have undergone suitable training to have the appropriate skills and competence to confidently undertake their journeys.

Visit the [Adventurous Journey Navigator](#) for guidelines, templates, best practices, examples and more to assist with successfully and safely completing each stage of the Adventurous Journey.

8.2 Aim & Ethos

The Adventurous Journey encourages a spirit of adventure and discovery while planning and undertaking a journey with a small team of peers. Teams work together to set a clear and challenging goal that is achievable and defines what activities they will be doing throughout their journey. This may include researching, investigating and/or exploring the natural world.

The main purpose of the AJ is teamwork through planning and undertaking the Practice and Qualifying Journeys while working through real challenges posed by the wider environment. The AJ can take place in urban, rural or wilderness environments. It's not just a camping trip, teams may choose to discover local features, cycle between cities, explore historical sites or learn more about the environment. The possibilities are endless!

The AJ requires initiative, communication and perseverance. It provides teams with a sense of accomplishment, self-reliance and discovery. With suitable training, planning and supervision, the AJ section aims to safely take young people out of their comfort zone and promotes experiencing new challenges in a team setting.

8.3 Outcomes and Benefits

- Connect with others, building relationships and improving interpersonal skills
- Build an appreciation and respect for different environments and cultures through personal experience
- Improve decision-making skills, risk management and the ability to overcome unexpected real-life challenges
- Develop perseverance, determination and leadership
- Increase confidence, creativity and resilience
- Understand the value of shared responsibility for success through teamwork, self-reliance and cooperation
- Improve planning, organizational ability and attention to detail
- Practice personal and group performance reflection
- Participate in memorable adventures and valuable learning opportunities

8.4 Adventurous Journey Types

There are two broad categories for the Adventurous Journey section that can be selected on the Online Record Book.

Practical Adventurous Journeys:		
Options to complete a Practical Adventurous Journey are available at all levels. Award Centres and participants can find resources and templates available on the Award Canada website to help guide them to plan Practical Adventurous Journeys. Specific types of practical Adventurous Journeys include:		
Standard Adventurous Journey: Planned directly by the participants/Award Centre and may take place in a rural, urban, front-country or back-country setting.	Trained Activity Providers or Service Providers: Organizations/companies that will work with Award Centres/groups to plan and execute a journey in a chosen setting. Some providers also have options available for individual participants to sign-up directly with them.	
Virtual Adventurous Journeys:		
Options to complete a Virtual/Semi Virtual Adventurous Journey are available at the Bronze and Silver levels. Award Centres can find guides available on the Award Canada website to facilitate their participants through these journeys. The options include:		
Bronze Virtual Journey	Bronze Semi-Virtual Journey	Silver Semi-Virtual Journey

8.4.1 Type of Activities

- Learning about historic land use
- Investigating human impact
- Exploring the natural world
- Canoe trip
- Cross-country skiing trip
- Cycling trip
- Virtual Adventurous Journeys
- Hiking trip
- Kayaking trip
- Sailing trip
- Snowshoe trek
- Urban journey
- Community art exploration
- Trip to learn about diverse cultures

8.5 10 AJ Requirements

The Adventurous Journey encourages a spirit of adventure and discovery while planning and undertaking a journey with a small team of peers. Teams work together to set a clear and challenging goal that is achievable and defines what activities they will be doing throughout their journey. This may include researching, investigating and/or exploring the natural world.

1.	AJ Team Size: 4-8 team members <ul style="list-style-type: none"> • Team members must be peers and work together throughout each stage of the journey. Teams may also include non-Award participants. • Team members may be working on different levels of the Award so long as the challenge is appropriate for all team members. • Larger groups can organize themselves into smaller cohorts to meet the team size. 		
2.	The Journey: Plan and undertake a Practice and Qualifying Journey for the appropriate length of time determined by your level. <ul style="list-style-type: none"> • All members of the team are equally involved in each stage including the planning and preparation of their journeys. • The Practice and Qualifying Journey can be combined if most suitable for the type of journey planned. • Teams may choose to exceed the minimum length 		
Award Level	Practice Journey (PJ) Required Length	Qualifying Journey (QJ) Required Length	Daily Required Purposeful Activity*
Bronze	1 day	2 days, 1 night	6 hours

Silver	1 day, 1 night	3 days, 2 nights	7 hours
Gold	day, 1 night	4 days, 3 nights	8 hours
* Purposeful Activity is time spent journey and working toward the team goal. This may include activities such as journeying, cooking, gathering data, setting up accommodations etc. It does not include leisure time and sleep.			
3.	<p>Adult Support: AJ Supervisor and Assessor (may be the same person).</p> <ul style="list-style-type: none"> All adult involved in delivery should be competent in the type of journey being undertaken according to the Award Centres' standards to ensure participants remain safe. Immediate family members cannot be Assessors but may be a Supervisor. The number of adults and competency required on an AJ will depend on activities and location. The AJ Supervisor and Assessor must allow the group to make decisions and problem solve. 		
4.	<p>Team Goal: All journeys must have a clearly defined team SMART goal</p> <ul style="list-style-type: none"> The goal is created by the team and describes the purpose and desired outcome of the journey. Goals should include a description of what the team is doing and what they want to achieve. Goals must be challenging and achievable by all team members. 		
5.	<p>Location: Adventurous Journeys may take place in all locations, including areas known to the participants.</p> <ul style="list-style-type: none"> The environment or terrain must present a sufficient challenge, as appropriate for the Award level, resources available and ability of the group. The Practice and Qualifying Journey should not take place in the exact same location. 		
6.	<p>Mode of Travel: Team members must use a mode of travel that requires their own effort.</p> <ul style="list-style-type: none"> Examples include cycling, foot/wheelchair, paddling, sailing etc. More than one mode of travel may be used and all modes of travel must be practiced before starting their Qualifying Journey. If motorized transportation is used on your journey such as mobility aids, e-bikes, public transportation etc. it should be incorporated into your team goal and agreed upon with your Leader/Assessor. Motorized transportation that is used to get to a starting point or from an end point cannot count towards Purposeful Activity time. 		
7.	<p>Accommodation: Team members must stay in simple self-catering accommodation.</p> <ul style="list-style-type: none"> All accommodation should allow your team to be self-sufficient, be approved by the adult mentors you are working with and in line with your Award Centre standards. Examples include tents, yurts, hostels, simple shelters, community halls/gyms/ fields, etc. 		

8.	<p>Training and Practice: The team must be suitably trained to have the appropriate competency to safely complete the Qualifying Journey.</p> <ul style="list-style-type: none"> • What you do for your Preparation and Training should ensure your team is capable of safely completing the journey you have decided on. • Completion of this section will look different for every team since what needs to be done to safely complete your trip will be determined by your team goal, location, mode of travel and activities on the journey.
9.	<p>Self-sufficiency: Teams must be self-sufficient by ensuring they have what they need to be successful on their journey.</p> <ul style="list-style-type: none"> • Teams must ensure they plan, carry and have access to necessary equipment and supplies (i.e. food, clothes, gear, first aid kit, map etc.) that they need to be self-sufficient on their journeys. • All teams must ensure that they prepare and consume a substantial and nutritious meal each day.
10.	<p>Review & Debrief: Teams must debrief the AJ experience with their Assessor or Supervisor.</p> <ul style="list-style-type: none"> • Teams must debrief the PJ with their Supervisor and the QJ with their Assessor. Debriefs should be done as soon as the journey is completed. • Decide with your team and the adult mentors involved if anything needs to be submitted after the debrief and when/how it will be submitted (i.e. final report, presentation, planning guide etc.). • The Supervisor and Assessor must complete a group Assessor Report for the PJ and QJ that is submitted on the ORB.
<p>In circumstances where it becomes impossible for one or more group member to complete the AJ Requirements, Award flexibilities may be used. Please reach out to your Award Leader or the Award Office to discuss.</p>	

8.6 Supervision & Assessment

All journeys must be supervised by suitably qualified and competent adults. Adults delivering/supervising the journey must have expertise (or qualification, as per the province’s legislation) in the mode of journey being used and familiarity in the terrain, and location, that the journey is taking place. They must be satisfied that all group members are properly trained, suitably competent, and equipped to undertake the Adventurous Journey. Adults delivering the Adventurous Journey are also responsible for ensuring participants and parents know of any potential liabilities and that the risk management and emergency procedures of your organization are followed at all times.

Adults involved in helping deliver the Adventurous Journey include:

- **Award Leader:** Adults appointed by the Award Centre who are the main contacts and mentors for participants. Award Leaders play a key role in introducing the participants to the requirements of the Adventurous Journey. They also must approve the proposed Practice and Qualifying Journeys as well as the roles of Adventurous Journey Supervisor and Assessor. ***Please note Award Leaders may be an AJ Supervisor or Assessor.***
- **AJ Supervisor:** Must be present on the Practice and Qualifying Journeys. All journeys must be supervised by a suitably qualified, competent and experienced adult. Must have expertise (or qualification, as per the province's legislation) in the mode of journey being used and familiarity in the terrain and location that the journey is taking place. The AJ Supervisor is responsible for participant safety while on the journey, needs to be familiar with the Award standards and must be satisfied that all team members are properly prepared and suitably competent to undertake the chosen Adventurous Journey. They will submit an assessment after the Practice Journey is completed. ***Please note Award Leaders and Coordinators may perform this role. When necessary and if approved by the leader, this role may be done by a family member.***
- **AJ Assessor:** Assesses the journey for the whole team and ensures that all Award requirements and outcomes are met by the team. Must be suitably qualified, competent, and/or experienced to undertake the role as determined by the standards of the Award Centre. They do not have to be on the journey so long as there is a competent AJ Supervisor present. The AJ Assessor completes an assessment after the Qualifying Journey is done and the team AJ Debriefing Report is completed. They have the responsibility to ensure that all Award activities are operated in a safe environment. ***Please note Award Leaders and Coordinators may perform this role. Immediate family members cannot be Assessors for any section of the Award.***

8.7 Risk Assessment

Award Centres and Operating partners have a responsibility to ensure that activities directly managed by your organization are operated in a safe environment. It is essential that the risk management procedures of your organization are clear and followed at all times by all adults involved in Award delivery. In addition, Award Centres must ensure that the risk assessment and associated documentation is updated to include the specifics and scope of the planned Adventurous Journey, or (recommended) a separate risk assessment and associated risk management plan is developed for a dedicated Adventurous Journey.

It is a requirement that Award Centres carry out thorough risk assessments for any activities that may expose young people to potential risk. Regardless of the type of the Adventurous Journey; journey areas, routes, and campsites must be assessed and documented to minimize harm or injury – ideally with a timely pre-visit or reconnaissance. Risk assessments must be reviewed prior to and during every trip, regardless of whether it is a familiar environment, and updated as appropriate.

As per the Requirements and Conditions of registration, it is the Award Centre's responsibility to inform participants and parents/guardians that participation in the Award program is voluntary and involves inherent risk. The participant/parent/guardian is accountable and responsible to ensure reasonable precautions and safety protocols are taken and/or implemented to ensure the safety and well-being of the participant for all activities conducted.

8.8 Emergency Procedures

To ensure ongoing safety and a positive public perception of the Award, it is essential that the safety and emergency procedures of your organization/Award Centre must be followed at all times. Award Centres are obliged to report to the Award Office any incident or accident that leads to, or could have led to, the death or serious injury of a participant or any adult involved. The Award Centre must report any incident, complaint and/or possible legal claim involving the Award as soon as possible to the Chief Executive of Award Canada.

Your organization must have in place dedicated and specific Adventurous Journey emergency procedures and policies, and you must ensure that all adults and youth involved in the Adventurous Journey are aware of them. Normally these procedures should be in line with the wider emergency procedures and policies of your organization. Different Adventurous Journeys or change in prevailing conditions will warrant different Emergency procedures, for example responses to weather conditions or communications.

8.9 Insurance

Your organization must maintain reasonable and appropriate insurance against risk and liability. The level of insurance must be appropriate to the geography and the nature of the Award activities undertaken. Award Canada does not provide any insurance for, Award Centres or the young people participating in the Award. It is the obligation of the authorized Award Centre to seek qualified advice on the matter and make arrangements accordingly.

Where specific Award activities such as Adventurous Journeys and Gold Projects are out-sourced to activity providers, it is the authorized Award Centre's responsibility to ensure that the activity provider carries sufficient insurance to provide adequate cover. Activity companies or contracted individuals have an obligation to maintain public (third-party) liability insurance but authorized Award Centres have the responsibility to ensure that their insurance cover is appropriate and valid.

Award Canada recommends General Liability insurance for up to \$2 million per occurrence. It is the Award Centre's responsibility to ensure adequate insurance coverage is in place and to ensure participants and parents are aware of insurance coverage and limitations.





“My favourite section of the Award was the Adventurous Journey, and without doubt that gave me the skills, the confidence and the ambition to do other things in the outdoors. In 2005 I skied 360 miles to the magnetic North Pole, and then in 2007, I became the first Welsh woman and, at the time, the youngest British female to climb to the summit of Mount Everest.

Doing the Award definitely instilled a sense of ambition, and what I learnt is that to achieve anything you’ve got to be committed, you’ve got to be dedicated, and you mustn’t give up when the going gets tough.”

Adventurous Journey: Tori, Gold Award participant.



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 Chapter 9: Gold Project			
9.1	<u>Introduction</u>	9.4	<u>Requirements</u>
9.2	<u>Aim & Ethos</u>	9.5	<u>Activity Examples</u>
9.3	<u>Outcomes and Benefits</u>		

9.1 Introduction

To ensure ongoing safety and a positive public perception of the Award, it is essential that the safety and emergency procedures of your organization/Award Centre must be followed at all times. Award Centres are obliged to report to the Award Office any incident or accident that leads to, or could have led to, the death or serious injury of a participant or any adult involved. The Award Centre must report any incident, complaint and/or possible legal claim involving the Award as soon as possible to the Chief Executive of Award Canada.

9.2 Aim & Ethos

To broaden experience through living and working with others in a residential setting. The Gold Project gives participants a shared, purposeful experience with people who are not their usual companions, working towards a common goal. It should be an experience that broadens the participant’s outlook and horizons.

9.3 Outcomes and Benefits

The specific benefits to the participant will obviously depend on the type of experience chosen. The outcomes and benefits include:

- Meeting new people and building new relationships
- Developing confidence
- Showing initiative
- Working as part of a team
- Learning new skills or enhancing existing ones
- Experiencing an unfamiliar environment
- Taking responsibility
- Living and working with others in an unfamiliar place
- Developing communication skills

9.4 Requirements

The **Gold Project** may be related to activities followed in other sections of the Award. For example, a young person may have completed a photography course for their **Skills** section and then taken part in a **Gold Project** linked to photography. The key point is that the time allocated to the activity done or any course completed for the other section does not count towards completing this **Gold Project** section.

- Participants must undertake a shared purposeful activity which provides opportunities for broadening interests and experiences.
- Reside away from their 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 a participant's usual companions.

* In exceptional circumstances, the commitment may be spread over two weekends. In these circumstances, if approved by the Award Leader, the same activity must be pursued over both weekends and must take place within the shortest time spread but no longer than a 12-month period.

<p>PLAN</p>	<p>Participants must discuss their area of interest with their Award Leader before choosing a Gold Project. It requires a significant personal investment of time, and sometimes money, and the participant should be encouraged to choose wisely from suitable opportunities.</p> <p>Participants should choose an activity that interests them, make the necessary enquiries and arrangements, and inform the organization that they wish the experience to count towards their Gold Award. A suitable Assessor is to be agreed upon with the Award Leader. As with all the sections of the Award, the Assessor needs to be approved by the Award Centre prior to the activity being commenced.</p>
<p>DO</p>	<p>Remind the participant to submit the activity for approval on the ORB and ensure their Assessor is aware of the section requirement and their responsibilities of an Assessor before undertaking their project.</p> <p>Participants will do their activity for at least the minimum amount of time, depending on the opportunities available some participants may take part in a longer project. Participants should check-in with their Assessor throughout the activity.</p>
<p>REVIEW</p>	<p>After the activity is completed, participants should review their experience with the Assessor.</p> <p>The participant should be assessed on:</p> <ul style="list-style-type: none"> • Personal standards (application, punctuality and so on) • Relationship with others on the activity • Willingness to show initiative and take responsibility • Level of effort and commitment to the project

9.5 Activity Examples

There are many different opportunities for completing a Gold Project. Some suitable categories are listed below. It is worth re-emphasizing that the activity must be purposeful and not be considered as a holiday. These may include:

- Personal training courses
- Leadership training programs
- Youth parliament
- Attending or leading youth camps
- Outdoor Adventure trips
- Voluntary service trips
- Activity based courses
- Youth exchange programs
- Attending a conference/forum as a youth representative

If participants are struggling to choose an activity or goal, have them brainstorm together and direct them towards the Award website - www.dukeofed.org - and social media - @dukeofedcanada - for ideas. What is important to remember and to reinforce when discussing with a participant is that there is no definitive list and the choice should match the overall philosophy and guiding principles of the Award. The choice should also reflect their individual and location specific circumstances.



Through this project, I have learned a lot about working together as a team toward a common goal. Due to our diverse experiences and perspectives, we encountered many difficulties as a team; however, I feel that this allowed me to grow as an individual.

Gold Project: Alexandra, Award Holder

Contact Us

Speak to an Award Specialist: Do you have questions about the Award that you can't find an answer to on our website? Reach out to our Award Specialists with your inquiries.

Award specialists are available Monday to Friday. There are a couple of ways you can reach us...

National Office: 858A King Street West, Toronto, ON M5V 1P1

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Charitable Registration Number: 12391 6751 RR0002



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