PARTICIPANT HANDBOOK

YOUR GUIDE TO COMPLETING THE DUKE OF EDINBURGH’S INTERNATIONAL AWARD

FIRST EDITION
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Chapter 1: Introduction to the Award

What is 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 ages 14-24 to dream big, celebrate their achievements, and make a difference in the world.

Since its launch in 1956, it has inspired millions of young people to transform their lives. Participants design their own Award programs, set their own goals, and record their own progress. By creating opportunities for young people to get physically active, develop skills, give service, and experience 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 a unique international accreditation of their experiences.

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 their communities, which see improvements in areas that include employability, health and wellbeing, and educational attainment.

Through the Award, young people can be empowered not just with the ability, but also the desire to create meaningful change. They find their purpose, passion, and place in the world.

For more information on Award USA, please visit usaward.org.

For more information on The Award around the world, please visit intaward.org.
Chapter 2: Award Requirements

2.1 Award Framework

Taking part in the Award requires commitment over time. However, the sense of accomplishment you’ll feel at the end of the journey will be worth it because it will be something you did just for you!

The Award is open to anyone between the ages of 14 and 24. All participants have until their 25th birthday to complete their Award. Awards may be submitted after that date, but all activities must be completed by then. There are three levels to the Award: Bronze, Silver, and Gold. You can start at any level as long as you meet the minimum starting age requirement.

The Award has different sections designed to provide a balanced program of personal development and challenge. These sections are as follows:

<table>
<thead>
<tr>
<th>Voluntary Service</th>
<th>Physical Recreation</th>
<th>Skills</th>
<th>Adventurous Journey</th>
<th>Gold Residential Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants volunteer in their communities, make a positive contribution to society and demonstrate social responsibility.</td>
<td>Encourages young people to improve their fitness and performance, and enjoy healthy lifestyles for good mental and physical well-being.</td>
<td>Enables participants to develop their talents, broaden their abilities, increase their self-confidence and improve their employability.</td>
<td>Young people discover a spirit of adventure and gain a deeper understanding of the environment and the great outdoors.</td>
<td>Participants broaden their experience by staying in an unfamiliar environment with other young people, taking part in a worthwhile project and building new relationships.</td>
</tr>
</tbody>
</table>

The Voluntary Service, Physical Recreation, Skills, and Adventurous Journey sections must be completed at each level of the Award, and the Gold Residential Project is only done at the Gold level. All participants create their own program, choosing their own activities to do for each section. Each level of the Award becomes more challenging, with participants required to spend more time completing their activities.
Participants receive credit for one hour per week, or two hours every two weeks, for working on their activities for the Physical Recreation, Skills, and Voluntary Service sections. The Award is designed to build lifelong habits. Therefore, it is impossible to complete the required hours in a shorter period of time than stated in the table above.

At whichever level you choose to begin your Award journey, you are considered a “Direct Entrant” and must major in one section, meaning you will spend additional time working on that activity. Once you move onto the next level, you no longer need to choose a major and will complete the same amount of time working on each section.

**NOTE:**
This program is a marathon, not a sprint! These time requirements are minimums rather than maximums. You may set your own pace and take more time to complete a section if needed. You may also complete one section at a time, or all sections at the same time. It is up to YOU what your Award experience looks like!

### 2.2 SMART Goals

The Award is meant to be a journey of growth for participants. This is achieved through the setting of personal goals for each section. Young people do not merely participate in an activity each week. They work towards improving specific skills and developing new abilities through that activity.
The SMART goal framework ensures that participants set realistic and achievable goals that bring both purpose and challenge to each section of the Award. Both Award Leaders and Assessors can provide you with support and feedback on your goals.

<table>
<thead>
<tr>
<th><strong>Example Goal</strong></th>
<th><strong>Example SMART Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Goal: I will learn to play the piano.</td>
<td>In the next three months of my Bronze level, I will learn to play scales and three beginner-level songs on the piano.</td>
</tr>
<tr>
<td>Voluntary Service Goal: I will volunteer at the animal shelter.</td>
<td>I will help the local animal shelter transfer their paper files to an online system in the next six months.</td>
</tr>
<tr>
<td>Physical Recreation Goal: I will run every week.</td>
<td>Over the next twelve months, I will work to improve my personal best mile time by 20 seconds by running intervals and doing weight training, in addition to the daily runs I do now.</td>
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</tbody>
</table>

2.3 Activity Logs

In order to track progress in each section and engage in personal reflection on growth, participants enter a log of their weekly or biweekly activities into the Online Record Book. These logs should be at least 3-4 sentences each and address one or more of the following questions:

- What did you plan to do this week? What did you actually do?
- How did you progress towards your goal?
- What challenged or surprised you?
- What was successful?
- What would you do differently next time?
- What did you enjoy most about your activity this week?
<table>
<thead>
<tr>
<th>Example of Basic Log</th>
<th>Example of Award USA Log</th>
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</thead>
<tbody>
<tr>
<td>Physical Recreation Log: I went to the gym.</td>
<td>This week, I focused on strengthening my biceps in order to help me progress towards my goal of doing twenty pull ups. I did a standing dumbbell curl, hammer curl, and a barbell bent-over row. I also ran for thirty minutes on the treadmill, since my cardiovascular fitness is also important for my goal. The last ten minutes on the treadmill were very challenging this week and I had to slow my pace but I was able to keep running and not stop.</td>
</tr>
<tr>
<td>Voluntary Service Log: Helped at the homeless shelter.</td>
<td>I was assigned a new role at the homeless shelter yesterday. Rather than just help prepare dinner, I was able to serve it to our guests. I enjoyed this new role a lot since I was able to interact more with the guests and get to know them. I realized that many of them had childhoods much like mine. For example, one woman attended the same elementary school that I did. We were able to connect over this shared experience.</td>
</tr>
<tr>
<td>Skill Log: I gardened.</td>
<td>At the community garden, I did my usual pruning and watering of the plants in my plot. In addition, I set up a new irrigation system for the root vegetables. With the change in season, I need to replace some of my summer plants. Therefore, I consulted with the head gardener to discuss which plants would be best for my plot and when I should switch them out.</td>
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</table>

### 2.4 Assessors

For each section of the Award, you will choose an Assessor. An Assessor is the person that instructs, coaches, or supervises you during your activities. This person should be qualified to assess and comment on your progress and efforts. When you choose your activities, you will also choose your Assessors and speak with them about fulfilling this role. You will seek their feedback on your SMART goals. When you complete the required hours for a section, you will request that your Assessor submit a report about your progress through the Online Record Book. This report will confirm your hours and provide feedback on your progress over time.

Ideally, you will have a different Assessor for each activity. **Parents or immediate family members should not act as Assessors.** It is incumbent upon each participant to find an adult community member that is willing to serve as an Assessor. **Please note that your Award Leader is not automatically your Assessor and should not sign off on activities they did not witness.**
2.5 Award Leaders

Your Award Leader is your main guide throughout the program. Award Leaders provide support to get you started with the Award, work your way through the sections, and complete each level. Their responsibilities include:

- Responding to all inquiries about the Award.
- Registering and onboarding participants.
- Checking in regularly to ensure that participants remain engaged and progress through their Award journeys.
- Serving as a mentor to participants.
- Ensuring that all Award requirements are met and approving Awards.

Award Leaders are your main point of contact for all questions and concerns. It is your responsibility to stay in touch, attend all scheduled meetings, and demonstrate professional communication etiquette.
Chapter 3: Physical Recreation Section

The Physical Recreation section encourages 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. Physical activity is essential for a person’s wellbeing, and by introducing young people to enjoyable physical activity, they will develop long-term beneficial habits. Accomplishing a physical challenge also gives a lasting sense of achievement and satisfaction. Participants may either take up a new activity or seek to improve their ability in an activity that they already do.

3.1 Choosing an Activity

Participation, persistence, and improvement are the key outcomes of the Physical Recreation section. This applies equally to all young people, regardless of physical ability. Working with your Award Leader, you should choose a physical activity that interests you and in which you can show improvement over a sustained period of time. To maintain the essential balance of the Award, you should be careful not to pick an activity that is too similar to those chosen for the Skills and Voluntary Service sections.

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. In the case of a team sport, it is the individual participant’s personal effort and commitment that counts.

Physical Recreation, Skill, or Voluntary Service?

It is common to be unsure which section an activity fits into. For instance, doing the very technical activities of scuba diving or refereeing a soccer match may be seen as both Physical Recreation and a Skill. Umpiring or coaching, for example, can be undertaken as Voluntary Service or a Skill. In such circumstances, there should be a discussion between the participant and Award Leader to determine whether the activity that they wish to pursue in one section works well alongside the activities they are undertaking in other sections. In the end, it comes down to ensuring that the participant undertakes a balanced program that matches the overall philosophy of the Award.
3.2 Example Activities

The following activities have been done by previous Award participants. Will you follow in their footsteps, or choose a new activity to add to the list? It’s up to you!

**Individual Sports**
- Archery
- Bowling
- Cross Country Running
- Golf
- Roller Blading

**Water Sports**
- Canoeing
- Freediving
- SCUBA Diving & Snorkeling

**Dance**
- Ballet
- Bhangra Dancing
- Country & Western
- Hip Hop & Breakdancing
- Scottish/Irish Dancing

**Racquet Sports**
- Badminton
- Squash

**Fitness**
- Aerobics
- Gymnastics
- Talking

**Extreme Sports**
- Caving & Potholing
- Mountain Biking
- Skating

**Martial Arts**
- Aikido
- Judo
- Sumo

**Team Sports**
- Baseball
- Curling
- Hockey
- Netball
- Soccer

Athletics/Track & Field
- Boxing
- Cycling
- Horseback Riding
- Running

Diving
- Rowing & Sculling
- Swimming

Ballroom Dancing
- Ceroc
- Flamenco
- Jazz
- Swing

Racketlon
- Table Tennis

Cheerleading
- Pilates
- Weightlifting

Climbing
- Parachuting
- Skiing & Snowboarding

Capoeira
- Karate
- Tae Kwon Do

Basketball
- Dodgeball
- Hurling
- Polo
- Volleyball

Biathlon/Triathlon
- Croquet
- Fencing
- Modern Pentathlon
- Wrestling

Dragon Boat Racing
- Sailing
- Surfing & Body Boarding

Belly Dancing
- Contra Dance
- Folk Dancing
- Salsa or Other Latin Styles
- Tap Dancing

Real Tennis
- Tennis

Fitness Classes/Gym Work
- Running/Jogging
- Yoga

Free Running (Parkour)
- Skateboarding
- Skydiving

Ju Jitsu
- Self-Defense
- Tai Chi

Cricket
- Football
- Lacrosse
- Rugby
- Water Polo
Chapter 4: Skills Section

The Skills section stimulates new interests or improves 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, whether they are new to the activity or seeking to improve their ability in an activity that they already do.

4.1 Choosing an Activity

Participants should choose an activity that they find interesting and will be able to engage with over a sustained period of time. The specific benefits of the section can vary based on the skill chosen, but by discovering and developing new abilities, or improving existing talents, participants should refine their awareness of their own potential, develop time management and planning skills, enhance self-motivation, interact with others in a meaningful way, and improve their employability.

As with the other Award sections, participants should be careful not to pick activities that are too similar to those they will complete in the Physical Recreation and Voluntary service sections. The types of activities for the Skills section can be grouped broadly into the following categories:

- Music
- Sports-related, e.g. leadership, coaching, and officiating
- Arts and crafts
- Nature and the environment
- Animals
- Media and communications
- Games
- Life, technical, and vocational skills
- Performance skills

4.2 Example Activities

The following activities have been done by previous Award participants. This is by no means an exhaustive list. Is there a new activity you would add?

**Performance Arts**

- Ballet Appreciation
- Conjuring & Magic
- Puppetry
- Theater Appreciation
- Ceremonial Drill
- Dance Appreciation
- Singing
- Ventriloquism
- Circus Skills
- Majorettes
- Speech & Drama
- Yoyo Extreme
<table>
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<tr>
<th>Science &amp; Technology</th>
<th>Anatomy</th>
<th>Botany</th>
<th>Astronomy</th>
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<td>Oceanography</td>
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<td>Rocket Making</td>
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<td>Website Design</td>
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<td>Care of Animals</td>
<td>Aquarium Keeping</td>
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<td>Beekeeping</td>
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<td>Agriculture/Livestock</td>
<td>Dog Training/Handling</td>
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<td>Horse/Donkey/Llama Care</td>
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<td>Caring for Reptiles</td>
<td>Looking after birds</td>
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<td>Pigeon Breeding/Racing</td>
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<td>Keeping of Pets</td>
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<td>Improvising melodies</td>
<td>DJing</td>
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<td>Playing an instrument</td>
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<td>Games &amp; Sports</td>
<td>Chess</td>
<td>Darts</td>
<td>Clay Target Shooting</td>
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<td>Cards</td>
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<td>Cycle Maintenance</td>
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Chapter 5: Voluntary Service Section

The Voluntary Service section seeks to give participants a sense of compassion; help them become more active, engaged citizens; and provide the opportunity to strengthen and improve their communities. Participants undertake this section by volunteering their time to support others, whether that be people, the community at large, the environment, or animals.

It is hoped that young people will develop a lifelong commitment to voluntary service and community involvement, as well as make a personal connection with the environment, people, or animals through their service.

5.1 Choosing an Activity

Voluntary Service is a part of the Award where participants have a real impact on the lives of other people, in addition to their own lives. It is therefore important that participants are properly prepared to engage in an activity that is positive and preferably, enduring.

The potential activities for this section are almost unlimited, and often dictated by available resources and opportunities. There are many people and organizations willing to provide participants with opportunities for practical service. These include social workers, doctors, religious leaders, schools, hospital or prison authorities, youth departments, conservation groups, local government authorities, voluntary youth organizations, animal welfare organizations, service clubs, and agencies that work internationally. Participants should do some research in their local area to identify a suitable opportunity to volunteer. Activities should generally fall into the following categories:

- Supporting people in the community
- Youth work
- Community education and health education
- Environmental/animal service
- Charity work
- Supporting a local emergency service
5.2 Example Activities

The following activities have been done by previous Award participants. We hope this list provides you with some inspiration to choose your own voluntary service activity!

**Helping People**
- Helping children to read
- Helping older people
- Helping people with special needs
- Youth work
- Helping people in need

**Community Action & Raising Awareness**
- Campaigning
- Cyber safety
- Council representation
- Drug & alcohol education
- Home accident prevention
- Peer education
- Personal safety
- Promotion & PR
- Road safety

**Working with the environment or animals**
- Animal welfare
- Coastal conservation
- Litter picking
- Preserving waterways
- Rural/urban conservation
- Zoo/nature reserve work

**Helping a Charity or Community Organization**
- Administration
- Charity internship
- Event management
- Fundraising
- Mountain rescue
- Religious education
- Serving a faith community
- Volunteer lifeguard
- Work in charity shop

**Coaching, Teaching, & Leadership**
- Air cadets
- Boy Scouts
- Dance leadership
- Girl Scouts
- Music instruction
- Sports leadership
Chapter 6: Adventurous Journey

In this section, all participants work in a small group to plan, train for, and undertake a journey with a purpose in an unfamiliar environment. This requires determination and perseverance, and cultivates a sense of independence, self-sufficiency, and discovery. This is the only section of the Award that must be undertaken in a team; developing group work skills and team building are a key component to successfully completing this section.

Adventurous Journeys should be progressive through an Award participant’s involvement with the program, from a relatively challenging journey at the Bronze level to a much more demanding journey at the Gold level.

“When the mind is stretched by new experiences, it can never return to its former dimensions.”
-Dr. Kurt Hahn

6.1 Types of Adventurous Journeys

There are two types of journeys:

- **Expedition**: An expedition is a journey with a purpose. In an expedition, two thirds of the purposeful effort time must be spent journeying, with the remaining time focused on achieving the journey’s aim, which might involve research and data gathering.

- **Exploration**: An exploration is a purpose with a journey. In an exploration, two thirds of the purposeful effort time must be spent observing and collecting information relevant to the aim. The remaining time is spent on journeying.

6.2 Adventurous Journey Aims

The first thing that needs to be completed before an Adventurous Journey (“AJ”) occurs is that the group must decide on an aim. An aim must include:

- A description of the environment or destination of the adventure
- Confirmation of the mode of travel during the adventure (e.g. by foot, cycle, paddle/oar, horse, mule, or other non-motorized means, such as sailing)
- A brief description of the adventure’s activity
Some example aims are as follows:

**Expedition Aims**
- To undertake a journey by foot in the Great Smoky Mountains while exploring the effects of the terrain on team morale.
- To study the effects of tourism on the rural environment in Sequoia National Park while undertaking an expedition on foot.
- To kayak the upper reaches of the Rio Grande River while measuring the human impact.

**Exploration Aims**
- To compare the differences between the urban and rural environment while undertaking an exploration in Glacier National Park.
- To investigate, by foot, the impact of wildfires in the Santa Monica Mountains.
- To study, by canoe, the visitor impact within Everglades National Park.

### 6.3 Time Requirements for Qualifying Journey

<table>
<thead>
<tr>
<th></th>
<th>Days</th>
<th>Nights</th>
<th>Total Minimum Hours of Purposeful Effort*</th>
<th>Average Minimum Hours of Purposeful Effort Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Silver</td>
<td>3</td>
<td>2</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Gold</td>
<td>4</td>
<td>3</td>
<td>32</td>
<td>8</td>
</tr>
</tbody>
</table>

*Purposeful effort consists of either actively journeying or working towards achieving the journey’s aim.

### 6.4 Conditions of the Adventurous Journey

There are three sections of the Adventurous Journey:

- Training and Preparation
- Practice Journey
- Qualifying Journey

There are two key roles played by adults: Adventurous Journey Supervisor and Adventurous Journey Assessor.

The requirements for the AJ section are further described in the following table.
<table>
<thead>
<tr>
<th>Adventurous Journey Conditions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The expedition must have a clearly defined aim.</td>
<td>This should be a topic or observation agreed upon by the team during the planning phase of the journey.</td>
</tr>
<tr>
<td>2. All journeys must be completed as a team. Teams cannot have less than 4, nor more than 7, members (8 for modes of travel that are tandem).</td>
<td>A group must be unaccompanied and work independently of other groups. Except in the event of an emergency, the team must always stay together. The team must not include those who have successfully completed a Qualifying Journey at the same or higher Award level. Not all team members need to be enrolled in the Award nor under assessment, but they should be similar ages.</td>
</tr>
<tr>
<td>3. All participants must have undergone suitable training to have appropriate skills to undertake their journeys.</td>
<td>All participants must be trained in the necessary navigation and outdoor skills and the correct use of expedition equipment. A beginning traveler usually requires a minimum of 12 hours of training; however, this may increase depending on the location of the AJ and the mode of transportation.</td>
</tr>
<tr>
<td>4. All members of the group must be involved with the planning and preparation of their Practice and Qualifying Journeys.</td>
<td>This must, at a minimum, include suitable training in route planning and consideration of the risks. It is important that the participants take ownership of their journey. Non-Award participants must also be involved with the training and planning.</td>
</tr>
<tr>
<td>5. All participants must undergo a minimum of one Practice Journey per level, using the same mode of travel and in a similar environment as the Qualifying Journey.</td>
<td>All Practice Journeys must include, at a minimum, one day and one night in the chosen environment, using the same mode of travel, but not over the same route or in the immediate vicinity of the Qualifying Journey. A longer period of time may be required if the Supervisor or Assessor thinks it is advisable. The number of Practice Journeys will depend upon the ability of the group; this is a decision of the Supervisor or Assessor.</td>
</tr>
<tr>
<td>6. All journeys must take place on land or water; all team members must use a mode of travel that requires their own effort, without motorized or outside assistance.</td>
<td>“Own effort” includes by foot, cycle, paddle/oar, etc. or by other non-motorized means, e.g. sailing. Travel with the use of animals is allowed, but participants must be trained in their usage, care, and handling. Exceptions exist for young people with health conditions or special needs, such as the use of a motorized wheelchair.</td>
</tr>
<tr>
<td>7. The environment chosen must be unfamiliar to all participants.</td>
<td>Participants should not select a location for their Qualifying Journey where they’ve journeyed before. The environment should be appropriately challenging for the team. This is typically remote or wilderness terrain, depending on the mode of travel.</td>
</tr>
<tr>
<td>8. The distance covered on all journeys will depend on the terrain, weather conditions, and the ability of the group members. However, all groups members must undertake the minimum hours of purposeful effort.</td>
<td>Bronze – 6 hours of purposeful effort daily Silver – 7 hours of purposeful effort daily Gold – 8 hours of purposeful effort daily Purposeful effort is time spent travelling and navigating on the day’s route and in activities related to the aim. Setting up a camp site, sleeping, cooking, and eating should not be included in the hours of purposeful effort.</td>
</tr>
<tr>
<td>9. On an exploration, at least one third of the purposeful effort requirement must be spent journeying, with the remainder focused on working towards the overall aim.</td>
<td>Bronze Exploration – 4 hours on aim, 2 on journey daily Silver Exploration – 4.5 hours on aim, 2.5 on journey daily Gold Exploration – 5.5 hours on aim, 2.5 on journey daily</td>
</tr>
<tr>
<td>Adventurous Journey Conditions</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>10.</strong> On an expedition, at least two thirds of the purposeful effort requirement must be spent journeying, with the remainder focused on working towards the overall aim.</td>
<td>Bronze Expedition – 4 hours on journey, 2 on aim daily Silver Expedition – 4.5 hours on journey, 2.5 on aim daily Gold Expedition – 5.5 hours on journey, 2.5 on aim daily</td>
</tr>
<tr>
<td><strong>11.</strong> All journeys must be supervised and assessed by a trained adult who is able to accept responsibility for the safety of the team.</td>
<td>The team should be unaccompanied and unguided. Supervisors must plan to monitor the team by either shadowing them from a distance or using an appropriate system to track their progress. Throughout the journey, supervisors must be in the immediate vicinity, but should remain discrete and distant enough to allow the team to act independently. Close supervision may be employed when necessary to ensure safety.</td>
</tr>
<tr>
<td><strong>12.</strong> Accommodation must be in portable tents or simple self-catering accommodation such as hostels, huts, or similar shelters.</td>
<td>This ensures that young people are taken out of their comfort zones, are self-sufficient, and develop their team skills.</td>
</tr>
<tr>
<td><strong>13.</strong> All members of the group must carry enough equipment, food, and water to be completely self-sufficient throughout their journey.</td>
<td>Equipment must be appropriate to the type of journey, the season and the environment in which the journey is taking place. Teams must carry all equipment and supplies necessary for the duration of the journey. Except for water (in arid environments only), nothing may be transported and placed at campsites or along the route. Adjustments for medical purposes are also accepted.</td>
</tr>
<tr>
<td><strong>14.</strong> All members of the group must ensure that they prepare and consume a full meal each day.</td>
<td>Teams must have appropriate light-weight cooking equipment and should be able to prepare simple meals. Use of campfires for cooking purposes is not suitable for Award expeditions and use of campfires at any time is discouraged, except in emergencies and only where permitted by law.</td>
</tr>
<tr>
<td><strong>15.</strong> All groups will prepare and deliver a presentation identifying their aim and findings to their Supervisor and Assessor after the Qualifying Journey. Groups completing the Independent Adventurous Journey will also submit a report.</td>
<td>The presentation may be in any format the team chooses and must be related to the aim of the journey. All members of the team must contribute to their presentation. Guidance for the report can be found in the Guide to the Independent Adventurous Journey.</td>
</tr>
</tbody>
</table>

**Note for larger Award groups:** Multiple teams should not travel in convoy, but rather have individual routes from campsite to campsite. Where this is unavoidable, a substantial amount of time must separate each team using the same route and they must operate as discrete teams. It is allowed for groups to camp at the same location, if necessary, but they should ensure they are departing at different times or on different routes the following day.
6.5 Roles on the Adventurous Journey

- **Adventurous Journey Supervisor:**
The AJ Supervisor ensures the safety of participants while on their journey and maintains the standards of the Award. All AJs, including the Practice Journey, must be supervised by an experienced adult who is competent in the model of travel and who will be based in the area where the journey takes place. Supervisors accept responsibility for the welfare of the team. They should be familiar with the team, their individual strengths and challenges, their knowledge of the chosen route, and have an understanding of the route themselves. They are the focal point for communication before, during, and after each journey, and assist the team in all phases of this section.

- **Adventurous Journey Assessor:**
Similar to the assessors of other Award sections, the AJ Assessor is the objective observer of this section. They are tasked with providing their assessment of the Qualifying Journey only. Assessors must ensure that the participants uphold the standards of the section on the journey, leveraging the Conditions of the Adventurous Journey as their rubric. Through communication with the Supervisor and the participants, the Assessor ensures that the participants have adequately prepared for the journey, set an aim, and determined how they will collect and present their findings and observations. *(Note: Assessors should not be a family member of Award participants they assess.)*

6.6 Preparation and Training

The safety of all participants throughout their training, Practice, and Qualifying journey is the Award’s top priority. Training is required to enable all group members to undertake their journeys safely. All training must be delivered by a suitably qualified and/or experienced adult. After training, the AJ Supervisor should be satisfied that the group is technically able to carry out their Practice and Qualifying journeys in a safe and self-sufficient manner.

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**STEPS TO COMPLETING AN AJ**

1. Participants form a group of 4-7 young people (max. 8 for tandem activities).
2. The group decides on their aim and type of journey, appropriate area, and mode of travel.
3. The group undertakes necessary training.
4. The group plans and prepares the paperwork for their Practice Journey, including tracings, outlines, route cards, etc.
5. The group goes on a Practice Journey to show their Supervisor that they have all the necessary skills to proceed to a Qualifying Journey.
6. The group plans and prepares for the Qualifying Journey with feedback from the Supervisor after the Practice Journey.
7. The Supervisor checks final plans, focusing on risk, and has final discussions with the Assessor.
8. The Assessor conducts a pre-departure check, focusing on the 15 AJ Conditions.
9. The group goes on their Qualifying Journey with their Supervisor and Assessor present.
10. The Assessor debriefs with the group and confirms when and how the AJ presentation will take place.
11. The group presentation occurs, focusing on the aim of the Qualifying Journey.
12. The Supervisor assesses the group presentation and signs off on the AJ section.
It is worth emphasizing that the Adventurous Journey, by its nature, contains an element of risk. It is therefore important that this risk is properly managed to reduce the likelihood of an accident occurring and decrease the consequences if an accident does occur. The key to this is proper preparation and training. The following is a table of the subjects that should, at a minimum, be covered prior to participants embarking on a Practice Journey, pending the type of environment and mode of journey chosen and approved. This table is not exhaustive; the exact training requirements will be determined by the nature of the chosen Adventurous Journey.

<table>
<thead>
<tr>
<th>Understanding of the AJ</th>
<th>First Aid and emergency procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessary equipment and how to use it</td>
<td>Route planning</td>
</tr>
<tr>
<td>Navigation</td>
<td>Camp craft, including food and cooking</td>
</tr>
<tr>
<td>Team building and leadership training</td>
<td>Mode of travel</td>
</tr>
<tr>
<td>Observation and recording skills</td>
<td>Managing risk</td>
</tr>
<tr>
<td>Understanding the impact of the journey on the environment</td>
<td>Appreciating the culture within the journey’s environment</td>
</tr>
</tbody>
</table>
Chapter 7: Gold Residential Project

The Gold Residential Project is an additional requirement at the Gold Level and is an opportunity to use many of the skills developed during the overall Award experience, such as teamwork and leadership, while living and working with others in a residential setting. The section gives participants a shared, purposeful experience with people who are not their usual companions, together working towards a common goal. It should be an experience that broadens participants’ outlook and horizons.

7.1 Choosing an activity

Participants should choose a shared activity where the majority of those they work with are not their usual colleagues or friends, and they are in an unfamiliar residential setting, e.g. away from their home or other locations where they have already undertaken their Award activities.

The Gold Residential Project may be related to activities completed in other Award sections. For example, a young person may complete a photography course for their Skills section, and then take part in a Gold Residential 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 section.

Participants must discuss their area of interest with their Award Leader before choosing a Gold Residential Project. It requires a significant personal investment of time, and sometimes money. Participants should choose an activity that interests them, then make the necessary inquiries and arrangements. A suitable Assessor is to be agreed upon with the Award Leader. This will usually be the Gold Residential Project instructor, leader, or facilitator, ie. the individual that can assess the participant throughout the experience and record their completion of the section.

There are many different opportunities to complete this section. Some suitable categories are listed below:

- Personal training courses
- Environment and conservation projects
- Service to other people and communities
- Activity-based

TIME REQUIREMENT:
4 NIGHTS, 5 DAYS
(AT MINIMUM)
7.2 Requirements

Organization
Must be with an organized group, registered nonprofit or company, or an Approved Activity Provider.

Duration
A minimum of five days and four nights consecutively.

Daytime Activities
Learning or developing a skill, training for a qualification, or volunteering with a group. The activity should take up the majority of the day, starting by noon on the first day and finishing by midafternoon at the earliest on the last day (if the project is just meeting the five-day minimum).

Evening Activities
Spent with the group, whether organized activities, or just socializing and cooking together.

People
Five or more people in the group (including you, and in addition to course leaders) that you don’t know and who don’t know each other, doing the same activity or role as each other. An Assessor needs to be identified on the project and engaged with you during your time there. You may know a few other people as long as you are joining a large group, the vast majority of people are not known to you or to each other, and you can be separated from others that you know. You shouldn’t know the staff, unless you can be separated from them. Other members of the group can be of any age and do not need to be doing the Award.

Accommodation
Staying together with the group, whether in tents, a hostel, dorm, or other type of accommodation. You don’t have to stay in the same accommodation each night as long as the group is travelling and staying together.

Approval
Your Award Leader must approve your Gold Residential Project beforehand.
7.3 Example Activities

The following activities have been done by previous Award participants. Do any of these align with your personal interests, or will you help us expand this list?

**Learning**
- Language courses
- Skills development (e.g. music, art, craft)
- Leadership training
- Ecology student course
- Youth camps
- Youth summits/parliaments

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

**Service to Others**
- Provision of facilities
- Assist as a leader at a youth camp
- Work in a care home or hospital
- Construction projects
- Work with a local or international charity

**Activity-Based**
- Outdoor adventure courses
- Sports coaching course
- Sports skills development
- Crew member on board a ship

**GUIDANCE TO GIVE YOUR ASSESSOR**

Participants should be assessed on:

- Personal Standards (Application, Punctuality, etc.)
- Relationship with others on the activity
- Willingness to show initiative and take responsibility
- Level of effort and commitment to the project

**Things that will not be accepted:**

- Accommodation in homestays, staying separately from the group, or staying with relatives or friends.
- Your activity cannot include internships or work experiences for which you are paid; volunteering with a commercial organization; academic or school curriculum trips; going on vacation; or your Adventurous Journey.
Chapter 8: Using the Online Record Book

The Online Record Book (ORB) is an easy-to-use online system in which you will record your activities and achievements as you work towards your award. Your Award Leader will also track your progress here, and your Assessors will submit their reports electronically through the site. The ORB can be accessed at onlinerecordbook.org. The app, called “ORB Participant” from The Duke of Edinburgh’s International Award Foundation, can be downloaded from the Apple Store or Google Play Store.

8.1 Register for the ORB

Go to onlinerecordbook.org. On the right-hand side under “Not Registered?” select “Award Participant” and click “Register.”
Enter the relevant information.

**Operating Authority:**
Select region.

**Award Unit:** Select organization/school.

**Award Leader:** Enter the name of your Award Leader.

*If you are unsure of any of the above responses, please reach out to the Award contact at your organization/school!*

Select the Award level you are participating in.
Complete the contact details.

If you are under age 18, your parent or guardian will need to submit consent. Enter their contact information and select the relevant option for the consent form. The easiest option is consent by email; however, sometimes these emails go to the Spam folder and your parent/guardian will need to check there. If you select the third option, please print and submit your signed consent form to your Award Leader.
Complete the profile/survey questions and continue to the payment section. Select “Pay online with PayPal account or credit/debit card.” This will take you to a PayPal screen where you can either log into a PayPal account and use funds from there or scroll down and pay directly with a credit/debit card.

You will receive an email to confirm your email address. Go to the email inbox you registered with, click on the automated email (it may be in your Spam folder), and click on the link. The email sender will be ORB@onlinerecordbook.org and the email will be titled, “The Duke of Edinburgh’s International Award – Organization Contact Confirmation Email.”

8.2 Set up your Award Program in the ORB

When you log into the ORB, you will be directed to the homepage of your Award. The sections of the Award will be on the left-hand side of the page.

Each section will be color-coded:

- Skills
- Service
- Physical Recreation
- Adventurous Journey
- Gold Residential Project
You will click the plus sign next to each section on the left-hand side of the screen to add your activities. **Remember:** if you are doing the Award for the first time, you will need to “major” in one section (complete additional time working on that section). You will also need to enter the contact details of your Assessors at this step.
SMART Goals: You will enter your SMART goals for each section when you add your activities. Refer to Chapter 2.2 for additional guidance on how to make a SMART goal.

8.3 Log your progress in the ORB

Once you enter all of your activities, your leader will review them and either approve or send them back for revision. Once the activities are approved, you can begin to log the hours you spend working on each section. The system will only give credit for the minimum hours required by the Award, which equates to one hour weekly or two hours biweekly. You may enter additional hours, but they will not count towards your cumulative total.
8.4 Submitting a section for Assessor approval

When you complete all of the required hours for a section, a ‘victory’ window will pop up. If you click out of it, a notification bar will appear at the bottom of your screen each time you click into the activity, prompting you to send the section to your Assessor. Make sure that your Assessor’s email address is entered correctly, include a note to them, and hit the “Send for Approval” button.

Your Assessor will receive an email with a hyperlink in it. When they click on the hyperlink, they will be brought to a new page that has your section summary. Your Assessor will be prompted to add comments about your improvement, challenges, and effort; their qualifications and experience; and their contact information. Your Assessor can approve or reject the section from this page. Their actions and response will be recorded electronically. You do not have to upload anything.

What information should be included in your logs? Refer to Chapter 2.3 for additional guidance!
8.5 Submitting a section for Award Leader approval

Once your Assessor has reviewed the section and approved it, you will be prompted in the ORB to send the section to your Award Leader. Your Award Leader will review the section and either approve it or send it back for revision. If a section needs to be revised, you will receive a notification and a red triangle will appear beside the section. Click on the triangle to see the note from your Award Leader explaining what needs to be changed. It is a good idea to contact your Award Leader directly to discuss. Once the changes have been made, you can re-submit the section for approval.

8.6 Submitting your Award for National Office approval

Once all sections have been reviewed and approved by both your Assessors and Award Leader, you will be prompted to send the whole Award forward. It will be reviewed by a staff member at the National Office. If revisions are needed, it will be sent back to you with a note of explanation. Otherwise, it will be approved. You will receive a certificate and medal in the mail; these are sent on a quarterly basis.
8.7 Beginning the next level of the Award

After celebrating the accomplishment of completing an Award level, should you choose to move onto the next one, you will be prompted to register for it when you log into the ORB. The registration process will be the same as what is laid out in Chapter 8.1.

8.8 Award Alumni Community

The Award Alumni Community is a valued part of Award USA. We continue to expand ways for our alumni to stay engaged. One of the best ways is to become an Award Leader. We also have various opportunities to connect with other alumni internationally, including the biannual International Gold Event, which is a leadership program for the next generation of decision makers and influencers in the Award. We hope that you remain active members of the Award family for years to come!
Chapter 9: Additional Resources

Completing the Award

- My Award Plan Template
- Checklist- Completing the Bronze Award
- Checklist- Completing the Silver Award
- Checklist- Completing the Gold Award
- Award Introduction for Assessors
- Professional Email Communication Guide
- ORB Participant User Guide – Website (access directly through the ORB)
- ORB Participant User Guide – App (access directly through the ORB)
- How does the ORB count hours?
- Does this qualify for the Gold Residential Project?

International Resources

- Online Record Book YouTube Tutorials

Bringing the Award to Your Community

- Delivering the Award