
PARTICIPANT HANDBOOK

*YOUR GUIDE TO COMPLETING THE
DUKE OF EDINBURGH'S
INTERNATIONAL AWARD
2ND 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 that 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 credential 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 well-being, 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 us at 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:

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

	VOLUNTARY SERVICE	PHYSICAL RECREATION	SKILLS	ADVENTUROUS JOURNEY	GOLD PROJECT
					
 BRONZE 14+ Years	3 Months	3 Months	3 Months	2 Days / 1 Night 1 x Practice Journey & 1 x Qualifying Journey	N/A Gold Level Only
*Averaging at least 1 hour per week. Plus additional 3 months of a Major Section - either Service, Skill or Physical Recreation.					
 SILVER 15+ Years	6 Months	6 Months	6 Months	3 Days / 2 Nights 1 x Practice Journey & 1 x Qualifying Journey	N/A Gold Level Only
*Averaging at least 1 hour per week. Plus additional 6 months of a Major Section if Bronze Award not completed.					
 GOLD 16+ Years	12 Months	12 Months	12 Months	4 Days / 3 Nights 1 x Practice Journey & 1 x Qualifying Journey	5 Days / 4 Nights
*Averaging at least 1 hour per week. Plus additional 6 months of a Major Section if Silver Award not completed.					

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. **Regardless of the section, required school courses and corresponding coursework cannot be used for the Award.** You can, however, extend interests developed in school outside the classroom for your Award.

NOTE:

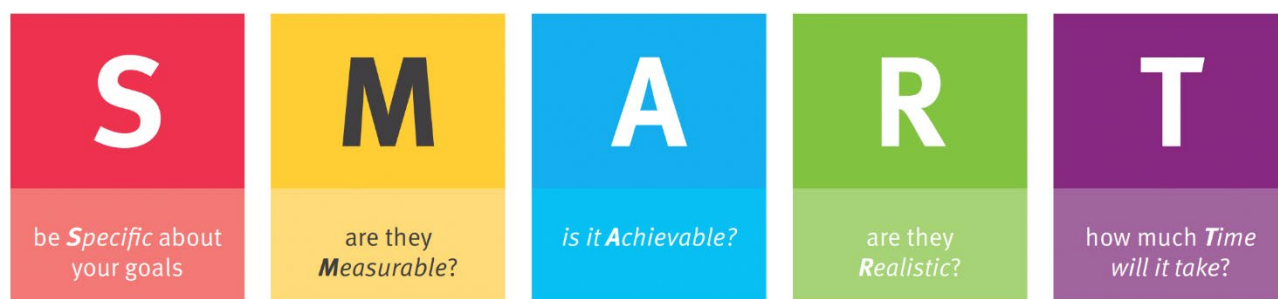
This program is a marathon, not a sprint! These time requirements are minimums rather than maximums. You may set your own pace and take more time to complete a section if needed. You may also complete one section at a time, or all sections at the same time. It is up to YOU what your Award experience 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. **Not achieving one's SMART goal does not mean a Participant will fail to earn the Award.** They are assessed on commitment and progress over time and meeting the overall requirements of the Award.



Example Goal	Example SMART Goal
Skill Goal: I will learn to play the piano.	In the next three months of my Bronze level, I will learn to play scales and three beginner-level songs on the piano.
Voluntary Service Goal: I will volunteer at the animal shelter.	I will help the local animal shelter transfer their paper files to an online system in the next six months.
Physical Recreation Goal: I will run every week.	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.

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?

Example of Basic Log	Example of Award USA Log
Physical Recreation Log: I went to the gym.	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.
Voluntary Service Log: Helped at the homeless shelter.	I was assigned a new role at the shelter serving those experiencing homelessness 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.
Skill Log: I gardened.	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.

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. As much as possible, Participants should seek assessors with expertise in each of their specific activities.

Example Activity

Piano Lessons
Basketball Team
Knitting
Kayaking Expedition
Student Council
Public Speaking
Going to the gym

Example Assessor

Piano Instructor
Basketball Coach
Family friend that has knit for 15 years
Expedition Leader
Teacher Sponsor
Coach/Toastmasters President
Trainer or Front Desk Attendant

Please see Chapter 9 for resources you can provide to your Assessor to further explain The Duke of Edinburgh's International Award and the role of the Assessor.

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.
- 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 calls and 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 well-being, 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	Athletics/Track & Field	Biathlon/Triathlon
Bowling	Boxing	Croquet
Cross Country Running	Cycling	Fencing
Golf	Horseback Riding	Modern Pentathlon
Roller Blading	Running	Wrestling

Water Sports

Canoeing	Diving	Dragon Boat Racing
Freediving	Rowing & Sculling	Sailing
SCUBA Diving & Snorkeling	Swimming	Surfing & Body Boarding

Dance

Ballet	Ballroom Dancing	Belly Dancing
Bhangra Dancing	Ceroc	Contra Dance
Country & Western	Flamenco	Folk Dancing
Hip Hop & Breakdancing	Jazz	Salsa or Other Latin Styles
Scottish/Irish Dancing	Swing	Tap Dancing

Racquet Sports

Badminton	Racketlon	Real Tennis
Squash	Table Tennis	Tennis

Fitness

Aerobics	Cheerleading	Fitness Classes/Gym Work
Gymnastics	Pilates	Running/Jogging
Talking	Weightlifting	Yoga

Extreme Sports

Caving & Potholing	Climbing	Free Running (Parkour)
Mountain Biking	Parachuting	Skateboarding
Skating	Skiing & Snowboarding	Skydiving

Martial Arts

Aikido	Capoeira	Ju Jitsu
Judo	Karate	Self-Defense
Sumo	Tae Kwon Do	Tai Chi

Team Sports

Baseball	Basketball	Cricket
Curling	Dodgeball	Football
Hockey	Hurling	Lacrosse
Netball	Polo	Rugby
Soccer	Volleyball	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:

- Performance Arts
- Science & Technology
- Care of Animals
- Music
- Natural World
- Games & Sports
- Life Skills
- Learning & Collecting
- Media & Communications
- Creative Arts

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

Science & Technology

Aerodynamics
Biology
Ecology
Entomology
Oceanography
Rocket Making
Website Design

Care of Animals

Agriculture/Livestock
Caring for Reptiles
Keeping of Pets

Music

Analyzing Music
Evaluating music
Playing an instrument

Natural World

Agriculture
Gardening
Snail Farming

Games & Sports

Cards
Cycle Maintenance
Fishing
Go-Karting
Mah Jongg
Motor Sports
Sports Appreciation

Life Skills

Alternative Therapies
Democracy in Action
Hair & Beauty
Life Skills
Navigation

Learning & Collecting

Aeronautics
Archaeology
Bird Watching
Collections & Surveys
Costume Study
Fashion
History of Art
Movie Posters

Anatomy
Botany
Electronics
IT
Paleontology
Taxonomy
Zoology

Aquarium Keeping
Dog Training/Handling
Looking after birds

Composing
Improvising melodies
Playing in a band

Conservation
Groundskeeping
Vegetable Growing

Chess
Darts
Flying
Historical Re-enactment
Marksmanship
Power Boating
Sports Officiating

Cookery
Event Planning
Emergency Services
Massage
Public Speaking/Debate

Aircraft Recognition
Astronautics
Coastal Navigation
Comics
Criminology
Gemstones
Language Skills
Postcards

Astronomy
Chemistry
Engineering
Marine Biology
Physics
Weather/Meteorology

Beekeeping
Horse/Donkey/Llama Care
Pigeon Breeding/Racing

DJing
Music Appreciation
Reading/Notating Music

Forestry
Growing plants

Clay Target Shooting
Dominoes
Gliding
Kite Construction/Flying
Model Construction
Snooker/Pool/Billiards
Table Games

Car Driving/Maintenance
First Aid
Library/Information Skills
Money Management
Skills for Employment

Anthropology
Astronomy
Coins
Contemporary Legends
Dowsing & Divining
Genealogy
Military History
Reading

Religious Studies

Media & Communications

Amateur Radio

Journalism

Creative Arts

Basket Making

Candle Making

Clay Modelling

Drawing

Embroidery

Floral Decoration

Glass Painting

Knitting

Painting & Design

Quilting

Textiles

Ship Recognition

Communicating

Signaling

Boat Work

Canoe Building

Crocheting

Dressmaking

Enameling

Furniture Restoration

Interior Design

Leatherwork

Photography

Rug Making

Weaving

Stamp Collecting

Film & Video making

Writing

Cake Decoration

Ceramics

Dough Craft

Egg Decorating

Fabric Printing

Glass Blowing

Jewelry Making

Mosaic

Pottery

Soft Toy Making

Woodwork

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. It is also possible to find service opportunities at national and international organizations that can be done remotely. Activities should generally fall into the following categories:

- Animal Welfare
- Charity
- Education
- Emergency Services
- Environmental
- Health
- Leadership
- Media
- Service to Other People

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 people with special
needs

Helping older people
Youth work

Helping people in need

Community Action & Raising Awareness

Campaigning
Drug & alcohol education
Personal safety

Cyber safety
Home accident prevention
Promotion & PR

Council representation
Peer education
Road safety

Working with the environment or animals

Animal welfare
Preserving waterways

Coastal conservation
Rural/urban conservation

Litter picking
Zoo/nature reserve work

Helping a Charity or Community Organization

Administration
Fundraising
Serving a faith community

Charity internship
Mountain rescue
Volunteer lifeguard

Event management
Religious education
Work in charity shop

Coaching, Teaching, & Leadership

Air cadets
Girl Scouts

Boy Scouts
Music instruction

Dance leadership
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 outdoor 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 (AJs) 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 Adventurous Journeys

The AJ can take many forms but must always be a challenge. The aim of this section is to provide Participants with the opportunity to learn more about the wider environment, as well as to develop their self-confidence, teamwork, and health. Participants are taken out of their comfort zone but kept within a safe and secure setting, achieved through suitable training and supervision.

6.2 Ten Requirements for an 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:

Adventurous Journey Requirements		Notes
1.	The Journey	<ul style="list-style-type: none"> • All Adventurous Journeys must comprise of two elements: a Journey and a clearly defined Team Goal. • The emphasis of the Journey element vs the Team Goal element should be discussed and agreed with the AJ Supervisor during the planning stage. • The Team Goal must be in the SMART format and should describe an overall purpose for the Journey. This can be in the form of, for example, a research project, investigation, or something the group will aim to achieve for the duration of the Adventurous Journey.
2.	The Group	<ul style="list-style-type: none"> • The group, for all Journeys, must contain no fewer than four and no more than seven members (eight for modes of travel which require tandem pairs). • Groups must be allowed to make independent decisions throughout, and must work separately from other groups. • Group members do not all need to be undertaking the same Award Level. However, the challenge must be appropriate for all group members. • Groups may include members who are not Award Participants. Non-Award Participants should be of a similar ability and experience to the group they are joining. • All Participants must be involved in the planning of their Journey, including the route, logistics and any equipment required for the Journey or the Team Goal. It is important that Participants take ownership of their Journey.
3.	Participant Training and Practice	<ul style="list-style-type: none"> • Suitable training must, at a minimum, ensure group competency in the activities being undertaken (e.g., navigation, kayaking, cycling, etc.), route planning, and consideration of risks. Any non-Award Participants within the group must also be involved in training. • Participants at the Silver and Gold Levels must undertake a minimum of one Practice Journey per level. At the Bronze Level, a Practice Journey is also strongly recommended in most circumstances and can only be waived with National Office approval. • Practice Journeys must include at least one day and one night in the chosen environment. A longer period may be required if the AJ Supervisor deems it advisable to do so. • The number of Practice events (Journeys and training sessions) required will depend upon the ability of the group. This is a decision for the AJ Supervisor. • Groups may use the same location for both the Practice and Qualifying Journeys, but must complete different routes. • Modes of transport used in the Practice Journey must match those to be used in the Qualifying Journey.
4.	Modes of Transport	<ul style="list-style-type: none"> • Teams must use modes of travel that require their own effort. • 'Own effort' includes any form of non-motorized or animal-based transport. This includes individual effort or combined effort as a team or pair. Flexibility exists for young people with health conditions or impairments.

		<ul style="list-style-type: none"> Multiple modes of transport within one Adventurous Journey are permitted, provided all logistics have been planned by the group, while remaining as self-sufficient as practical. Modes of transport used in the Qualifying Journey must match those used in the Practice Journey.
5.	Location	<ul style="list-style-type: none"> Adventurous Journeys may take place in all locations, including areas known to the Participants. Groups may use the same location for both the Practice and Qualifying Journeys, but must complete different routes. The environment or terrain must present a sufficient challenge, as appropriate for the Award Level and ability of the group.
6.	Purposeful Activity	<ul style="list-style-type: none"> Purposeful activity is defined as time spent Journeying, working towards the Team Goal, and activities such as setting up/clearing campsites and cooking. Groups must aim to undertake a minimum of 6 hours (for Bronze), 7 hours (for Silver), and 8 hours (for Gold) per day of purposeful activity. The weighing of the Journey element vs the Team Goal element should be discussed and agreed with the AJ Supervisor. This will determine the correct number of hours of purposeful effort to assign to each activity. Distances are deliberately not stipulated at any Award Level due to the huge variety of AJs, modes of travel, and type of terrain/climate, coupled with the group's Team Goal.
7.	Adults	<ul style="list-style-type: none"> The number of adults present on an Adventurous Journey will depend on the location and types of activities being undertaken. All Adventurous Journeys must be Supervised and Assessed by suitable and experienced adults. AJ Supervisors and Assessors are appointed by the Award Center and must have completed any of Award USA's requirements for adults in these roles, as applicable. AJ Supervisors have overall responsibility for the group while training and undertaking their Adventurous Journeys. AJ Assessors are responsible for assessing whether the group meets all of the requirements outlined in this table.
8.	Accommodation	<ul style="list-style-type: none"> Accommodation must be in tents or other simple self-catering accommodation, including hostels, huts, and school facilities. Participants' accommodation may be physically separated in different rooms, tents, or buildings. If using tents, these must be transported by the group to the campsite.
9.	Self-Sufficiency	<ul style="list-style-type: none"> The group must carry all necessary equipment and supplies, split appropriately between all Participants. Equipment must not be transported separately from the group (exception made for additional water supplies or medical accommodations). Participants must consume at least one substantial cooked meal each day. Groups must carry the relevant equipment and ingredients for cooking and preparing meals. There is flexibility for medical and cultural purposes, as well as for environments and climates where total self-sufficiency is difficult.

10.	The Report	<ul style="list-style-type: none"> • Throughout the Qualifying Journey, the group should work towards achieving their Team Goal. • Individuals should also record personal reflections throughout their experience. • Upon completion of the Qualifying Journey, the group is required to deliver a report to their Assessor. • The report can be delivered in any form, as agreed by the group and their Assessor prior to the start of their Qualifying Journey. • The report must include the involvement of all group members and should outline their experiences and how they have achieved their Team Goal. • If the AJ Assessor is unable to be present for the report, the AJ Supervisor may fulfill this role.
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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.

6.3 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 requirements 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 a Team Goal, and determined how they will collect and present their findings and observations.

6.4 Preparation and Training

The safety of all Participants throughout their training, Practice Journey, 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.

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.

Understanding of the AJ	First Aid and emergency procedures
Necessary equipment and how to use it	Route planning
Navigation	Camp craft, including food and cooking
Team building and leadership training	Mode of travel
Observation and recording skills	Managing risk
Understanding the impact of the journey on the environment	Appreciating the culture within the journey's environment

6.5 Adventurous Journey Team Goal

Before starting an Adventurous Journey, the group must decide on a Team Goal. Refer back to section 2.2 for more guidance on the expectations of goalsetting for the Award. For the AJ, the Team Goal must include:

- SMART characteristics
- 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 to achieve SMART goal

Check out our [Team Goals resource](#) for examples to model your own goals after!

6.6 Time Requirements for Practice and Qualifying Journey

	PJ Days	PJ Nights	QJ Days	QJ Nights	Average Minimum Hours of Purposeful Activity* Daily
Bronze	1**	1**	2	1	6
Silver	1	1	3	2	7
Gold	1	1	4	3	8

**Purposeful activity is defined as time spent journeying, working towards the Team Goal, and activities such as setting up/clearing campsites and cooking.*

***The Bronze Practice Journey may be waived should completing one be a barrier to completing the Award. Waivers must be approved by the National Office.*

Chapter 7: Gold Project

The Gold 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 an unfamiliar setting. The section gives Participants a shared, purposeful experience with people who are not their usual companions, working together 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 setting, e.g., away from their home or other locations where they have already undertaken their Award activities.

The Gold 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 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 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 Project instructor, leader, or facilitator, i.e. 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

7.2 Requirements

Organization

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

Duration

A minimum of five days and four nights consecutively. If you have extenuating circumstances that do not allow you to meet this requirement, notify your Award Leader to determine what accommodations are needed for you to complete this section.

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 Project beforehand.

Things that will not be accepted:

- **Accommodation in homestays**
- **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.**

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

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)

Youth camps

Leadership training

Ecology student course

Youth summits/parliaments

Volunteer work with national parks

Environment and Conservation

Environmental clean up

Research on habitats and ecosystems

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 skills development

Sports coaching course

Crew member on board a ship

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.

NOTE ON FINANCIAL ASSISTANCE: Award USA does provide need-based financial assistance to help cover the costs of the program for Participants, including the registration fee and fees/supplies for activity sections. If you plan to request assistance, [please complete the application here](#) PRIOR to registering for the Online Record Book. We will be in touch regarding your application with specific instructions on how to register for the ORB, specifically what to enter in the payment section.

8.1 Register for the ORB

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

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

[Frequently Asked Questions \(FAQs\)](#) English

Participant Award Staff

Participant login

Email

Password

[Forgot your password?](#)

Log in

You can also download our brand new **Participant app** to access the Online Record Book anytime, anywhere.

Not Registered?

Register a new account as:

☒ Award Participant

☐ Award Leader

Register

Enter the relevant information.

1 Welcome

2 Award Level

3 Contacts

4 Participant Details

5 Profile

6 ORB Account

THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD

[Frequently Asked Questions \(FAQs\)](#)

English

Welcome to the Online Record Book

You are now registering as an Award participant.

Select Country

USA

x

Select your Operating Authority

Northeast Region

x

Select your Award Unit

Leman Manhattan Preparatory School

x

Do you know who your Award Leader is?

☒ Yes

☐ No

Enter Email Address

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.

✓ Welcome

✓ Award Level

3 Contacts

4 Participant Details

5 Profile

6 Payment

7 ORB Account

THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD

[Frequently Asked Questions \(FAQs\)](#)

Award Level

What level of the Award are you registering for?

What level of the Award are you registering for?

☒ Bronze Level

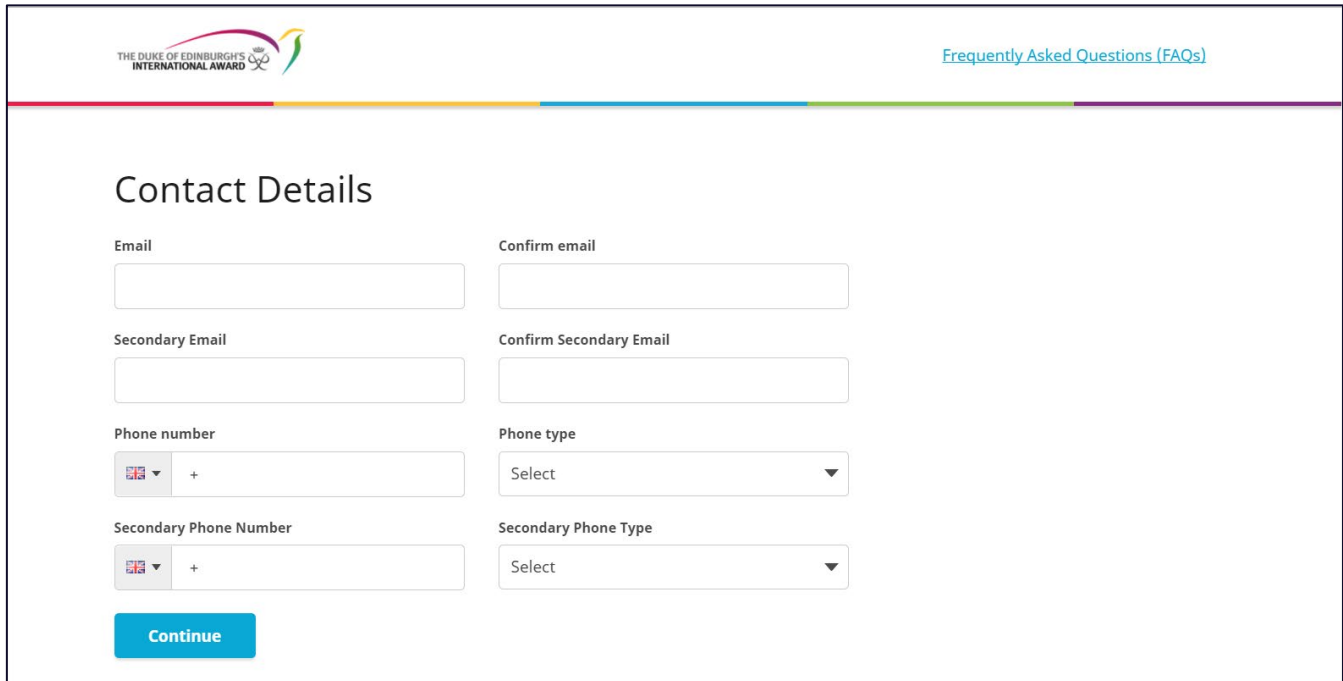
☐ Silver Level

☐ Gold Level

Continue

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Complete your contact details. **PLEASE USE A NON-SCHOOL EMAIL ADDRESS.**

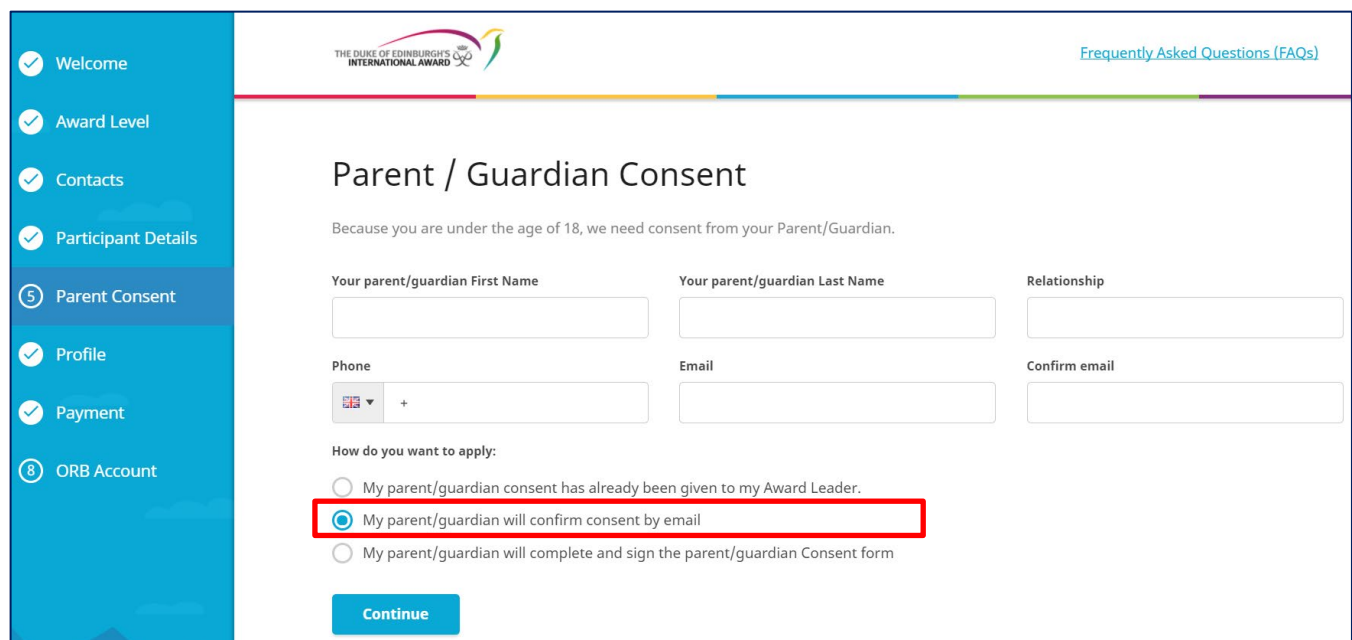


The Duke of Edinburgh's International Award logo is in the top left, and a link to 'Frequently Asked Questions (FAQs)' is in the top right. The form is titled 'Contact Details' and contains the following fields:

- Email: [Text input box]
- Confirm email: [Text input box]
- Secondary Email: [Text input box]
- Confirm Secondary Email: [Text input box]
- Phone number: [Country code dropdown] + [Text input box]
- Phone type: [Select dropdown menu]
- Secondary Phone Number: [Country code dropdown] + [Text input box]
- Secondary Phone Type: [Select dropdown menu]

A blue 'Continue' button is at the bottom left.

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.



The form is titled 'Parent / Guardian Consent' and includes a sidebar with navigation links: Welcome, Award Level, Contacts, Participant Details, Parent Consent (selected), Profile, Payment, and ORB Account. The main content area explains that consent is needed for users under 18 and provides the following fields:

- Your parent/guardian First Name: [Text input box]
- Your parent/guardian Last Name: [Text input box]
- Relationship: [Text input box]
- Phone: [Country code dropdown] + [Text input box]
- Email: [Text input box]
- Confirm email: [Text input box]

Below the fields, the question 'How do you want to apply:' is followed by three radio button options:

- ☐ My parent/guardian consent has already been given to my Award Leader.
- ☒ My parent/guardian will confirm consent by email
- ☐ My parent/guardian will complete and sign the parent/guardian Consent form

A blue 'Continue' button is at the bottom.

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. **NOTE: If you are applying for financial assistance, you will receive information on what to enter on the payment page if/when your application is approved. Wait until that is received to register for the Online Record Book.**

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

Payment Type:

- ☒ Pay online with PayPal account or credit/debit card
Click the Pay button below to pay online using your Visa, MasterCard credit card or Visa debit card.
- ☐ Pay online with manual transaction ID
You will be asked to type in your transaction ID.
- ☐ Other method (pay to Award Leader or Unit)
Bring required amount to your Award Leader or Award Coordinator in your Unit.

Continue

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 Project

The screenshot shows the 'My Award Leader' interface. At the top, there's a navigation bar with 'My Award Leader' and 'User guides'. Below this, the main area is divided into two columns. The left column shows progress for 'Silver Level' (Completed 0 / 4) and 'Latin' (Completed 0 h / 26 h). The right column is empty. Below the progress bars, there's a list of activities: 'Latin Skills', 'Choose Activity Physical Recreation' (with a red box around the plus sign), 'Choose Activity Service' (with a red plus sign), and 'Adventurous Journey Adventurous Journey'.

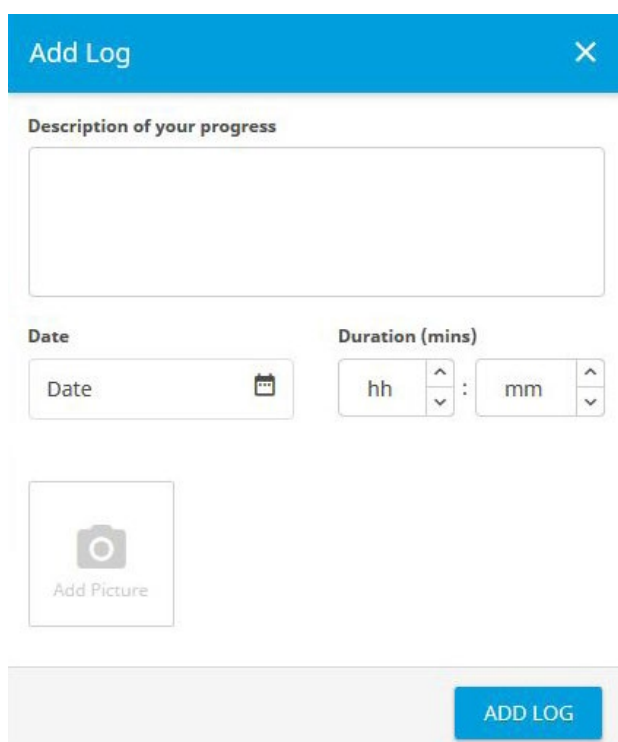
You will click the plus sign next to each section on the left-hand side of the screen to add your activities. Remember: if you are doing the Award for the first time, you will need to “major” in one section (complete additional time working on that section). You will also need to enter the contact details 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.

The 'New Activity' form is shown. It has a blue header with 'New Activity' and a close button. Below the header, there's a section for 'Activity Details' with a 'Category' dropdown menu (set to 'Select') and a 'Goal' text input field with an information icon. Below this is a section for 'Assessor Details' with a 'Title' dropdown menu (set to 'Select'), a 'Name' text input field, and an 'Email' text input field. At the bottom, there's a checkbox for 'Choose as Major activity' and a note: 'Major activity means that you have to spent twice much time on this activity compare to others.' A 'SETUP' button is at the bottom right.

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.**



The screenshot shows a web form titled "Add Log" with a blue header bar containing the title and a close button (X). Below the header, there is a text input field labeled "Description of your progress". Underneath this field, there are two sections: "Date" and "Duration (mins)". The "Date" section has a text input field with the placeholder "Date" and a calendar icon. The "Duration (mins)" section has two spinners for "hh" (hours) and "mm" (minutes), separated by a colon. Below these fields is a square button with a camera icon and the text "Add Picture". At the bottom right of the form is a blue button labeled "ADD LOG".

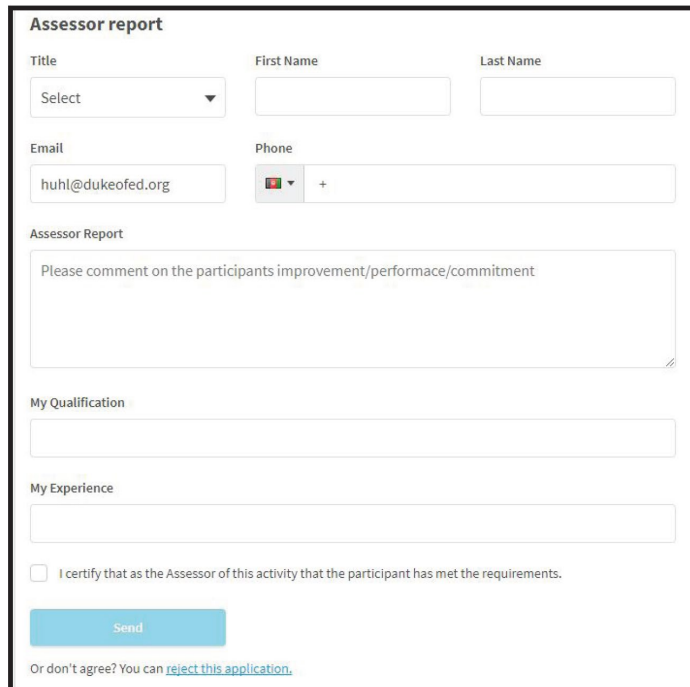
**What information should be included in your logs?
Refer to Chapter 2.3 for additional guidance!**

8.4 Submitting a section for Assessor authorization

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" button.

Your Assessor will receive an email from ORB@onlinerecordbook.org 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.



The form is titled "Assessor report". It contains several input fields: "Title" with a dropdown menu showing "Select", "First Name", "Last Name", "Email" with the value "huhl@dukeofed.org", and "Phone" with a country code dropdown and a plus sign. Below these is a large text area for the "Assessor Report" with the placeholder text "Please comment on the participants improvement/performance/commitment". There are also fields for "My Qualification" and "My Experience". At the bottom, there is a checkbox labeled "I certify that as the Assessor of this activity that the participant has met the requirements." and a blue "Send" button. A link "Or don't agree? You can [reject this application.](#)" is at the very bottom.

It is a good idea to be in touch with your Assessor directly about sending this report to them from the ORB. It's possible that the email could go to their Spam folder, so be sure to note that.

AJ NOTE: Each of the three sections of the AJ need to be assessed. The Training and Preparation section is assessed by your Award Leader; the Practice Journey by your AJ Supervisor; and the Qualifying Journey by your AJ Assessor.

8.5 Submitting a section for Award Leader authorization

Once your Assessor has reviewed the section and authorized 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 authorization.

8.6 Submitting your Award for National Office authorization

Once all sections have been reviewed and authorized 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. If you plan to apply for financial assistance for the next Award level, you will again [complete the application form here](#) and wait until you hear from Award USA staff regarding approval prior to registering in the ORB.

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 International Gold Event, which is a leadership program for the next generation of decision makers and influencers in the Award, and the biennial National Award Ceremony. You may also join the [Global Award Alumni Network \(GAAN\)](#) to connect with Award alumni around the world, as well as potentially in your own community! **Please note you will not gain full access to GAAN until you turn 18 but you can register as soon as you complete an Award level.** Make sure your contact information in the ORB contains your non-school email address and up to date mobile number in order receive information about these opportunities!

We hope that you remain active members of the Award family for years to come! Follow us @TheAwardUSA on Facebook, Instagram, and LinkedIn to stay attuned to all things Award! Make sure to keep your contact information up to date in the Online Record Book so that we can stay in touch.

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 Project?](#)

Adventurous Journey

- [Adventurous Journey Training and Preparation Resources](#)

International Resources

- [Online Record Book YouTube Tutorials](#)

Bringing the Award to Your Community

- [Delivering the Award](#)