



TUDOR GRANGE ACADEMY
SOLIHULL

DUKE OF EDINBURGH SILVER 2023 - 2024

APPLICATION PACK

Contents:

- Invitation letter (Please retain)
- Attendance Agreement (Complete and return)
- Enrolment Form (Complete and Return)
- Bitesize Planner (Complete and return)
- Letter of interest (Complete and return)
- Application Tips and Advice (Please retain – see over)
- Expedition kit list (Please retain)

Please fully complete and return attendance agreement, letter of interest, enrolment form and bitesize planner to Mr Fryer in P2 by Friday 8th September 2023

Note: If you have previously started your Bronze Award but not yet completed it, you can not apply for your DofE Silver until your Bronze Award has been completed and approved by us and the DofE Independent Verifier.

Duke of Edinburgh Silver 2023 - 2024

Application Tips and Advice



**YOUTH
WITHOUT
LIMITS**



TUDOR GRANGE ACADEMY SOLIHULL

July 2023

Dear Parent/Carer,

I'm delighted to let you know that we are about to launch our recruitment for the Bronze, Silver and Gold Duke of Edinburgh's Award (DofE) for 2023 – 2024.

Why do DofE?

Doing DofE is a brilliant way for your young person to discover just how much they are capable of. It gives young people the chance to make new friends, follow their passions, learn new skills and make a difference in our community. Gaining a DofE Award is a great way to impress employers too.

It's also non-competitive and a powerful way for every young person to build belief in themselves, whatever their background, interests and abilities.

How it works

There are three levels of DofE Award – Bronze, Silver and Gold. To achieve the awards, your child will need to complete four sections – Volunteering, Physical, Skills and the Expedition. Plus, a Residential for Gold.

Students can choose what they would like to do for the first three sections, and we will provide all the guidance and support they need. The Expedition involves spending (two/three/four) days and (one/two/three) nights in the countryside, and again we'll make sure that our young people are fully prepared for it.

Next steps

We hope many of our students will take this opportunity to get involved with DofE. The overall costs for each award vary per person but, the registration fees are £27 for Bronze and Silver and £33 for Gold. Costs of the actual awards are: Bronze £370, Silver £400 and Gold £715. (If your child is interested in taking part but the cost is prohibitive, please do speak to me as we may be able to arrange financial support).

There will be information resources on the school website shortly for parents. If you have any questions in the meantime, please feel free to contact me on

RRollason@solihull.tgacademy.org.uk

The DofE website – www.dofe.org - has a lot of useful information too.



**YOUTH
WITHOUT
LIMITS**

I am the DofE Manager for Tudor Grange Academy, Solihull so if you think you might be interested or have any questions, please get in touch. It would be wonderful to get a big group of students together to make the most of this opportunity.

Thank you for your support. I hope you'll agree that the DofE is the perfect way for your child to feel ready for anything.

Kind Regards

Miss Rachel Rollason

Miss Rachel Rollason
DofE Manager And Educational Visits Coordinator
RRollason@solihull.tgacademy.org.uk



TUDOR GRANGE ACADEMY SOLIHULL

Dear Parents/Carers

Firstly, I would like to introduce myself, I am Miss Rachel Rollason the DofE Manager and Educational Visits Coordinator at Tudor Grange Academy, Solihull.

You may already have children enrolled onto a DofE Award scheme at the school which I'm sure you are immensely proud of them. If your child hasn't enrolled but is showing interest, there are application packs available and information on the school's website, alternatively you can email me for one.

We have made a couple of adjustments going forward with the DofE programmes, please see below the new criteria:

1. All payments must be made prior to the first practice expedition. (If your child is interested in taking part but the cost is prohibitive, please do speak to me as we may be able to arrange financial support).
2. All 3 sections of Volunteering, Physical and Skills need to be completed with evidence uploaded to eDofE and activity logs completed and verified prior to the practice expedition.

Unfortunately, if none of the criteria above has been completed within the stated timescales then your child will be unable to complete their final expedition and complete their DofE Award with their team.

We offer immense support to each participant so please get in touch if help and guidance is required as we want to see each and every pupil succeed as much as you and they do.

Thank you for your understanding and support with this.

Kind Regards

Miss Rachel Rollason

Miss Rachel Rollason
DofE Manager And Educational Visits Coordinator
RRollason@solihull.tgacademy.org.uk



TUDOR GRANGE ACADEMY

Silver Duke of Edinburgh Award

Attendance Agreement 2023/2024



The aim of DofE sessions at Tudor Grange Academy is to support students in gaining the skills necessary to take part in a self-sufficient expedition in a safe and competent manner; to promote independence and explore the world outside school.

Student Agreement:

To ensure a successful and enjoyable programme we would ask you to adhere to the following:

- I will attend all DofE meetings as agreed with my DofE Leader.
- If I am issued with a private detention, I will arrange it for an evening when I do not have DofE.
- If I am absent from school, I will provide my DofE leader with a note signed by my parent/guardian and liaise with a different DofE leader to attend their session on the topic I missed.
- I will be willing to learn and take part in the set activities.
- I understand that if I haven't completed all the training requirements of the DofE programme, it will be unlikely that I will be deemed competent and therefore will not be able to attend the practice or qualifying expeditions.
- I will complete and submit the DofE Silver Award application pack including the Bitesize planner and 'Letter Of Interest' and return to Mr Fryer in P2 where there will be a collection box. These need to be returned by Friday 8th September 2023.

I(student name) agree to the conditions of the DofE programme.

I understand that if I am absent from 3 or more DofE meetings that this will result in my removal from the programme.

.....(student signature)

Parent/Guardian Agreement:

I agree that my son/daughter can participate in the DofE programme and must adhere to the conditions of the Student Agreement above. I understand that if my child does not attend all DofE meetings and meet the training requirements of the DofE programme then he/she will be unable to participate in the expedition section of the award.

I acknowledge that places are limited and, as a result, the application may be held on a waiting list if numbers of applicants exceed places available and that incomplete applications will be rejected.

I will complete and return the enrolment form and medical consent form to Mr Fryer in P2 by Friday 8th September 2023.

I understand that a payment of £27 for e-DofE registration must be paid via ParentPay by 15th September 2023 if my son/daughter's application is successful. [Note: ParentPay payment option will not be available until letters of acceptance have been issued on 13th September 2023.

I understand that an additional payment of £400.00 to cover expedition programme costs will also be made via ParentPay by 15th September 2023. (Please note; If this is a concern, please contact me at your earliest convenience as we may be able to arrange a financial agreement).

.....(signed parent/guardian).....(date)

Please complete and return all application pack documents listed on the application cover sheet to Mr Fryer in P2 along with your enrolment form and bitesize planner by Friday 8th September 2023.

Useful dates:

8th September 2023 Application pack to be submitted

13th September 2023 Successful applicants notified

15th September 2023 Final payment date for eDofE registration fee (£27)

15th September 2023 Expedition programme instalment due (£400.00)

16th – 18th May 2024 Silver training weekend & practice expedition (location tbc)

27th May 2024 Important; All activities for the Voluntary, physical and skills sections need to be completed along with uploaded evidence and an assessor's reports.

06 – 08th June 2024 Silver Qualifying Expedition (location tbc)

Advice on completing application:

- Please do not rush to hand in your application forms, take time to complete them as fully as possible.
- Think carefully about the activities you could do for each section.
- Why not try something new and challenging?
- Could you extend or continue an activity you have done before?
- Use the opportunity to meet new people.
- Check the Duke of Edinburgh website for ideas (www.dofe.org).
- What do you want to get out of the award?
- Who might assess each activity? (Note: This must NOT be a family member or other DofE participant)
- Are you prepared to work independently to complete the evidence needed for each section? (Successful applicants will be given an online account after payment of registration fee)
- Do you have time? (Each of the three sections Volunteering, Physical and Skills will require at least an hour each outside of your normal school timetable for a minimum of 26 weeks – see website for further information)
- Please do not apply if you really only want to do the expedition.

Expedition kit list:

See the kit list included with this pack and check the Duke of Edinburgh website for further information (www.dofe.org).

- Consider what items you need to purchase.
- Might you use some items again? (eg rucksack for travelling in future, walking boots for hiking with family and friends)
- Do you know anyone who has completed a DofE award previously who may have equipment you could borrow or purchase?

For further information on Duke of Edinburgh:

Please visit the Duke of Edinburgh Website : www.dofe.org

There are specific links for parents and lots of advice to help applicants in choosing activities.



DofE Participant Enrolment Form

Please print clearly in CAPITALS or type your details in. You must complete all of the questions.

DofE Centre and group details (if you know them):

DofE Centre: Tudor Grange Academy Solihull	DofE Academic Year Group 2023:
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DofE level:

Bronze <input type="checkbox"/> Silver <input type="checkbox"/> Gold <input type="checkbox"/>
Have you registered for any previous levels of the DofE? No <input type="checkbox"/> Yes <input type="checkbox"/>
If YES – please give the name of the DofE Centre you were registered at: eDofE ID number (if known) :

Personal details:

First name:	Last name:
Date of birth: / /	Primary language English <input type="checkbox"/> Welsh <input type="checkbox"/> Other <input type="checkbox"/>
Email address:	
Date you wish to start your DofE programme if known (enrolment date): / /	

When you first sign in to eDofE you will be asked to record some personal details such as your contact details, ethnicity and personal circumstances along with details of any medical needs you may have. This data is used to enable your Leaders to support you doing your DofE programme and for the DofE's statistical and reporting purposes. You will always have a 'prefer not to say' option.

Declaration:

I agree to enrol as a participant on a DofE programme. I understand that I will be managing my programme using the online eDofE system. I acknowledge that this system has a set of terms and conditions that I agree to. These terms and conditions are available at www.eDofE.org

Print Name	Signature	Date
		/ /

Consent to enrol from parent or guardian (if applicant is under 18 years old).

I agree to my son / daughter / ward doing a DofE programme. I note that it is my responsibility to check that any activity my son / daughter / ward undertakes for their DofE programme is appropriately managed and insured, unless the activity is directly managed or organised by their DofE group, centre or Licensed Organisation.

Print Name	Signature	Date
		/ /



DofE Participant Enrolment Form

Note:

Data supplied on this form and in eDofE and information about DofE activities recorded in eDofE will be used by the DofE Charity, the Licensed Organisation and DofE centre to monitor and manage DofE participation and progress by young people and manage and support Leaders.

The DofE Charity will use personal data to communicate useful and relevant information to either help participants complete a DofE programme, Leaders/LOs to run DofE programmes more effectively or help the DofE Charity to improve the quality and breadth of its programmes.

We also send emails that contain information about the Charity, DofE negotiated privileged discounts and invites to events and other activities however if you would like to receive these emails you will need to opt in. Once you have opted-in to this you can opt out at any time by visiting www.dofe.org/preferences, or clicking the unsubscribe link that can be found at the bottom of all non-programme related email.

For Licensed Organisation/Centre administration only:

Date registered onto eDofE	/ /
Expected start date	/ /
Participant Fee received	Yes <input type="checkbox"/> No <input type="checkbox"/>
Username	
User ID number	

DofE Silver Award Bitesize planner

This has been designed to help you when setting up your eDofE account.

Your name: _____ Date of Birth: ____/____/____

Address: _____ Postcode: _____

Email address: _____

Your emergency contact's name: _____

Their relationship to you (parent/guardian): _____

Their telephone number: _____

Volunteering section planned start date: ____/____/____ for: **6** or **12** months? *(please circle)*

Type & details of activity: _____

Where are you going to do it: _____

List personal goals you want to achieve: _____

Your Volunteering section Assessor's name: _____

Their job/position: _____

Assessor's Email or phone number: _____

Physical section planned start date: ____/____/____ for: **3, 6** or **12** months? *(please circle)*

Type & details of activity: _____

Where are you going to do it: _____

List personal goals you want to achieve: _____

Your Physical section assessor's name: _____

Their job/position: _____

Assessor's Email or phone number: _____

Skills section planned start date: ____/____/____ for: **3, 6** or **12** months? *(please circle)*

Type & details of activity: _____

Where are you going to do it: _____

List personal goals you want to achieve: _____

Your Skills section Assessor's name: _____

Their job/position: _____

Assessor's Email or phone number: _____

Your DofE Leader will advise you on what to put in the Expedition section

DofE Letter of Interest

Please outline below why you feel you should be accepted onto the DofE Programme. You should write no more than will fit in the box below.

Name:



A large, empty rectangular box with a thin black border, intended for the student to write their letter of interest.

TGAS DofE recommended kit list

* Items may be borrowed from the DofE store cupboard.

Clothing	Check
Boots with ankle support	
Trainers / sandals (optional)	
Socks	
Underwear	
Walking Trousers	
Walking shirt/t-shirt	
Warm jumper polar fleece jacket	
Warm headwear / Sun hat	
Mitts or gloves	
Waterproof over jacket	
Waterproof over trouser	
Personal and Emergency Equipment	
Map (provided by TGA)	
Water proof Map bag	
Watch	
Torch (with spare bulb and batteries)	
Emergency food rations (1000 Calories)	
Food (3000-5000 Calories per day)	
Spare clothing (spare socks, underwear, trousers and fleece/jumper)	
Mobile phone (1 per group)	
Personal medication	
Personal Camping Equipment	
Rucksack *	
Rucksack Liner	
Sleeping bag (inner sheet lining optional)	
Sleeping mat *	
Toiletries (soap, towel, toothbrush, toilet paper)	
Mug and plate	
Knife, fork and spoon	
Water bottle (2 Litre min)	
Whistle	
Group Equipment	
Compass 2 per group *	
Bivvy bag (large poly bag) 1 per tent group	
Tent *	
Trangia meths stove *	
Fuel (meths) *	
Cleaning materials (scouring pad, detergent)	
Matches (in a waterproof container)	
Tin opener (if required)	
First Aid kit	
Toilet paper	

Please see <https://www.dofe.org/shopping/dofe-expedition-kit-list/> for DofE full kit list



TUDOR GRANGE ACADEMY SOLIHULL

COMPLETING YOUR DUKE OF EDINBURGH'S AWARD

You may have started a Bronze, Silver or Gold Duke of Edinburgh award during your education at Tudor Grange Academy Solihull, but did you complete the award? You have until your 25th birthday to complete the award, but don't leave it too long – get it completed over this summer while you have some free time on your hands.

Employers, colleges and universities value the Duke of Edinburgh award – it may give you that competitive edge when applying for jobs or further education opportunities.

Check out this 10 Step User Guide:

[eDofE 10 Step User Guide](#)

WHAT DO I NEED TO COMPLETE A SECTION?

The minimum evidence you will need is an assessor report. See examples in Step 6 of the User Guide above. *Note: All sections of the paper report have been completed! Make sure your report is similarly completed (Name, eDofE ID number, start/end dates, goals, dated signature of assessor, assessor name and all contact details, plus an explanation of activities undertaken).*

ACTIVITY
COMPLETED

HAVE YOUR REPORT CARD FROM WELCOME PACK?

YES

PAPER REPORT CARD:
GET YOUR ASSESSOR TO
COMPLETE A REPORT,
SCAN/PHOTOGRAPH AND
UPLOAD (Step 7)

NO

PAPER REPORT LOST:
GIVE YOUR EDofE ID NUMBER TO
YOUR ASSESSOR AND ASK THEM
TO COMPLETE AN ONLINE REPORT
(eDofE Assessor Portal)

ADDITIONAL EVIDENCE

Although not essential, it is sometimes helpful to leaders or your award verifier to see additional evidence of your activities. Take a look at Step 5 on the User Guide. Photographs are good (particularly for creative activities) and activity logs can be useful too ([Activity Logs](#))

NOT BEEN ABLE TO COMPLETE THE ACTIVITY YOU STARTED?

See <https://www.dofe.org/dofewithadifference/> for ideas on activities you can complete at home.

If you started an activity but did not complete, the time you have completed counts towards your award. Simply get an assessor to complete a report for the initial activity and submit.

Now find a new activity you can complete for the remainder of the time (eg Volunteered in charity shop for 3 weeks, doing further 9 weeks helping an elderly neighbour), submit a change of activity request (<https://help.edofe.org/hc/en-gb/articles/360024234534-How-do-I-change-my-activity->) then submit a second assessor report for the new activity when completed.

STILL NEED FURTHER HELP?

Contact Miss Rollason, the Duke of Edinburgh Manager And Educational Visits Coordinator, via email; rollason@solihull.tgacademy.org.uk) and she will answer your queries as soon as possible.

GOOD LUCK! HOPE TO SEE YOUR AWARD COMING THROUGH FOR APPROVAL IN THE VERY NEAR FUTURE....



THE DUKE OF
EDINBURGH'S AWARD.

BRONZE

Volunteering **3 months**

Physical **3 months**

Skills **3 months**

Expedition **2 days 1 night**



PLUS a further 3 months in the Volunteering, Physical or Skills section.

SILVER

Volunteering **6 months**

Physical **one section for 6 months, the other for 3 months**

Skills

Expedition **3 days 2 nights**



Plus an extra 6 months in the Volunteering, or the longer of the Physical or Skills sections if you haven't got Bronze.

GOLD

Volunteering **12 months**

Physical **one section for 12 months, the other for 6 months**

Skills

Expedition **4 days 3 nights**



Residential **5 days 4 nights**

Plus an extra 6 months in the Volunteering, or longer of the Skills or Physical sections, if you haven't got Silver.

How long does a DofE programme take to complete?



Each section

1 HOUR

average per week

STARTING AGES:



All Awards must be completed by the participant's 25th birthday

Programme ideas: Volunteering section

When completing each section of your DofE, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a Volunteering section programme of your own.

You can find more information at DofE.org/volunteering and there is a range of exciting opportunities to help you complete this section at DofE.org/finder.

It's your choice...

Volunteering gives you the chance to make a difference

to people's lives and use your skills and experience to help your local community. You can use this opportunity to become involved in a project or with an organisation that you care about.

Help with planning

You can use the programme planner on the website to work with your Leader to plan and agree your activity before you start.

Before you begin, it is important to check that your volunteering meets the criteria for businesses and family members (see DofE.org/volunteering for the requirements).

Helping people

- Helping children
- Helping children to read in libraries
- Helping in medical services e.g. Hospitals
- Helping older people
- Helping people in need
- Helping people with special needs
- Tutoring
- Young carer
- Youth work

Working with the environment or animals

- Animal welfare
- Environment
- Rural conservation
- Preserving waterways
- Working at an animal rescue centre
- Litter picking
- Urban conservation
- Beach and coastline conservation
- Zoo/farm/nature reserve work

Coaching, teaching and leadership

- Dance leadership
- DofE Leadership
- Group leadership
- Head student
- Leading a voluntary organisation group
 - Girls' Venture Corps
 - Sea Cadets
 - Air Cadets
 - Jewish Lads' and Girls' Brigade
 - St John Ambulance
 - Scout Association
 - Air Training Corps
 - Army Cadet Force
 - Boys' Brigade
 - CCF
 - Church Lads' & Girls' Brigade
 - Girlguiding UK
 - Girls' Brigade
- Sports leadership
- Music tuition

Community action & raising awareness

- Campaigning
- Cyber safety
- Council representation
- Drug & alcohol education
- Home accident prevention
- Neighbourhood watch
- Peer education
- Personal safety
- Promotion & PR
- Road safety

Helping a charity or community organisation

- Administration
- Being a charity intern
- Being a volunteer lifeguard
- Event management
- Fundraising
- Mountain rescue
- Religious education
- Serving a faith community
- Supporting a charity
- Working in a charity shop



THE DUKE OF EDINBURGH'S AWARD.

Programme ideas: Physical section

When completing each section of your DofE, you should develop a programme which is specific and relevant to you. Many of the DofE programme activities can be adapted to meet the needs of young people with disabilities and some, referred to as adapted sports, are unique to disabled people.

This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a physical programme of your own.

You can find more information at DofE.org/physical

and there is a range of exciting opportunities to help you complete this section at DofE.org/finder.

It's your choice...

Doing physical activity is fun and improves your health and physical fitness. There's an activity to suit everyone so choose something you are really interested in.

Help with planning

You can use the programme planner on the website to work with your Leader to plan and agree your activity before you start.

Individual sports

- Airsoft
- Archery
- Athletics (any field or track event)
- Biathlon/Triathlon/Pentathlon/Aquathon
- Bowls
- Boxing
- Croquet
- Cross country running
- Cycling
- Fencing
- Geocaching
- Golf
- Gymnastics
- Horse riding
- Modern pentathlon
- Motocross
- Orienteering
- Paintballing
- Pétanque
- Roller blading
- Roller skating
- Running
- Static trapeze
- Supercross
- Ten pin bowling
- Trampolineing
- Wheelchair fencing
- Wrestling

Water sports

- Canoeing
- Diving
- Dragon Boat Racing
- Free-diving
- Kite surfing
- Kneeboarding
- Rowing & sculling
- Sailing
- Skurfing
- Sub aqua (SCUBA diving & snorkelling)
- Surfing/body boarding
- Swimming
- Synchronised swimming
- Underwater rugby
- Wakeboarding
- Windsurfing

Dance

- Ballet
- Ballroom dancing
- Belly dancing
- Bhangra dancing
- Ceroc
- Contra dance
- Country & Western
- Flamenco
- Folk dancing
- Jazz
- Line dancing
- Morris dancing
- Salsa (or other Latin styles) dancing

- Scottish/Welsh/Irish dancing
- Street dancing/breakdancing/hop
- Swing
- Tap dancing

Racquet sports

- Badminton
- Matkot
- Racketball
- Racketlon/Rackets
- Rapid ball
- Real tennis
- Squash
- Table tennis
- Tennis
- Wheelchair tennis

Fitness

- Aerobics
- Cheerleading
- Fitness classes
- Gym work
- Medau movement
- Physical achievement
- Pilates
- Running/jogging
- Walking
- Weightlifting
- Wii-fit
- Yoga

Extreme sports

- BMX
- Caving & potholing
- Climbing
- Free running (parkour)
- Ice skating
- Mountain biking
- Mountain unicycling
- Parachuting
- Skateboarding
- Skydiving
- Snow sports (skiing, snowboarding, snowkiting)
- Speed skating
- Street luge

Martial arts

- Aikido
- Capoeira
- Ju Jitsu
- Judo
- Karate
- Kendo
- Mixed martial arts
- Self-defence
- Sumo
- Tae Kwon Do
- Tai Chi

Team sports

- American football
- Baseball
- Basketball
- Boccia

- Camogie
- Cricket
- Curling
- Dodge disc
- Dodgeball
- Fives
- Football
- Frame football
- Futsal
- Gaelic football
- Goalball
- Handball
- Hockey
- Hurling
- Ice hockey
- Kabaddi
- Korfball
- Lacrosse
- Netball
- Octopushing
- Polo
- Quidditch
- Roller derby
- Rogaining
- Rounders
- Rugby (union/League)
- Sitting Volleyball
- Sledge hockey
- Sledge ice hockey
- Softball
- Stoolball
- Tchoukball
- Tug of war
- Ultimate flying disc
- Volleyball
- Wallyball
- Water polo
- Wheelchair basketball
- Wheelchair rugby



THE DUKE OF EDINBURGH'S AWARD.

Programme ideas: Skills section

When completing each section of your DofE, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a Skills programme of your own.

You can find more information at [DofE.org/skills](https://www.dofe.org/skills) and there is a range of exciting opportunities to help you complete this section at [DofE.org/finder](https://www.dofe.org/finder).

It's your choice...

Developing a skill helps you get better at something you are really interested in and gives you the confidence and ability to use this skill both now and later in life.

Help with planning

You can use the programme planner on the website to work with your Leader to plan and agree your activity before you start.

Performance arts

- Ballet appreciation
- Ceremonial drill
- Circus skills
- Conjuring & magic
- Majorettes
- Puppetry
- Singing
- Speech & drama
- Theatre appreciation
- Ventriloquism
- Yoyo extreme

Science & technology

- Aerodynamics
- Anatomy
- App design
- Astronomy
- Biology
- Botany
- Chemistry
- Coding/ programming
- Ecology
- Electronics
- Engineering
- Entomology
- IT
- Marine biology
- Oceanography
- Paleontology

- Physics
- Rocket making
- Taxonomy
- Weather/meteorology
- Website design
- Zoology

Care of animals

- Agriculture (keeping livestock)
- Aquarium keeping
- Beekeeping
- Caring for reptiles
- Dog training & handling
- Horse/donkey/llama/alpaca handling & care
- Looking after birds (i.e. budgies & canaries)
- Pet care – health/training/maintenance
- Pigeon breeding & racing

Music

- Church bell ringing
- Composing
- DJing
- Evaluating music & musical performances
- Improvising melodies
- Listening to, analysing & describing music

- Music appreciation
- Playing a musical instrument
- Playing in a band
- Reading & notating music
- Understanding music in relation to history & culture

Natural world

- Agriculture
- Conservation
- Forestry
- Gardening
- Groundsmanship
- Growing carnivorous plants
- Plant growing
- Snail farming
- Vegetable growing

Games & recreation

- Cards (i.e. bridge)
- Chess
- Clay target shooting
- Coxing
- Cycle maintenance
- Darts
- Dominoes
- Fishing/fly fishing
- Flying
- Gliding
- Go-karting

continued over...

- Historical period re-enacting
- Kite construction & flying
- Mah Jongg
- Marksmanship
- Model construction & racing
- Motor sports
- Power boating
- Snooker, pool & billiards
- Sports appreciation
- Sports leadership
- Sports officiating
- Table games
- War games

Life skills

- Alternative therapies
- Cookery
- Democracy in action
- Digital lifestyle
- Driving: car maintenance/car road skills
- Driving: motorcycle maintenance/road skills
- Event planning
- First aid – St John/St Andrew/BRCS
- Hair & beauty
- Learning about the emergency services
- Learning about the RNLI (Lifeboats)
- Library & information skills
- Life skills
- Massage
- Money management
- Navigation
- Public speaking and debating
- Skills for employment
- Young Enterprise

Learning & collecting

- Aeronautics
- Aircraft recognition
- Anthropology
- Archaeology
- Astronautics
- Astronomy
- Bird watching
- Coastal navigation
- Coins
- Collections, studies & surveys
- Comics
- Contemporary legends
- Costume study

- Criminology
- Dowsing & divining
- Fashion
- Forces insignia
- Gemstones
- Genealogy
- Heraldry
- History of art
- Language skills
- Military history
- Movie posters
- Postcards
- Reading
- Religious studies
- Ship recognition
- Stamp collecting

Media & communication

- Amateur radio
- Blogging
- Communicating with people who are visually impaired
- Communicating with people who have a hearing impediment
- Film & video making
- Journalism
- Newsletter & magazine production
- Signalling
- Vlogging
- Writing

Creative arts

- Basket making
- Boat work
- Brass rubbing
- Building catapults & trebuchets
- Cake decoration
- Camping gear making
- Candle-making
- Canoe building
- Canvas work
- Carnival/festival float construction
- Ceramics
- Clay modelling
- Crocheting
- Cross stitch
- DIY
- Dough craft
- Drawing
- Dressmaking
- Egg decorating
- Embroidery
- Enamelling

- Fabric printing
- Feng Shui
- Floral decoration
- French polishing
- Furniture restoration
- Glass blowing
- Glass painting
- Interior design
- Jewellery making
- Knitting
- Lace making
- Leatherwork
- Lettering & calligraphy
- Macramé
- Marquetry
- Model construction
- Mosaic
- Painting & design
- Patchwork
- Photography
- Pottery
- Quilting
- Rope work
- Rug making
- Snack pipping
- Soft toy making
- Tattling
- Taxidermy
- Textiles
- Weaving and spinning
- Wine/beer making
- Woodwork

Programme ideas: Expedition section

When completing each section of your DofE, you should develop a programme which is specific and relevant to you. This sheet gives you a list of ideas that you could do or you could use it as a starting point to create an Expedition of your own. Remember, it's always your adventure.

You can find more information at [DofE.org/expedition](https://www.dofe.org/expedition) and there is a range of exciting opportunities to help you complete this section at [DofE.org/finder](https://www.dofe.org/finder).

It's your choice...

Going on an expedition gives you the chance to have an adventure, work as a team, and act on your own initiative. The expedition can be as far away or as close to home as you want it to be, and there are hundreds of ways you can go about it.

Help with planning

You can use the handy programme planner on the website to work with your Leader to plan your activity. If you have additional needs talk to your leader about the support and variations that could help you.

On foot

- Studying how insect life differs from woodland to open fields.
- Exploring teamwork by nominating a different leader each day.
- Searching for forms of fungi, recording and sketching them.
- Planning a route and create a signpost selfie guide.
- Considering the impact of tourism on the flora and fauna of the area you are in.
- Drawing all the different star constellations you can see.
- Creating a photo guide to the Countryside Code.

By bicycle

- Using a cycle system to undertake a research project on the provisions and quality of cycle paths.
- Producing a nature guide of your route for future visitors.
- Investigating features of the Thames using the Thames cycle path.
- Plan a cycle of remembrance which visits war memorials to understand the scale of the losses.

- Creating a video diary of the expedition, recording each team member's experiences.
- Following part of the Gerald of Wales route of 1188 through Pembrokeshire.

By boat

- Sailing the Norfolk Broads to explore modern and ancient uses of the area.
- Exploring different team roles needed on a boat and giving everyone an opportunity to do a new one.
- Rowing along a large river recording the types of boats and their uses.
- Planning a significant sea journey under sail to record the effects of coastal erosion.
- Using simple mapping techniques to produce a map of an estuary on the expedition, comparing it with a real map when you return.

By canoe or kayak

- Recording the wildlife found on a large inlet or loch.
- Taking a series of photos to come up with a guide to a section of canal systems.

- Making a study of the locks and lochs on the Caledonian Canal.
- Investigating samples of the river bed en route and comparing them with each other.
- Carrying out a canoe trip and create a storyboard (photo/painted/drawn) of your expedition.
- Choosing several points along a river and measure speed of flow, width and depth and comparing the differences along their route, trying to explain why this may be.

By wheelchair

- Creating an expedition music play list that reflects the team's experiences.
- Following a disused railway track noting the current use of previous railway buildings.
- Planning and doing a challenging route in the Peak District, making a video diary.
- Preparing a users' guide of a country park or National Trust estate, explaining how it can be used, e.g. fishing, picnicking, conservation.

- Planning a route in a forest to take a series of landscape photographs to use in a calendar.
- Producing an illustrated guide to a stretch of canal. Research the history and then travel along the towpath using the expedition to gather photographs and sketches to illustrate the guide.

On horseback

- Exploring bridle paths and create an A-Z of the outdoors from the trip.
- Planning an expedition with sea views, taking photos along the way so that you can paint a picture of your favourite scene when you return.
- Creating a series of team games to play whilst on expedition.
- Going on an expedition through woodland, noting the different types and ages of trees you see.
- Going on a horseriding expedition and writing a poem on your return to describe your experiences.



THE DUKE OF EDINBURGH'S AWARD.

Programme ideas: Residential section

When completing each section of your DofE, you should develop a programme which is specific and relevant to you.

This sheet gives you some ideas of things you could do or could use as a starting point to create a Residential of your own.

You can find more information at [DofE.org/residential](https://www.dofe.org/residential) and there is a range of exciting opportunities to help you complete this section at [DofE.org/finder](https://www.dofe.org/finder).

It's your choice...

Going on a residential gives you the chance to learn

how to work with people from different backgrounds and build confidence living in new environments. There are loads of exciting possibilities and opportunities, so choose something which you will find really fulfilling.

Help with planning

You can use the programme planner on the website to plan your activity with the support of your DofE Leader.

Before you commit to a residential it is important to have approval from your DofE Manager to ensure that it meets all the criteria (see [DofE.org/residential](https://www.dofe.org/residential) for the requirements).

Please note: The programme ideas listed below are thinking prompts, we cannot guarantee that these programmes are actively run by providers.)

Service to others

- Being a leader at a UK-based holiday camp for disadvantaged young people.
- Undertaking a voluntary teaching placement overseas.
- Being part of a service crew at a large summer camp for Brownies.
- Volunteering on a YHA residential summer camp.
- Volunteering at a residential summer school.
- Being an assistant to support an eco-friendly waste project at an outdoor education centre
- Helping out on a pilgrimage.

Environment and conservation

- Joining a tree planting project with your local environment trust.
- Attending a conference on climate change as a youth representative
- Helping the preservation team of a railway or canal
- Studying coral bleaching in Australia.
- Joining a National Trust working holiday and join different conservation projects in various locations across the UK.
- Taking part in a Field Studies course learning about biodiversity and conservation.

Learning

- Undertaking a cookery course.
- Doing a photography course and exhibiting your work.
- Taking part in a bushcraft residential.
- Spending time on a narrowboat and training towards becoming a skipper.
- Taking part in a field studies course.
- Learning to write and produce music and putting on a show.
- Taking part in an astronomy course, learning about constellations, black holes and solar systems.
- Taking part in a week-long Gaelic or Welsh language and culture course.

Activity based

- Taking part in a sport based residential developing your basketball skills.
- Taking part in multi-faith residential, studying different religions.
- Joining an ACF activity week with members of different detachments you don't know.
- Learning to snowboard on an intensive course in Scotland.
- Joining an historical re-enactment society



HOW TO PACK YOUR DofE RUCKSACK

GET MORE TIPS AT WWW.DofESHOPPING.ORG/EXPEDITION-KIT.

LINER

•Line your rucksack with a rucksack liner or strong rubble sack to keep everything dry. LIFEVENTURE DRISTORE ROLL TOP BAGS



LUNCH/FOOD

•Bag each meal separately so you ration your food properly and pack your lunch for the day at the top to get at it quickly in case it is raining. BEYOND THE BEATEN TRACK MAIN MEAL



TOP COMPARTMENT

•Put in all the small items of kit you'll need during the day.

WATERPROOFS, HAT & GLOVES

•Pack your bag in the order you will want your kit. Remember last in first out. CRAGHOPPERS REACTION LITE JACKET



WASH KIT

•Group and pack all kit into separate dry bags so you can find what you need quickly. LIFEVENTURE WASH HOLDALL

TRANGIA

•Clean and thoroughly dry, then place close to your back to maintain your centre of gravity. TRANGIA 25-1UL STOVE



SLEEPING/ROLL MAT

•Try to get all your kit inside your bag. If you have a large roll mat, make sure it is securely tied to the outside of your bag. VANGO TREK COMPACT SELF INFLATING SLEEPING MAT



SURVIVAL BAG

•Use up any gaps to help keep kit stable in the bag. LIFESYSTEMS SURVIVAL BAG

FUEL

•Store fuel and water vertically and double bag fuel canisters. TRANGIA FUEL BOTTLE 1L



FLASK

•Ensure you have enough water to stay hydrated. Must be easy to get to. LIFEVENTURE TRITAN FLASK1L



TENT

•Ensure the heaviest kit is close to your back and balanced on each side. VANGO PULSAR 300



SLEEPING BAG

•Always put your sleeping bag inside another waterproof bag, do all you can to keep your sleeping bag dry. VANGO STRATOS



CLOTHES

•Push spare clothes to the bottom front of the rucksack to fill the space available. CRAGHOPPERS VITALISE BASE T-SHIRT

SOCKS

BRIDGEDALE WOOLFUSION TREKKER



COOKING/CAMPCRAFT KIT

•The total weight of your bag should not be more than 25% of your body weight. LIFEVENTURE TITANIUM MUG & BOWL



USE YOUR DofE REWARD CARD FOR **15% DISCOUNT** AT COTSWOLD OUTDOOR



IN STORE OR ONLINE | 20% OFF FOR DofE LEADERS

MORE ADVICE ON HOW TO SAVE WEIGHT AND WATERPROOF YOUR KIT, AS WELL AS THE OFFICIAL DofE KIT LIST, CAN BE FOUND AT DofESHOPPING.ORG/EXPEDITION-KIT

COTSWOLD
outdoor

FIND EVERYTHING FOR YOUR NEXT EXPEDITION AT COTSWOLDOUTDOOR.COM OR VISIT ONE OF THEIR STORES NATIONWIDE. KIT ITEMS SHOWN ARE EXAMPLES ONLY. ALWAYS FOLLOW THE ADVICE AND TRAINING OF YOUR DofE EXPEDITION SUPERVISOR.

*Visit www.dofeshopping.org/leaders for more information.

08 4 401



The 20 Conditions of the Expedition section

DofE qualifying expedition conditions	
Planning the expedition	1 The team must plan and organise the expedition; all members of the team should be able to describe the role they have played in planning.
	2 The expedition must have an aim. The aim can be set by the Leader at Bronze level only.
	3 All participants must be within the qualifying age of the programme level and at the same Award level (i.e. not have completed the same or higher level of expedition).
	4 There must be between four and seven participants in a team (eight for modes of travel which have tandem)
	5 The expedition should take place in the recommended environment. Bronze: Expeditions should be in normal rural countryside – familiar and local to groups. Silver: Expeditions should be in normal rural, open countryside or forest – unfamiliar to groups. Gold: Expeditions should be in wild country (remote from habitation) which is unfamiliar to groups.
	6 Accommodation must be by camping or other simple self-catering accommodation (e.g. camping barns or bunkhouses).
	7 The expedition must be of the correct duration and meet the minimum hours of planned activity. Bronze: A minimum of 2 days, 1 night; 6 hours planned activity each day. Silver: A minimum of 3 days, 2 nights; 7 hours planned activity each day. Gold: A minimum of 4 days, 3 nights; 8 hours planned activity each day.
	8 All expeditions must be supervised by an adult (the Expedition Supervisor) who is able to accept responsibility for the safety of the team.
	9 Assessment must be by an accredited Assessor. At Bronze level only, the Assessor may also be the Expedition Supervisor.
	10 Expeditions will usually take place between the end of March and the end of October. They may take place outside this period, if so, non-camping accommodation options should be considered.
Training and practice	11 Participants must be adequately trained to safely undertake a remotely supervised expedition in the environment in which they will be operating. Bronze: Teams must complete the required training. Silver: Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights. Gold: Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights
During the expedition	12 All expeditions must be by the participants' own physical effort, without motorised or outside assistance. Mobility aids may be used where appropriate to the needs of the participant.
	13 All expeditions must be unaccompanied and self-sufficient. The team must be properly equipped, and supervision must be carried out remotely.
	14 Teams must possess the necessary physical fitness, first aid and expedition skills required to complete their expedition safely.
	15 Groups must adhere to a mobile phone use policy as agreed with their Expedition Supervisor and Assessor. This agreement should also include use of other electronic equipment.
	16 Participants must behave responsibly with respect for their team members, Leaders, the public and animals.
	17 Groups must understand and adhere to the Countryside /Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).
	18 Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal on each day. This is optional on the final day.
	19 Participants must actively participate in a debrief with their Assessor at the end of the expedition.
Post expedition	20 At Silver and Gold level, a presentation must be prepared and delivered after the expedition.



Preparing For DofE Expeditions And Top Tips

The thought of going on an expedition for the first time, being self-sufficient in every way and travelling to places that you may have never been to before may seem extremely daunting to some but also, there may be the elements of excitement emerging too!

The DofE team at Tudor Grange Academy, Solihull are fully aware of the mixed emotions that participants and parents may experience and we understand. We are here to help alleviate any anxieties that both pupils and parents may have. Our team provides the right training and support to every pupil that participates to enable them to succeed and thoroughly enjoy their time completing their DofE award. We want them to achieve everything they set out to do in the safest way possible – Pupil's safety and well-being is paramount and our priority.

TGA Solihull works closely with approved companies to help deliver all of the DofE Awards to the highest of standards whilst making it affordable for all. The companies we partner with are Chase Training Solutions and RICH Adventure.

Before any expedition, preparation is vital and the key to success!

Below are some Top Tips and links to more in-depth information and helpful advice from the official DofE website. Your children/participants will become extremely familiar with this site when embarking onto their Award at any level. It gives a fantastic insight into the DofE programmes plus, access to lots of useful resources.

Preparation:

Fitness training

Having a good level of fitness will aid your success during the expeditions. If you aren't quite there yet, don't worry you can work as a team and set up training sessions that are fun and also increase your stamina. Some people embark on increasing their fitness as part of their 'Physical' section.

They recommend to start a 'fun' fitness plan 3 months before your expedition consisting of 3.5 hours a week of strenuous and aerobic activity. If it makes you out of breath, sweaty and tired then it is working and challenging your body – making you fitter!

For more ideas and information click here:

<https://www.dofe.org/dofewithadifference/activities/physical/>

Planning Expeditions and training will be organised by the DofE leaders at the school. It is also good to practice using a compass and map reading at home. Another top tip is to practice putting up a tent in the dark or, blindfolded as there may be situations where you arrive at a destination in the dark.

Teamwork

Not only is it good to get to know each other at school and within your Dofe team when training, its also very good to arrange to all go out with your team outside of school and training hours to strengthen friendships, trust and team spirit.

Clothing And kit

Within this pack there is an official DofE recommended kit list you can also find it here:

<https://www.dofe.org/shopping/dofe-expedition-kit-list/>

It's always advisable to keep some dry clothes in a bivvy bag/waterproof bag inside your rucksac for sleeping in.

Another top tip is to practice small hikes in your walking boots (boots for best ankle support), prior to any big expedition so that you can 'break in' your boots. If your boots rub, stop immediately and find out why. A good quality pair of walking socks are essential along with spare dry pairs for each day.

Below is the link to the 'Ultimate guide of how to pack your rucksac properly!

<https://www.dofe.org/shopping/everything-you-need-to-know-about-packing-your-expedition-rucksack/>

First Aid Kits

The team will share bigger first aid kit supplies amongst each one's rucksac to spread the load. However, it is important for everyone to take their own small first aid kit for emergencies. Below is the link for more information on what to include:

<https://www.dofe.org/shopping/expedition-kit/first-aid/>

Please also be mindful of Ticks! I have attached a link to help you identify Tick bites and what to do. It is very important not to just pull them out without a special tool. The most important thing to remember is to not panic. Also, wear insect repellent (links below).

<https://www.dofe.org/wp-content/uploads/2019/08/Ticks-and-Lyme-Disease-Flyer.pdf>

<https://www.dofe.org/shopping/kitlist/insect-repellent/>

Food Supplies

Top Tip: Drink little and often in ALL weathers even if you don't feel thirsty – even more so in hot weather!

It is recommended that each participant carries 2 litres of water on them a day and also to drink as much as you can at checkpoints and camp in order to stock pile your body with fluids.

Making meal times exciting! - Plan together!

Food needs to be lightweight but also nutritious to provide you with sustainable energy throughout your expedition.

Try and work as a team to design, trial and plan your meals - be adventurous with your ideas whilst still being mindful of weight. Maybe a parent could offer cookery lessons to suit the criteria.

<https://www.dofe.org/shopping/expedition-kit/expedition-food/>

Expedition Safety

Always stay together and walk at the pace of the slowest person. The only time one person may split off from the group is to go and get help if there is an emergency situation.

Safety also covers your health! Being prepared and following the correct clothing principles is essential to keep you upright, happy and healthy.

Please follow the link below on further advise on clothing principles:

<https://www.dofe.org/shopping/expedition-kit/technical-clothing-inner-layers/>

Stove safety

We use Methylated spirits liquid stoves on all expeditions. We fully train each pupil on how to use these safely. Enclosed in the pack are safety instructions and 'Do's & Don'ts' for when using these.

Absorbing the experience around you – gathering evidence for your presentation!

We advise to take lots of photos and write a diary whilst on your expedition so that you can fully immerse yourself into the experience. You may even want to do a digital diary discussing events and your emotions each day.

Most importantly have fun, work as a team, respect the environment you're in and each other, and enjoy every minute!

Expedition Aims

On foot

History:

- Explore and document cairns.
- Investigate the changes in local agriculture over the last 100 years.
- Explore an historic place made famous in a film or television programme and document the scenery.
- Investigate Roman sites around Hadrian's Wall.
- Photograph and describe interesting old buildings along your route.

Environment:

- Decorate a white t-shirt, using inspiration from the scenery that you see along your route.
- Search for forms of fungi, photograph or sketch them and record them.
- Paint different types of trees and correctly identify them.
- List and film the different kinds of birds that you see.
- As second mini aim, draw all the different star constellations that you see.

Teamwork:

- Create a series of communication signals to use within your team.
- Do a fun team game or challenge each day to promote team building.
- Make a video diary of your team's experiences, from camping and cooking to reaching your destination.
- Design a team motif and make a badge or accessory for each team member to wear that reflects your journey.
- As a team, identify different team roles and rotate each day
- As a team, identify different team roles and rotate each day.

Conservation:

- Monitor the levels of litter on your route and plan how you could campaign to reduce this.

- Consider the impact of vehicles on the environment along your route.
- Record evidence of wildlife breeding programmes and how you would start your own.
- Investigate the maintenance of footpaths and hedgerows.
- Study local efforts to stop the erosion of coastlines.

Physical:

- Record your different emotions over the expedition and relate it to the physical challenge.
- Set a group challenge to speed walk every day for a certain period of time and keep each other going.
- Monitor what time of day people have the most energy to push themselves harder and improve your journey times.
- Film warm up and warm down sessions before and after your day's walk.
- Monitor changing heart rates and body temperature on the expedition route.

Literature:

- Write a series of poems of your experiences and critique them.
- Visit areas which inspired poetry, such as the Lake District and Wordsworth.
- Explore sites made famous in folklore, such as Robin Hood's legendary home of Sherwood Forest.
- Use your funniest expedition moments to create a play and perform it as your presentation.
- Write a short ghost story or mystery tale based loosely on your expedition.

Need ideas for an aim for your expedition?

Here are some examples
Alternatively you could do something completely different



Expedition by bike or wheelchair

By bicycle

Teamwork:

- Keep a log of the weather throughout your expedition and how you adapted to it as a team.
- Create a team song or chant to motivate each other and use it in your
- Monitor how well the group stay together using distance between lead and rear cyclist as a guide, and improve this over your expedition.
- Create a video diary of your team's expedition, concentrating on positives about each other.
- Investigate difficulties in communication when cycling and find methods to overcome them.

Environment:

- Make a documentary about the most common wildlife in the area.
- Investigate the features of a river using an adjacent cycle path.
- Sketch some of the insects you spot and find out what they are.
- Photograph different types of flora and fauna on your route and compare them with each other.
- Create a nature guide of your route for future visitors.

Conservation:

- Consider the impact of tourism on your surroundings.
- Examine the conservation efforts for wildlife in ponds and lakes on your route.
- Monitor the management of paths on your route, such as fallen trees and overgrowth.
- Investigate the erosion caused by bikes compared to foot travel.
- Study the state of repair of bike-friendly styles and gates
- Study the state of repair of bike-friendly styles and gates.

History:

- Find clues to local industry or crafts that historically took place where you visit.
- Plan a route near a castle and explore how old it is and who occupied it in the past.
- Cycle along parts of a disused railway to explore its history and use of any surviving buildings.
- Note the period and style of architecture of interesting buildings you pass.
- Plan a tour of famous battlefields, learning about their history.

By wheelchair

Teamwork:

- Create a training film for other groups about navigation and expedition skills.
- Make a diary of the group's experiences and how you supported each other.
- Create a mood board showing the team's changes in mood throughout the expedition and how you have helped each other through hard times.
- As a team, identify skills you would like to improve and create a team diary showing how you are improving.
- As a team, create an expedition music playlist that represents your experiences.

Environment:

- Draw tree silhouettes to create a piece of artwork for your presentation.
- Prepare a route along a towpath and note the wildlife you see.
- Sketch wildlife you see and do an exhibition at the end of your expedition.
- Report on the accessibility of open spaces to wheelchair users and others with restricted **mobility**.

Did you know you can undertake your expedition by bike, wheelchair, boat, kayak, horse or on foot?



Expedition by boat, canoe or kayak

- Photograph and identify different types of stones and rocks

History:

- Discover sites tied to local myths and legends.
- Produce an illustrated guide to a stretch of canal, focusing on its history.
- Follow a disused railway track and investigate ruins and new uses of old buildings.
- Take photographs of historic sites on your route and create a calendar.
- Draw buildings of different periods along your route.

By boat

Conservation:

- Discover a grading system for beach water quality and analyse the water.
- Analyse the human impact on the coast.
- Investigate the effects that boating has on a range of wildlife.
- Study man-made and natural sea defences. Analyse their effectiveness.
- Monitor and record the birds that you see for the RSPB's BirdT rack project.

Teamwork:

- Explore the different team roles needed on a boat and give everyone the opportunity to do a new role.
- As a team, follow part of the route Captain Cook took from the Tyne to the Thames and keep a diary.
- Log the incidents that test your team every day and think about how you could have dealt with the incident more effectively.
- As a team, on your journey make a flag which you can raise on the last day.
- Record your boating adventures and make a short film.

Boating skills:

- Learn all the knots you need for your journey and make a knot board.
- Make a film about the boat's equipment and how you use and look after it.
- Create a map of a local estuary and compare it with a professional map upon your return.
- Take photographs of different types of boat you see during your journey.
- Write a guide on navigation skills for other expedition teams.

Creativity:

- Write a short story about your boating experience.
- Photograph the birds you see along your route and upload to a blog on your return.
- Invent your own sea shanties or pirate-style songs and use them in your presentation.
- Record news-style bulletins of your daily challenges and use them in your presentation.
- Create a figurehead for your boat.

By canoe/kayak

History:

- Investigate Second World War defences.
- Note the age and history of buildings and areas that you pass.
- Plot the course of a canal and explore the history of why it was built in that location.
- Use authentic old canoes or kayaks and compare how they are made and used compared to modern techniques.
- Sea kayak alongside the D-Day Normandy beaches.

What about an expedition by boat or kayak?



Expedition by canoe, kayak or horse

By canoe or kayak continued

Environment

- List different flora and fauna that you see by the side of the canal.
- Sketch the colours you see in nature and create a colour wheel.
- Make a recording of the sounds of nature you hear on your expedition.
- Investigate samples of the river bed on your route and compare them with each other.
- Investigate the use of towpaths, type and frequency of use.

Conservation:

- Help make a canal navigable by keeping a log of parts that need clearing and send it to the owners of the waterway.
- Monitor the human contamination of the waterway and its immediate surroundings.
- Consider the impact of boat traffic on local wildlife.
- Photograph weirs and other water features and investigate their use.
- Study the effect of human erosion on towpaths.

Teamwork:

- After keeping a daily log, each evening, reflect on what challenged and tested your team, suggesting ways of dealing with future problems.
- Analyse the team's need to have a leader and what skills and qualities they should have.
- As a team, investigate problems in communication when canoeing and find methods to make it easier.
- Produce a promotional film about how much fun a canoe expedition can be.
- As a team, record your expedition experiences and create a scrap book.

On horseback

Environment:

- Create some artwork to demonstrate the different wildlife and environment you can see on horseback compared to on foot.
- Plan an expedition with sea views and make a collage of the photos you take along the way.
- Note plants you see en route and which ones are medicinal or can be eaten.
- Explore unspoilt beaches and record sea life that you spot.

Culture:

- Explore the use of horses in current farming practices.
- Write limericks to describe your experiences and recite them at your presentation.
- Produce a poster to promote your route to other visitors.
- Take photographs of your horses and each other and exhibit them at your presentation.
- Cook food from different cultures and compare the flavours.

History:

- Travel between isolated historical monuments or buildings and investigate their previous use or function.
- Travel around sites where Vikings are said to have landed
- Investigate civil war battle sites and learn about the use of cavalry.
- Find and record examples of ancient constructions, such as bridges and dry stone walls.

Teamwork:

- Write a play script which represents your team experience and perform it as your expedition presentation.
- Produce a 'top tips' guide for working as team on horseback.
- Make notes of your team experiences and present as a radio broadcast

Have you made your decision?

Talk to your DofE Leader

