



TUDOR GRANGE ACADEMY
SOLIHULL

DUKE OF EDINBURGH BRONZE 2026-2027

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 Miss Rollason In The Mirzakhani Office by 6th July 2026

Duke of Edinburgh Bronze 2026 - 2027

Application Tips and Advice

Bronze Important Dates:

6th July 2026	Application pack to be submitted
13 th – 17 th July 2026	Successful applicants notified
4th September 2026	DofE Registration fee to be paid (£33.00)
28 th September 2026	Expedition programme -payment due (£371.00). Please note; this is available to pay on your child's MCAS from 22nd July 2026.
13 th June – 15 th June 2027	Bronze Training Expedition (Dates TBC for the training). 1st June 2027 Important; All activities for the Voluntary, physical and skills sections need to be completed along with uploaded evidence and an assessor's reports.
27th June – 28th June 2027	Bronze qualifying/Assessed 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 only really 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.

TGAS DofE Important Dates 2026 - 2027

Useful dates:

BRONZE:

6th July 2026	Application pack to be submitted
13 th – 17 th July 2026	Successful applicants notified
4 th September 2026	DofE Registration fee to be paid (£33.00)
28 th September 2026	Expedition programme -payment due (£371.00). Please note; this is available to pay on your child's MCAS from 22nd July 2026.
13 th June – 15 th June 2027	Bronze Training Expedition (Dates TBC for the training).
1st June 2027 Important; All activities for the Voluntary, physical and skills sections need to be completed along with uploaded evidence and an assessor's reports.	
27 th June – 28 th June 2027	Bronze qualifying/Assessed expedition (location tbc)

SILVER:

Useful dates:

6 th July 2026	Application pack to be submitted
13 th – 17 th July 2026	Successful applicants notified
4 th September 2026	Payment date for eDofE registration fee (£33.00)
28 th September 2026	Expedition programme - payment due (£402.00) Please note; this is available to pay on your child's MCAS from 22nd July 2026.
15 th April – 17 th April 2027	Silver Training Expedition (location tbc)
1st June 2027	Important; All activities for the Voluntary, physical and skills sections need to be completed along with uploaded evidence and an assessor's reports.
7 th May – 9 th May 2027	Silver Assessed Expedition (location tbc)

GOLD

Useful dates:

7 th July - 11 th Sept 2026	Application pack to be submitted
17 th July & 12 th Sept 2026	Successful applicants notified
21 st September 2026	DofE Registration fee to be paid (£40.00) (Payment date for eDofE registration fee).
28th September 2026	Expedition programme - payment due (£686.00)
TBC	Gold training day in school

Important:

All activities for the Voluntary, physical and skills sections need to be completed along with uploaded evidence and an assessor's reports prior to the qualifying/Assessed expedition.

19th – 21st March 2027

Gold Practice Expedition (3 day – 2 nights training and practice expedition).

1st July - 5th July 2027

Gold qualifying/Assessed expedition - Location TBC (Consists of a 5-day qualifying expedition).



**YOUTH
WITHOUT
LIMITS**



Tudor Grange Academy Solihull

June 2026

Dear Parent/Carer,

I'm delighted to let you know that we are about to launch the applications for the Bronze, Silver and Gold Duke of Edinburgh's Award (DofE) for 2026 – 2027.

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, please see below:

Registration fees are £33.00 for Bronze and Silver and £40.00 for Gold.

Award training and expedition costs are: Bronze £371.00, Silver £402.00 and Gold £686.00.

If your child is interested in taking part but the cost is prohibitive, please do speak to me as soon as possible as we may be able to arrange financial support.

Please note, if you require financial support with the DofE Registration fees (Bronze £33, Silver £33 and Gold £40), Please tick the box on the Attendance Agreement Form that is enclosed within the Application Pack.



**YOUTH
WITHOUT
LIMITS**

There will be information resources on the school website shortly for parents and students – this can be found on the 'Duke Of Edinburgh's Awards page on the TGAS website.

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.

Students, I am the DofE Manager for Tudor Grange Academy, Solihull so if you think you might be interested or have any questions, please come and see me in the Mirzakhani Office in Willow. If you are a parent, please contact me on the email below. 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 R Rollason

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



**YOUTH
WITHOUT
LIMITS**



Tudor Grange Academy Solihull

Dear Student

I'm excited to let you know that you can now sign up to do your Duke of Edinburgh's (DofE) Award in school.

DofE gives you the chance to discover just how much you're capable of. It's also a great way to meet new people, try new things, do what you love and make a difference in your community. Through DofE, you could try everything from surfing to salsa dancing, coding to candle making, bee keeping to ballet. It's your call.

DofE is non-competitive and for everyone – whatever your interests, background and abilities. It's about finding the confidence to be yourself, and knowing that when things get tough, you can find a way through.

How it works

To achieve your Award, you'll need to complete four sections –Volunteering, Physical, Skills and Expedition. Plus, a Residential for Gold. What you do for the first three sections is up to you, and we'll give you all the support you need. The Expedition involves spending [two/three/four] days and [one/two/three] nights in the countryside, and again we'll make sure you're fully prepared for it.

I'm the DofE Manager for Tudor Grange Academy, Solihull so, if you think you might be interested or have any questions, do get in touch. It would be great to get a big group of students together to make the most of this opportunity. With DofE, you can prove to yourself that you're ready for anything.

I look forward to hearing from you.

Kind Regards

Miss R Rollason

Miss R Rollason

DofE Manager And Educational Visits Coordinator

RRollason@solihull.tgacademy.org.uk



Tudor Grange Academy Solihull
Dingle Lane
Solihull
West Midlands
B91 3PD

June 2026

Dear Parent/Carer

Bronze Duke of Edinburgh: Current Year 8 Students

We are pleased to announce that we have now opened applications for our Duke Of Edinburgh Programme at TGAS – Bronze through to Gold Awards.

We would like to invite current year 8 students to apply now in readiness for year 9 submissions to watch the video links below to see how much fun and enriching being involved is. If they would like to apply and embark on this exciting journey with the DofE Bronze Award, please find the relevant application pack attached. The packs will also be available on the school website shortly.

I have attached an invite letter from myself plus some helpful official DofE resources which will give you more in-depth information and insight into these fantastic awards that are recognised worldwide.

Below are some video links from the DofE website that I highly recommend watching before applications are submitted.

DofE Welcome Video:

[theDofEUK - YouTube](#)

DofE Bronze Award Video:

https://youtu.be/Y7kY2w4A7_s

Parent And Carer DofE Feedback Video:

[Parents and Carers - The Duke of Edinburgh's Award \(dofe.org\)](#)

DofE Youth Without Limits Strategy Video Focusing on Wellbeing:

<https://youtu.be/d5AnVpUCggA>

Start Your Bronze DofE Award:

[Bronze | start your DofE](#)

The DofE programme consists of four sections: volunteering, skill, physical and expedition. It would be an expectation that your son/daughter works to complete all sections except the expedition section independently. Students should be aware that the DofE Bronze programme will take around 6 months to complete. **We expect all the volunteering, physical and skills sections of the award to be completed by 1st June 2027 in order to take part in the qualifying expedition.**

The DofE team at Tudor Grange, in partnership with Rich Adventure*, will support your child in developing the skills required to complete the expedition section. Please be aware that during the expeditions students will be remotely supervised during the day. This means that students will only meet staff at agreed checkpoints throughout the day.

Students must agree to attend all meetings arranged by their DofE leader and understand that if they miss meetings their place on the scheme may be lost. This is to ensure that students have the necessary skills to take part in the expedition section of the programme. **Students must be available for the Training Expedition in May/June - Dates TBC.**



Plus, the Qualifying/Assessed expedition on 27th – 28th June 2027. Please note, these are the planned dates but may be amended as circumstances dictate. Expedition and training events will be held during part of the week and weekends, but meetings and route planning events will be held either during the school day or after school.

The cost of the programme will be £33.00 (DofE welcome pack and for initial registration), plus the expedition programme fees of £371.00 per participant. This covers staffing, accommodation, navigation activities and camping site fees. **Please note**, participants will be required to make their own transport arrangements to and from the start and end points of the expeditions/training events.

For successful applicants; payment of the registration fee and the DofE programme and Expedition fees should be paid through MCAS (More information is in the application and support packs enclosed).

Full or partial expedition fees may be refunded should your child not fully complete the award (depending upon the circumstances in hand), but the registration fee is non-refundable.

Bronze Duke of Edinburgh Award Application Packs 2027-2027:

Application packs will be available to download via our website [The Duke of Edinburgh's Award – Tudor Grange Academy Solihull](#) and contain an attendance agreement, a letter of interest, an enrolment form and a bitesize planner (giving suggestions for activities students can select to complete the physical, volunteering and skill sections). **The submission deadline for all 4 of these documents will be 6th July. All applications should be returned to Miss Rollason in the Mirzakhani office.** Notification of acceptance to successful students will be distributed during the week ending 17th July and the MCAS Bronze DofE payment option will then be made available to these students. The £33.00 registration fee needs to be paid by 4th September, and expedition fees (£371) will need to be paid by 28th September 2026.

We hope your child is interested in joining the Bronze Duke of Edinburgh's Award programme and look forward to receiving their completed application in due course.

Yours sincerely

R Rollason

Miss Rachel Rollason
Duke of Edinburgh Manager

*: Rich Adventure are a DofE approved activity provider. We are required to share data relating to your child with Rich Adventure in order to safely deliver the programme. Rich Adventure store data securely in line with the Data Protection Act 2018.



TUDOR GRANGE ACADEMY

Bronze Duke of Edinburgh Award

Attendance Agreement 2026/2027



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 Bronze Award Bitesize planner, Letter Of Interest and return to Miss Rollason - Mirzakhani Office in Willow where there will be a collection box. These need to be returned by 6th July 2026.

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 Miss Rollason - Mirzakhani Office in Willow where there will be a collection box. These need to be returned by 6th July 2026.

I understand that a payment of £33.00 for e-DofE registration must be paid via MCAS by 4th September 2026 if my son/daughter's application is successful. [Note: MCAS payment option will not be available until letters of acceptance have been issued between 13th-17th July 2026.

I understand that an additional payment of £371.00 to cover expedition programme costs will be made via MCAS by 28th September 2026. (Please note; If this is a concern, please contact me at your earliest convenience as we may be able to arrange a financial agreement).

Please select Yes/No if you require financial support towards the DofE Registration Fees (Bronze £33, Silver £33 and Gold £40): YES/NO

.....(signed parent/Carer)(date)

Please complete and return all application pack documents listed on the application cover sheet to Miss Rollason - Mirzakhani Office in Willow where there will be a collection box. These need to be returned by 7th July 2026.



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:.....
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DofE level:

Bronze ☐ Silver ☐ Gold ☐
Have you registered for any previous levels of the DofE? No ☐ Yes ☐
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 ☐ Welsh ☐ Other ☐
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 ☐ No ☐
Username	
User ID number	



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Bronze DofE 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: **3** or **6** 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** or **6** 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** or **6** 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 Bronze Programme. You should write no more than will fit in the box below.

Name:



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



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 FLASK 1L



TENT

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



COOKING/CAMPCRAFT KIT

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



SLEEPING BAG

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



CLOTHES

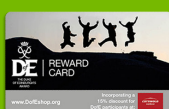
- Push spare clothes to the bottom front of the rucksack to fill the space available. CRAGHOPPERS VITALISE BASE T-SHIRT

SOCKS

BRIDGEDALE WOOLFUSION TREKKER



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/reward-card

JAN 2015



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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



Tudor Grange Academy Solihull

COMPLETING YOUR DUKEOF 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).*



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 it, 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; rrollason@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
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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

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

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

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

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



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](https://www.dofe.org/physical)

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...

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
- ☐ Trampoline
- ☐ 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/hip 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
- ☐ Korfbal
- ☐ 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



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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
- ☐ Tatting
- ☐ Taxidermy
- ☐ Textiles
- ☐ Weaving and spinning
- ☐ Wine/beer making
- ☐ Woodwork



THE DUKE OF EDINBURGH'S AWARD®

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.

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

PROGRAMME IDEAS

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 programme of your own!

For each idea, there is guidance on how to do it, which you can find under the links on www.DofE.org/sections

You can use the handy programme planner on the website to work with your Leader to plan your activity.

Volunteering section

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.

Helping people:

Helping children to read in libraries
Helping older people
Helping people in need
Helping people with special needs
Youth work

Community action & raising awareness:

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

Working with the environment or animals:

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

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

Coaching, teaching and leadership:

Dance leadership

DofE Leadership
Group leadership
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

Physical section

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.

Individual sports:

Archery
Athletics (any field or track event)
Biathlon/Triathlon/Pentathlon
Bowling
Boxing
Croquet
Cross country running
Cycling
Fencing
Golf
Horse riding
Modern pentathlon
Orienteering
Pétanque
Roller blading
Running
Static trapeze
Wrestling

Water sports:

Canoeing
Diving
Dragon Boat Racing
Free-diving
Kneeboarding
Rowing & sculling
Sailing
Skurfing
Sub aqua (SCUBA diving & snorkelling)

Surfing/body boarding
Swimming
Synchronised swimming
Windsurfing

Dance:

Ballet
Ballroom dancing
Belly dancing
Bhangra dancing
Cercoc
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/hip hop
Swing
Tap dancing

Racquet sports:

Badminton
Matkot
Racketlon
Rapid ball
Real tennis
Squash
Table tennis
Tennis

Fitness:

Aerobics
Cheerleading
Fitness classes
Gym work
Gymnastics
Medau movement
Physical achievement
Pilates
Running/jogging
Trampolining
Walking
Weightlifting
Yoga

Extreme sports:

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
Self-defence
Sumo
Tae Kwon Do
Tai Chi

Team sports:

American football
Baseball
Basketball
Boccia
Camogie
Cricket
Curling
Dodge disc
Dodgeball
Fives
Football
Hockey
Hurling
Kabaddi
Korfball
Lacrosse
Netball
Octopushing
Polo
Rogaining
Rounders
Rugby
Sledge hockey
Stoolball
Tchoukball
Ultimate flying disc
Underwater rugby
Volleyball
Wallyball
Water polo

Skills section

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.

Performance arts

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

Yoyo extreme

Science & technology

Aerodynamics
Anatomy
Astronomy
Biology
Botany
Chemistry
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
Keeping of pets
Looking after birds (i.e. budgies & canaries)
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 & sports

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

who are visually impaired
Communicating with people who have a hearing impediment
Film & video making
Journalism
Newsletter & magazine production
Signalling
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
Tatting
Taxidermy
Textiles
Weaving and spinning
Wine/beer making
Woodwork

Expedition section

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.

On foot

- Studying insect life on the South Downs.

- Exploring teamwork by nominating a different leader each day.
- Searching for forms of fungi, recording and sketching them.
- Planning a route around three of the places that inspired Wordsworth's poems in the Lake District.
- Considering the impact of tourism on the flora and fauna of the French Alps.
- Drawing all the different star constellations you can see.
- Creating a photo guide to the Countryside Code round the Mourne Mountains.

By bicycle

- Using the cycle system in the Netherlands to undertake a research project on the provisions and quality of cycle paths compared to Britain.
- Producing a nature guide of your route for future visitors.
- Investigating features of the Thames using the Thames cycle path.
- Doing a cycle of remembrance, taking in the historic wartime sites in Normandy.
- 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

- Exploring the Norfolk Broads using sailing dinghies.
- Exploring different team roles needed on a boat and giving everyone an opportunity to do a new one.
- Rowing along the Danube in Germany booking camp sites in advance.
- Planning a cross-channel journey in a yacht.
- Using simple mapping techniques to produce a map of an estuary on the expedition & compare it with a real map when you return.
- Planning a Bronze sailing expedition on Lake Ullswater in the Lake District.

By canoe or kayak

- Recording the wildlife found on the Strangford Lough canoe trail.
- 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 wilderness trip in Canada using the canoe trails used by the original settlers.
- 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

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

On horseback

- Planning an expedition on horseback in the countryside including identifying suitable farm camp sites and bridleways.
- Exploring accessibility and bridle paths in the Brecon Beacons.
- Planning an expedition with sea views in Devon, 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.

Residential section

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.

Service to others

- Teaching English overseas.
- Helping out on an overseas pilgrimage.
- Being a leader at an overseas children's camp that promotes healthy eating and exercise.
- Rebuilding a school roof in Lesotho.

- Helping deafblind young people and adults to enjoy a holiday.
- Being an assistant to support an eco-friendly waste project at an outdoor education centre.
- Assisting at a summer camp for Brownies.
- Helping at an orphanage.

Environment and conservation

- Attending a conference on climate change as a youth representative for your local authority.
- Studying coral bleaching in Australia.
- Joining a tree planting project with The Woodland Trust.
- Doing dry stone walling in the West Tyne Valley in the shadow of Hadrian's Wall.
- Helping the preservation team of a narrow gauge railway in mid Wales.

Learning

- Undertaking a cookery course.
- Doing a falconry course.
- Studying traditional dance.
- Studying art history in Florence.
- Doing a photography course run by a university and exhibiting your work.
- Exploring accessibility on an intensive course in Scotland.
- Improving your Spanish language skills on a course in Madrid.
- Learning to write and produce music and putting on a show for locals.
- Taking part in an astronomy course, learning about constellations, black holes and solar systems.

Activity based

- Taking part in a week-long discovery of stage combat in Wales.
- Going white water rafting in New Zealand past glaciers and mountains.
- Taking part in a multi-faith residential, studying different religions.
- Joining an historical re-enactment of the Battle of Bosworth.
- Joining an ACF activity week with members of different detachments.



A guide for parents, guardians and carers

Developing young people
for life and work

DofE.org

What is the DofE?

Anyone aged 14-24 can do a DofE programme at one of three progressive levels which, when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh's Award. There are four sections to complete at Bronze and Silver level and five at Gold. With assistance from DofE Leaders, your child will select and set objectives in each of the following areas:

Volunteering

Giving service to individuals or the community. This cannot be for a business or family member but can be for a charity or for a not-for-profit organisation. Examples:

- Raising money for a charity
- Being a football coach
- Helping at an after-school club.

Physical

Improving in an area of sport, dance or fitness activities.

- Joining a local athletics club
- Improving their martial arts skills
- Taking weekly dance lessons.

Skills

Developing practical and social skills and personal interests.

- Learning how to juggle
- Improving musical skills
- Build a website, blog or video diary.

Expedition

Planning, training for and completing a supervised adventurous journey as one of a team in the UK or abroad. It can be by canoe, kayak or boat; on foot; on horseback; by wheelchair or by bicycle.

Residential

At Gold level, participants must do an additional fifth Residential section, which involves staying and working away from home doing a shared activity.

- Assisting at a kids' summer camp
- Helping deafblind young people and adults to enjoy a holiday in France
- Joining a conservation camp.

“

I've found everyone who has completed their DofE has become more confident and shown a maturity that makes them stand out and helps them progress in their careers.”

DEAN LIGHTWOOD, HEAD OF OPERATIONS, LLOYDS BANKING GROUP



Where to do their DofE?

DofE programmes are delivered under licence by over 3,500 partners (Licensed Organisations) who offer them through DofE centres from youth clubs, voluntary organisations, schools and colleges to young offender institutions and businesses.

To find out where the DofE is run near you, ask your child's teacher or youth leader, or go to [DofE.org/where](https://www.dofe.org/where).

Why should they do their DofE?

When your child does their DofE programme they'll develop the skills and attitudes they need to become more rounded, confident adults. Qualities that colleges, universities and employers are attracted to. So when you support your child's pursuit of their Duke of Edinburgh's Award, you're investing in their future. You can expect to see your child develop in the following areas as they work through their DofE programme:

- Self-belief and self-confidence
- A sense of identity
- Initiative and a sense of responsibility
- A real awareness of their strengths
- New talents and abilities
- The ability to plan and use time effectively
- Learning from and giving to others in the community
- Forming new friendships
- Problem solving, presentation and communication skills
- Leadership and teamworking skills.

Costs

To do their DofE programme, participants pay a nominal fee for a Welcome Pack, which includes their DofE Participation Place. This fee is their contribution towards the charity's costs in running their DofE programme.

They will receive:

- A Welcome Pack
- Their online eDofE account
- Their DofE Card
- A certificate and badge on approval of their Award.

The fee represents a very small proportion of the overall cost of participation/running the DofE, which is supported by the funds raised by the DofE charity. For more information and the current cost of participation see [DofE.org/cost](https://www.dofe.org/cost).

How long does it take?

To achieve an Award young people must show persistence, commitment and personal development.

It's not something that can be achieved through a short burst of enthusiasm in one weekend. However, they may fit their DofE activities around their school, college or work commitments, carrying them out in their own personal time.

They can be done partly as one of a range of options in supported/core time or as part of an after-school or lunchtime programme. They may choose to use something they are already doing as a DofE activity – or go for something

completely new. Each progressive level demands more time and commitment from participants. There is no real time limit when it comes to completing a DofE programme.

As long as they are under 25 years old when they complete all their activities in their programme, they're free to work at a pace that they're comfortable with to achieve their Award.

This chart shows the minimum time participants must do their programmes for. Whilst timescales are given in months, participants need to give a regular commitment averaging at least an hour a week during this time.

Bronze (14+) Those who aren't 14 yet but are in the school year in which their peer group turn 14 may be able to start a Bronze DofE programme.				
Volunteering	Physical	Skills	Expedition	
3 months	3 months	3 months	Plan, train for and complete a 2 day, 1 night expedition	
Participants must also undertake a further three months in the Volunteering, Physical or Skills section.				
Silver (15+) Those who aren't 15 yet, but are in the school year in which their peer group turn 15 may be able to start a Silver DofE programme.				
Volunteering	Physical	Skills	Expedition	
6 months	One for 6 months / one for 3 months		Plan, train for and complete a 3 day, 2 night expedition	
If participants haven't achieved their Bronze Award they must undertake a further 6 months in Volunteering or the longer of their Physical or Skills section.				
Gold (16+)				
Volunteering	Physical	Skills	Expedition	Residential
12 months	One for 12 months / one for 6 months		Plan, train for and complete a 4 day, 3 night expedition	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights
If participants have not achieved their Silver Award they must undertake a further 6 months in Volunteering or the longer of their Physical or Skills section.				

Supervision

All DofE Leaders and Expedition Supervisors undergo checks and training through their Licensed Organisation to ensure young people have access to a high quality programme.

However, given the scope and breadth of DofE programmes, your child may choose to undertake activities that are not directly managed or organised by their group, centre or Licensed Organisation (i.e. at their local gym or conservation group). If this is the case, you, as their parent/guardian/carer, are responsible for ensuring that the activity is properly managed and insured, and that the adults are suitably qualified and checked.

DofE Leaders are sensitive to all participants' individual cultural, religious, physical and other requirements. Consequently, they can organise activities suitable for participants' needs and schedule them around important religious events etc. as appropriate.

Approved Activity Providers (AAPs)

The DofE licenses a range of organisations that provide expedition, volunteering and residential opportunities for participants. Young people can find a list of these, and 'open expeditions' run by the DofE, at [DofE.org/finder](https://www.dofe.org/finder).

Insurance

The DofE provides limited personal accident insurance which covers payment of a certain benefit(s) in the event of a participant or adult helper sustaining accidental bodily injury whilst taking part in an approved DofE activity. As a condition of their licence, each Licensed Organisation must also arrange Public Liability Insurance, which will cover any claims against them for injury or damage caused to, or by, young people and adults doing a DofE programme.

However, please note that the insurance does not provide cover for any personal belongings or equipment damaged or lost whilst doing a DofE activity. It will also not cover your child for any injury or damage caused to them whilst undertaking an activity arranged by you with an external organisation, you will need to check what cover is provided by the activity provider. For more information regarding insurance, please visit [DofE.org/go/insurance](https://www.dofe.org/go/insurance).



The welcome pack and eDofE



Once they've chosen to start their DofE, your child will be sent their sign in details for eDofE (our online record keeping system) and a **Welcome Pack** which includes their...

- Programme information
- Expedition kit guide and discount card
- Assessor Guidance and Report cards booklet

Using eDofE and/or the Assessor's Report cards, participants have to prove what they've done for each of their sectional activities. They can upload their evidence on to eDofE by scanning in their signed Assessor's Report cards (or their Assessor can complete their report online), as well as pictures of them doing their activities, signed notes from their Assessor, movies... anything they can think of to prove their hard work!

The DofE Leader would need to approve the choice of Assessor before the activity is started. The Assessor may not be a member of the participant's immediate family.

Their Leader will then sign off each section as and when they have proved their commitment to their activities for the necessary time period. Your child's Licensed Organisation will approve their final Award and arrange a local presentation. At Gold level, they will receive an invitation to a national presentation.

For advice on expedition kit, plus details of discounts and offers for DofE participants, see DofE.org/shopping.

“

When my son joined the DofE group, he quickly found like-minded boys and made some really good mates as they trained and worked together as a team. He's now really motivated at school and has a new lease of life!”

JAYNE MAYTHORPE, PARENT

Can you help?

Whatever activities your child has chosen to pursue for their DofE programme, they will need your support and guidance to help them through. You may also need to encourage them to keep their eDofE pages up-to-date.

You may feel that you have other skills to offer. In which case, why not volunteer with your local DofE group?

You don't need special qualifications to be a DofE helper – from giving guidance and advice or training and assessing young people's progress, to driving a minibus or helping with administration, there's a role for everyone.

Each organisation will undertake appropriate safeguarding checks of all adults working with young people.

You could also fundraise to support your local DofE group, other more disadvantaged groups in your area, or for the DofE charity nationally.

Find out more

There are several ways you can get more detailed information:

- Talk to your child's DofE Leader or Co-ordinator
- Contact a Licensed Organisation via DofE.org/where
- Visit our website: DofE.org
- Email us: info@DofE.org

“

Employers know that the DofE turns young people into great employees... it is as relevant today as it was 50 years ago. The DofE is a great way for young people to differentiate themselves and develop the maturity needed to do well at work.”

KARREN BRADY, VICE-CHAIR WEST HAM FOOTBALL CLUB, AND BBC'S THE APPRENTICE REGULAR



A range of clothing and other merchandise is available from DofE.org/shopping



@DofE



theDofE



theDofEUK



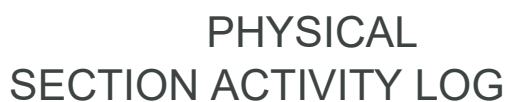
DofEUK



Notes:

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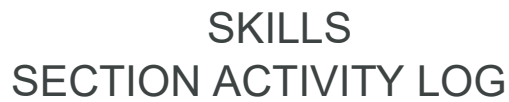


Notes:

- If extra space is needed, use an additional log.
- This *Activity Log* is only a personal record of the time you spend on your activities for each section.
- Remember to add this information, along with scans, photographs etc. (as high resolution jpegs) as evidence into eDofE.
- Download extra copies of this *Activity Log*, plus logs for the other sections, from www.eDofE.org or www.DofE.org/go/downloads
- For Expedition/Residential records, please refer to the *Keeping Track* booklet.
- You can ask your Assessor, Leader, instructor, trainer, coach, mentor etc. to initial each entry.

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Notes:

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Stove Safety Instructions for Schools and Groups

Expedition preparation

- Before setting out on expedition, always be familiar with the stove and fuel.
- Be confident in how to use the stove and what dangers are associated with it and the fuel.
- DofE participants and adults need to follow their Licensed Organisation's policies and the safety guidance given in this sheet.
- If using gas, always set off on expedition with full gas canisters. We recommend using any used/half empty canisters for future training sessions.

Suitable location

- Take some time to pick the cooking location. A firm level surface at ground level where the stove will not be knocked over is ideal and it must be at least two metres away from flammable items/tents.
- Consider the weather conditions and wind direction. This Endurance Lava stove is designed to be stable and easily shields the source of heat from the wind but in extreme conditions, we'd recommend taking shelter behind a wall or rock.

General stove safety

- Never use this stove indoors, or inside a tent. Always cook outside away from any obvious risk.
- Have water and a wet tea towel nearby, ready to use as a fire blanket. Always be careful to check if there is a flame or not, especially in bright sunlight.
- Never leave stove unattended or unwatched when alight.
- Make it clear to other people that stoves are lit/hot and get everything needed together before starting to cook. Have somewhere safe nearby to put hot pans.

Gas burners & canisters

- DofE teams must never use a gas stove that does not use self-sealing canisters.
- This stove is designed for gas canisters with threaded valves according to EN417 containing propane/butane gas mixtures.
- Keep the cartridge away from the heat of the stove unit, by using the full length of hose.
- After use, ensure that the valve is fully shut (control knob turned fully clock-wise). There may be a slight delay between shutting the valve and the burner extinguishing.
- To change the canisters, shut the valve fully and be sure the flame is extinguished and no other flame is nearby.
- Remove canisters from the stove for journeying.

Gel fuels (bio-ethanol)

- Do not fill gel burner over two thirds full.
- Never refill a lit or hot stove – the flame can be hard to see. Always check for heat – bubbling and a crackling noise indicates the gel is alight.
- Always refill from a small gel container, not a bulk container.
- Always keep unused fuel at least three metres away from the stove or any source of ignition and do not store in direct sunlight.

Spirit burners and fuel (methylated spirits)

- The spirit fuel must be carried in bottles specifically designed for the purpose which have a screw top and a safety valve. We recommend Trangia fuel bottles with safety valves.
- Fill the stove spirit burner from the Trangia fuel bottle with safety valve, never from a bulk container such as a one gallon can or plastic container.
- Fuel should not be handled near tents or any naked flames; it is good practice to have a 're-fuelling' area where fuel is handled away from the designated cooking area.
- Take great care when re-fuelling the stove, make sure that the flame is completely extinguished (the flame can be invisible, especially in sunlight) and the stove/burner has cooled before removing the burner to re-fill it (take the burner to the fuel, not the fuel to the burner). If the burner is too hot to handle, it is too hot to fill.



Stove safety instructions

Location

- Take some time to pick the cooking location. A firm level surface at ground level where the stove will not be knocked over is ideal and it must be at least two metres away from flammable items/tents.
- Consider the weather conditions and wind direction.
- Make it clear to other people that stoves are lit/hot and get everything needed together before starting to cook. Have somewhere safe nearby to put hot pans.

General safety

- Always be familiar with the stove & fuel before setting out.
- Be confident in how to use the stove and what dangers are associated with it and the fuel, for example gas canisters.
- Have water and a wet tea towel nearby, ready to use as a fire blanket. Always be careful to check if there is a flame or not, especially in bright sunlight.
- Never leave a lit stove unattended or unwatched.
- DofE participants and adults need to follow their Licensed Organisation's policies and the instruction and safety guidance given by the manufacturer of the stove they have chosen to use.

Gas stoves

- DofE teams must never use a gas stove that does not use self-sealing cylinders or cartridges.
- Remove cartridges from the stove for journeying and replace part used cartridges for full ones before the start of the expedition.
- It is best to use a gas stove that is low, stable and easy to shield from the wind.
- For exposed areas participants can use wind shields made of aluminium foil which can be bent into shape.

Gel fuels (Bio-ethanol)

- Do not fill gel burner over two thirds full.
- Never refill a lit or hot stove – the flame can be hard to see. Always check for heat – bubbling and a crackling noise indicates the gel is alight.
- Always refill from a small gel container, not a bulk container.
- Always keep unused fuel at least three metres away from the stove or any source of ignition and do not store in direct sunlight.

Spirit stove safety instructions

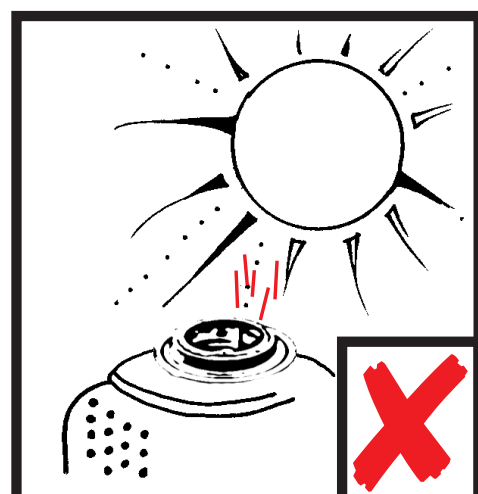
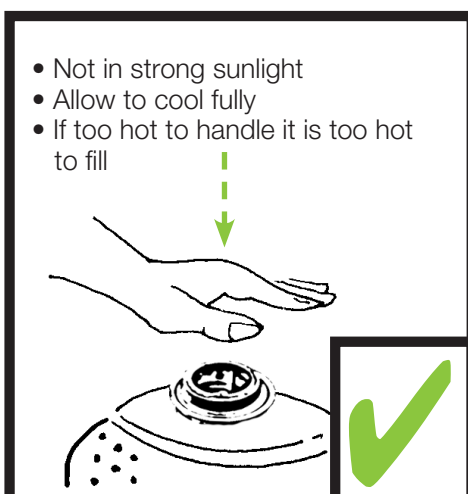
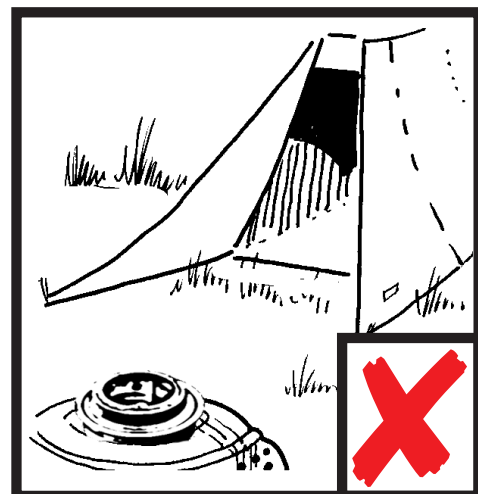
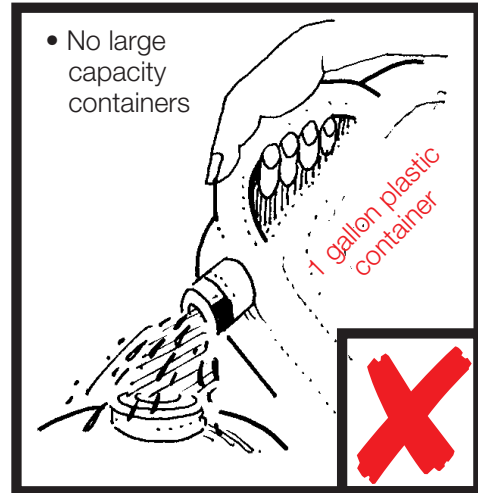
- The stove must be placed on a firm level surface, at least two metres away from flammable items/tents, in a place where it cannot be knocked over.
- Fill the stove from a small container, never from a bulk container such as a one gallon can or plastic container. (It is permissible to sell methylated spirits in a plastic container).
- The spirit must be carried in bottles specifically designed for the purpose which have a screw top and a safety valve. These should normally be around half a litre in capacity and the stoves should be filled from these bottles. Trangia fuel bottles with safety valves are good to use as these will prevent a full bottle fire. Note – it is not immediately obvious when the bottle is in the locked closed position, any pressure on the plunger in the open position can lead to leakage.
- Fuel should not be handled near tents or any naked flames; it is good practice to have a 're-fuelling' area where fuel is handled away from the designated cooking area.
- One person should carry the stove or the spirit cup downwind, away from the tents and it should be

fuelled, or refuelled, in a place where there are no naked flames in the vicinity.

- Take great care when re-fuelling the stove, make sure that the flame is completely extinguished (the flame can be invisible, especially in sunlight) and the stove/burner has cooled before removing the burner to re-fill it (take the burner to the fuel, not the fuel to the burner). Remove the pan and carefully place a hand over the spirit cup or hold the corner of a sheet of paper just above the burner. This will indicate if the burner is still lit. The burner should be taken to the fuel, not the fuel to the burner (if the burner is cool enough to pick up it won't still be alight).
- If it is necessary to refill a burner, assume it is still burning. Go through the normal procedure of putting the burner lid over the flame to extinguish. Wait until the burner has gone cold before refilling.



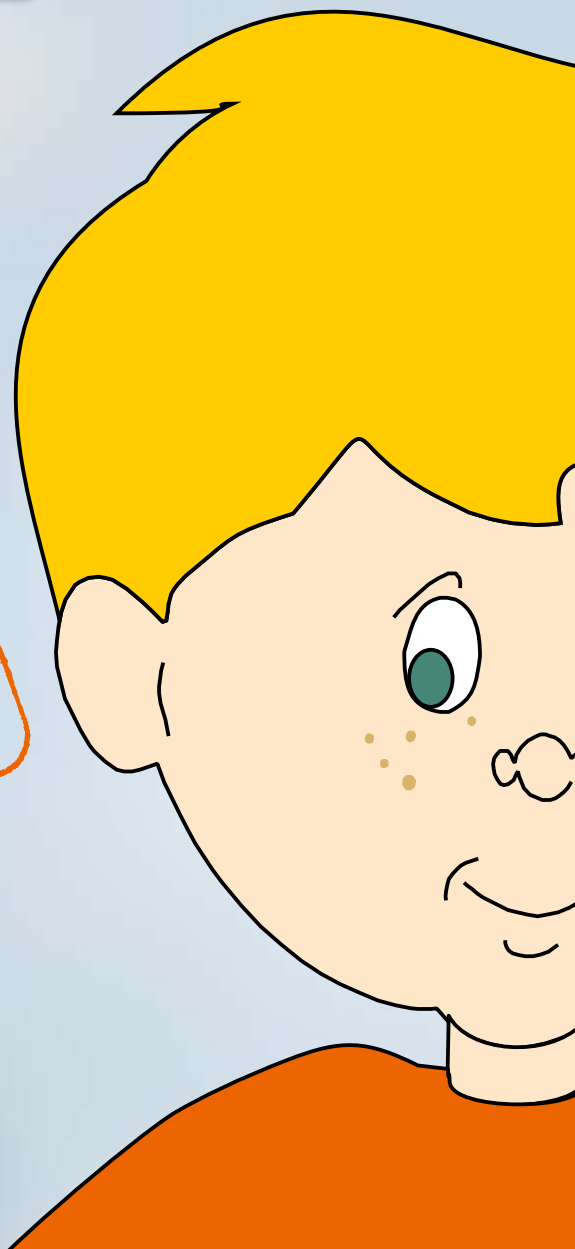
The safe way to fuel and refuel spirit stoves



Join the adventure with us...

Map reading made easy

peasy



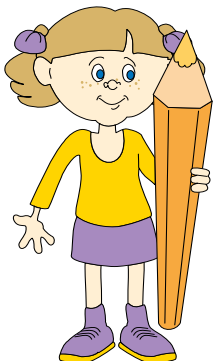
 **Ordnance
Survey®**

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1. What is a map?

A map is simply a drawing or picture (in 2D) of a landscape or area of a country (in 3D). It could be anything from a sketch map for a visitor to find your school to a detailed map of a town centre or mountain range.



Using a map you can visualise in your mind what the place looks like that you are going to, and you can see what landmarks and features you will pass on the way to your destination. Maps mean you know what to expect, and they help you to know you are going in the right direction to arrive at your destination safely and quickly.



1:25 000 scale extract showing Snowdon, the highest mountain in Wales

Question

Why not try drawing your own map to show a friend the route from your house to school, showing buildings and landmarks you pass on the way?

Top tip!

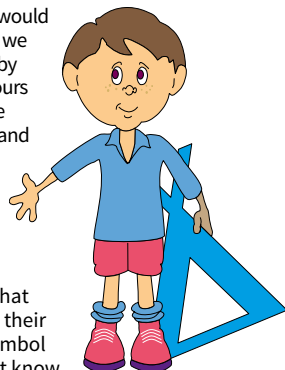
Have a look at a 1:25 000 scale map to give you some ideas of what you could draw if you are slightly unsure.



Sketch map of a school

2. What are all the different symbols?

When drawing a map, you will find that you have to label lots of things you draw, such as a shop or a church, so other people can tell what they are. If Ordnance Survey had to do this on all maps there would be too much writing and it would be very confusing. The way we get around this problem is by using different shapes, colours and symbols to show all the roads, buildings and rivers and other interesting things in our landscape. Maps may even show you things you never even knew were there!



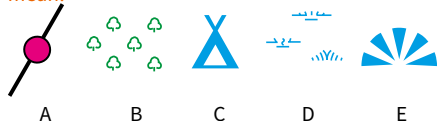
Maps usually have a key that explains the symbols and their meanings. If you find a symbol on the map that you don't know, simply look it up in the key.



1:25 000 scale extract showing part of London

Question

2a. Have a look at the key on a 1:25 000 scale map and see if you can find out what these symbols mean.



2b. You can invent your own symbols for things on your own sketch map. Here are two ideas; can you guess what they are?



A



B

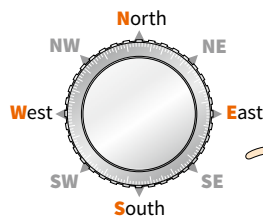
Top tip!

Get your friends and family to test you on how well you know the symbols. If you can learn them, then map reading is easy.

3. Which direction am I going?

Just as it is important to know which is your left and your right hand, in map reading it is important to understand where north, east, south and west are. You can remember where the points of the compass are by using one of these rhymes:

Naughty **E**lephants **S**quirt **W**ater or
Nobody **E**ver **S**wallows **W**hales



If you are walking in a direction half way between two of the points of a compass, you can say you are heading north-east, south-east, south-west or north-west, depending on the direction.

Top tip!

Ordnance Survey maps are always printed so that north is at the top of the sheet.

Question

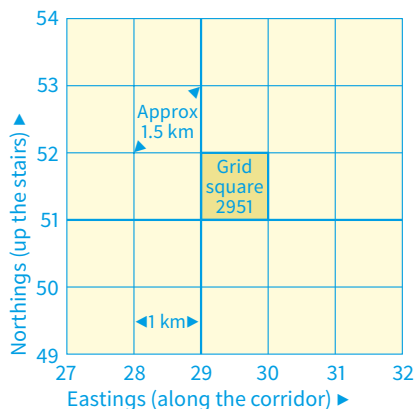
Using the 1:25 000 scale Bembridge OS Explorer Map extract on page 6 of this booklet can you answer these questions?

- 3a. Which general direction are you heading if you are walking from point 1 to point 2?
- 3b. Which general direction are you heading if you are walking from point 2 to point 3?
- 3c. Which general direction are you heading if you are walking from point 3 to point 1?

4. How do grid references help me to find places?

You might have noticed by now that a 1:25 000 scale Ordnance Survey map is covered in a series of blue grid lines. These grid lines help you to pinpoint an exact location anywhere on the map by giving a unique number known as a grid reference. The vertical lines are called eastings, since they increase in value as you travel east on the map. The horizontal lines are called northings, since they increase in value as you travel north on the map.

Four-figure grid references



A four-figure grid reference is a handy way of identifying any square on a map. Grid references are easy if you can remember that you always have to go along the corridor before you go up the stairs. To find the number of a square first use the eastings to go along the corridor until you come to the bottom left-hand corner of the square you want. Write this two-figure number down. Then use the northing to go up the stairs until you find the same corner. Put this two-figure number after your first one and you now have the four-figure grid reference, which looks like this: **2951**

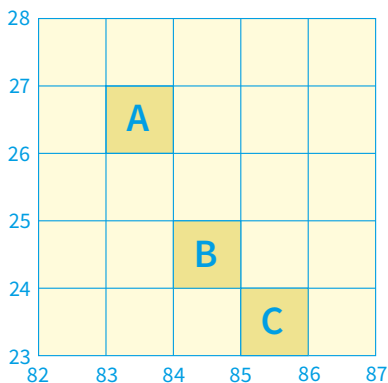
Top tip!

Always remember: *Along the corridor and then up the stairs.*

Question

4a. Can you work out the four-figure grid references for the following examples?

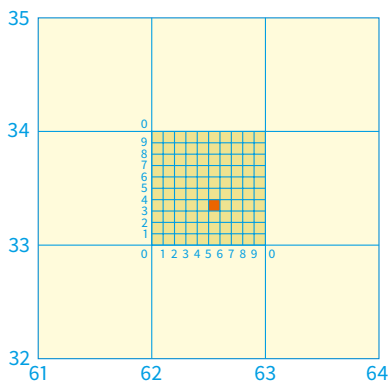
A B C



Using the Bembridge OS Explorer Map extract on page 6 of this booklet, can you answer these questions?

- 4b. What is the name of the school in grid square 6486?
 4c. What is the name of the named building in grid square 6488?
 4d. What grid square is Black Rock found in?

Six-figure grid references



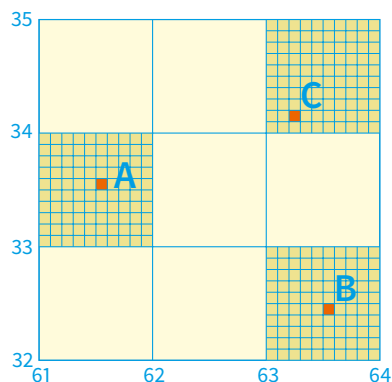
If you want to pinpoint an exact place on a map, such as your own house, you will need to use a six-figure grid reference. First find the four-figure grid reference for the square and write it down with a space after each set of numbers, like this: 62_ 33_

Now imagine this square is divided up into 100 tiny squares with 10 squares along each side. Still remembering to go *along the corridor and up the stairs*, work out the extra numbers you need and put them into your four-figure grid reference like this: 625 333

Question

4e. Can you work out the six-figure grid references for the following examples?

A B C



Using the Bembridge OS Explorer Map extract on page 6 of this booklet can you answer these questions?

- 4f. What is at grid reference 648876?
 4g. What would you be doing at grid reference 644885?
 4h. What building is to be found at grid reference 643882?

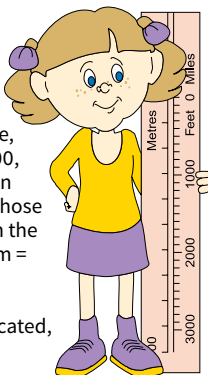
Top tip!

When giving directions you can provide even more accuracy to your grid reference by stating a nearby landmark or feature. For example, on the Bembridge OS Explorer Map extract on page 6 I am at grid reference 644874, at the crossroads.



5. What is scale?

The scale of a map shows how much you would have to enlarge your map to get the actual size of the piece of land you are looking at. For example, your map has a scale of 1:25 000, which means that every 1 cm on the map represents 25 000 of those same units of measurement on the ground (for example, 25 000 cm = 250 metres).



That might sound a bit complicated, but Ordnance Survey maps have been designed to make understanding scale easy. Look at the front of a 1:25 000 scale map and you will see that the scale has been written out for you like this:



1: 250 000 scale OS Travel Map – Road extract

4 cm to 1 km

This means that every 4 cm on a map = 1 km in real life. To make it even easier, the grid lines are exactly 4 cm apart, so every square is 1 km by 1 km.

Maps are made at different scales for different purposes. The 1:25 000 scale map is very useful for walking, but if you use it in a car you will quickly drive off the edge! On the other hand, maps at 1:250 000 scale (note the extra zero) show lots more land but in far less detail.



1:25 000 scale Explorer extract

Question

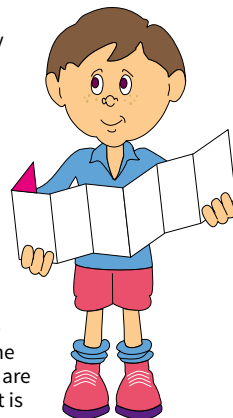
5. Is a 1:250 000 scale map useful for walking or driving?

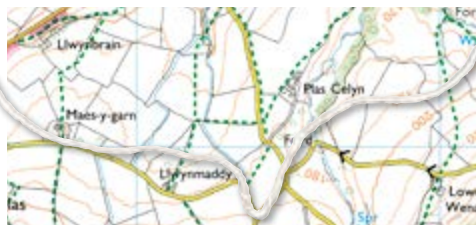
6. How do we measure distance?

It is always important to know how far you have to travel and how long it is going to take you. By measuring a distance on your map, you can work out how far that is in reality. You can measure this distance either in a straight line (as the crow flies) or following a winding route such as a country lane. To get this information from a map is very easy.

Here is a way of doing it:

You can measure between two points by using a piece of thin string. If you are measuring the distance in a straight line, then simply stretch the string between the two points. If you are following a road or track that is not straight, bend the string to follow the exact shape until you reach the second point.



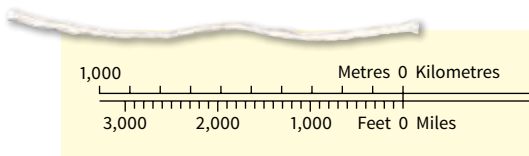


Measuring distance using string

Now that you have a distance in centimetres marked on your string you can find out the real distance. You can do this in a couple of ways:

By eye

Place string against the scale bar on the map. This is usually at the foot of the map sheet.



By measuring

Measure your distance on your string with a ruler.

Suppose your string is 10 cms long. You know that 4 cm = 1 km, so the answer is 2.5 km.

Have a go at measuring the distances in the questions below using the Bembridge OS Explorer Map extract on page 6 of this booklet.

Question

- 6a. How far is it in a straight line on the ground from point 1 to point 2?
- 6b. How far is it to walk along the road from point 4 (IRB Sta) to point 5 (PO)?
- 6c. Can you work out how long it would take you to walk both these distances?

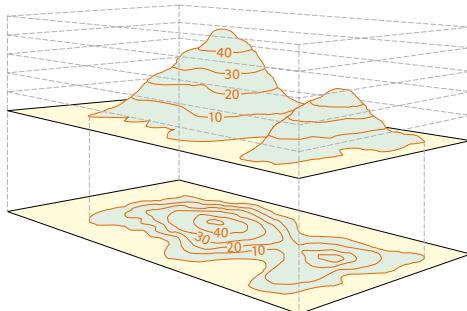
(Most people walk at 3 km per hour, so it will take 20 minutes to walk in a straight line across a 1 km grid square).

Top tip!

Remember that the grid lines on a 1:25 000 scale map are 1 km apart. A quick way of estimating distance is to count each square you cross in a straight line. If going diagonally the distance across the grid square is about 1½ km.

7. How are hills and mountains shown on a map?

The ability to understand the shape of the ground from a map is a useful skill to learn, particularly in mountainous landscapes. The height and shape of the ground is shown on 1:25 000 scale maps by brown contour lines. A contour is a line drawn on a map that joins points of equal height above sea level. For 1:25 000 scale maps the interval between contours is usually 5 metres, although in mountainous regions it may well be 10 metres.

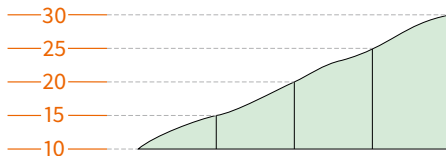


The above diagram shows the link between the shape of a hill and the contours representing it on a map. Another way of thinking about contour lines is as a tide mark left by the sea as the tide goes out, leaving a line every 5 metres.

Top tip!

Remember contour numbering reads up hill – in other words the top of the number is uphill and the bottom is downhill.

Also remember the closer contour lines are together, the steeper the slope. The examples below illustrate this:



Gentle slope



Steep slope

Question

Try this quick contour quiz using the Bembridge OS Explorer Map extract below.

7a. What type of slope is at the point where the parking symbol is on the map in grid square 6385? Is it a shallow slope or a steep slope?

7b. If you are walking from point 2 to point 5 in a straight line, is it uphill or downhill?

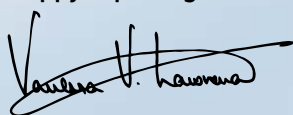


Maps can be great fun – and they can lead you to all sorts of discoveries. They can help you get to know an area really well, because they pinpoint interesting places that are often hidden away, which you might otherwise never find. They can also help you find different routes to places you already know.

To be sure you are not missing anything important you need to know about map symbols, scale, direction and distance. Knowing about these will help you unlock the secrets of maps. This leaflet explains the main things you need to understand, especially when using Ordnance Survey Explorer maps at 1:25 000 scale.

Maps can also help you in your geography, history, environmental science and citizenship classes – but they can provide entertainment, too. Find out how by discovering the games, quizzes and competitions featured on the web at www.ordnancesurvey.co.uk/mapzone.

Happy exploring!



Dr Vanessa Lawrence CB
Director General and Chief Executive
Ordnance Survey

www.ordnancesurvey.co.uk
customerservices@ordnancesurvey.co.uk

General enquiries (calls charged at local rate): +44 (0)8456 05 05 05
Dedicated Welsh Language HelpLine: 08456 05 05 04
Textphone (deaf and hard of hearing users only please): +44 (0)23 8005 6146

Customer Service Centre, Ordnance Survey, Adanac Drive, SOUTHAMPTON, SO16 0AS.

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2a. A. Railway station. B. Orchard. C. Camp site. D. Marsh, reeds or
saltings. E. Viewpoint. 2b. A. Sport. B. Burger bar. 3a. North. 3b. East.
3c. South-west. 4a. A. 8326. B. 8424. C. 8523. 4b. Bembridge School.
4c. East Cliff. 4d. 6486. 4e. A. 615335. B. 635324. C. 632341. 4f. School.
4g. Horse riding. 4h. Place of worship – with spire, minaret or dome.
5. Driving. 6a. 1 180 metres or 1.18 km. 6b. 1 250 metres or 1.25 km. 6c.
Points 1 to 2 = 24 minutes approximately; points 4 to 5 = 25 minutes
approximately. 7a. It is a steep slope. 7b. Uphill.

Answers to questions





The aim of the Expedition section:

To inspire young people to develop initiative and a spirit of adventure and discovery by planning, training for and completing an adventurous self-sufficient journey as part of a team. Participants choose where and how they want to do their expedition.

Before an expedition – DofE Supervisors/Assessors must ensure the appropriate parameters are in place:

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).

There must be **between four and seven participants** in a team (eight for modes of travel which can be used by two people at once e.g., tandem bikes, open canoes).

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 of planned activity each day.

Silver: A minimum of 3 days, 2 nights; 7 hours of planned activity each day.

Gold: A minimum of 4 days, 3 nights; 8 hours of planned activity each day.

All expeditions must be supervised by an adult (the **Expedition Supervisor**) who is able to accept responsibility for the safety of the team.

Assessment must be by an **Accredited Assessor**. At Bronze level only, the Assessor may also be the Expedition Supervisor.

Participants must be adequately **trained** to safely complete an 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.



**YOUTH
WITHOUT
LIMITS**

Planning an expedition – participants must plan how they're going to do their expedition:

Team Goal	Expeditions must have a clearly defined team goal – this could be researching an area of interest, contributing to a community action project, or developing soft skills.
Environment	The environment chosen must become progressively more challenging through the award levels – environments could include rural, urban or restricted spaces.
Accommodation	Accommodation should be by camping or other simple self-catering accommodation e.g., bunkhouses.
Time of year	Expeditions will usually take place between the end of March and the end of October. There should be a reasonable gap between the practice and qualifying expeditions.
Mode of travel	Participants must choose an appropriate mode of travel for the environment they'll be journeying through. Journeying must be by participants' own physical effort, although mobility aids may be used where appropriate to the needs of the participant.
Food	Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal each day (optional on the final day).

On expedition – Supervisors/Assessors should ensure:

Participants must behave responsibly with respect for their team members, Leaders, landowners, the public and animals, and must understand and adhere to the Countryside, Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).

Expeditions must be unaccompanied and self-sufficient. The team must be properly equipped, and supervision must be carried out remotely, considering what is reasonably practicable for participants and ensuring their welfare is paramount.

Participants must actively participate in a debrief with their Assessor at the end of the expedition and, at Silver and Gold level, a presentation must be delivered after the expedition.