



CANSFIELD

ACHIEVING EXCELLENCE TOGETHER



THE DUKE  
OF EDINBURGH'S  
AWARD

**Bronze Duke of Edinburgh**

***Information Booklet***

## Section 1: Introduction and Sections

### **Requirements**

The Award is split into four sections: Volunteering, Physical, Skills and Expedition. You need to choose a volunteering activity, a physical activity and a skill, each of which should have an aim. You need to complete one hour a week for each section. You can do all three at the same time, or one at a time, it's completely up to you. You must do 3 months for two of the sections, and six months for the other one, the choice is yours as to which one you do for longer. More information about each section can be found on the next pages. These are suggestions to help provide some inspiration and is not an exhaustive list.

You must have decided on what you are doing for each section and have uploaded this to eDofE before we finish for Christmas 2025. This does not mean you need to have started all the sections, and you can still change your mind after this if you wish to, but you must have the information on there and have a plan as to when you will start them by the Christmas holidays. This is to ensure that everyone is on track to complete the Award by the end of the school year. We will be holding information sessions, so do not feel like you need to choose or start any of these yet.

### **Expedition**

The expedition will take place in July 2026. You do not need to do anything for the expedition section yet. We will be holding training sessions after Christmas that you need to attend to give you all of the information and skills that you will need to take part in the expedition. We will be holding some Parent Engagement Evenings as well which will keep parents fully informed on all four sections and dates will be given out at these sessions.

### **Cost**

In order to cover the cost of enrolment onto the programme, and to go towards campsite fees and equipment, we will be charging £40 per student. Payment details are to follow.

<b>BRONZE</b>	
<b>Volunteering 3 months</b>	<i>PLUS a further 3 months in the Volunteering, Physical or Skills section.</i>
<b>Physical 3 months</b>	
<b>Skills 3 months</b>	
<b>Expedition 2 days 1 night</b>	
	



# THE DUKE OF EDINBURGH'S AWARD

## 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/do](http://DofE.org/do) and there is a range of exciting opportunities to help you complete this section at [DofE.org/finder](http://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/do](http://DofE.org/do) for the requirements).

### Helping people

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

### Working with the environment or animals

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

### Coaching, teaching and leadership

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

### Community action & raising awareness

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

### Helping a charity or community organisation

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



# THE DUKE OF EDINBURGH'S AWARD

## Programme ideas: Physical section

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

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

You can find more information at [DofE.org/do](http://DofE.org/do) and

there is a range of exciting opportunities to help you complete this section at [DofE.org/finder](http://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

#### Individual sports

- Airsoft
- Archery
- Athletics (any field or track event)
- Biathlon/Triathlon/Pentathlon/
- Aquathon Bowls
- Boxing
- Croquet
- Cross country running
- Cycling
- Fencing
- Field Gun
- 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
- 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
- Kuk Sool Won
- Mixed martial arts
- Self-defence
- Sumo
- Tae Kwon Do
- Tai Chi

#### Team sports

- American football
- Baseball
- Basketball
- Boccia

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



# THE DUKE OF EDINBURGH'S AWARD.

## Programme ideas: Skills section

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

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

### Performance arts

- Ballet appreciation
- Ceremonial drill
- Circus skills
- Conjuring & magic
- Majorettes
- Puppetry
- Singing
- Speech & drama
- Theatre appreciation
- Ventriliquism
- 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
- Handbell ringing
- Evaluating music & musical performances
- Improvising melodies

### 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.

- 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
- Soft toy making
- Tattling
- Taxidermy
- Textiles
- Weaving and spinning
- Wine/beer making
- Woodwork

## Section 2: Expedition

The Expedition section is something we will work towards throughout the whole year. We will work in large groups to begin with, and then in smaller groups of 4-7 students to plan their expedition routes, meal plans and team building.

### **Groupings**

We anticipate to put you into your expedition groups around March. You will be in a group of minimum 4 people and maximum 7. This is a Duke of Edinburgh requirement. Before this, we will ask you to nominate one person that you would like to be in a group with, however we will be allocating the groups ourselves to ensure a good balance of skills within each groups, and changes will not be permitted unless absolutely necessary (parental contact will be needed).

### **Mobile Phones**

Acceptable use of mobile phones will be permitted during training sessions (e.g. making a note of dates, taking photographs for evidence as required etc.).

During the Expedition itself, mobile phones will need to be handed in just before students set off. They should be turned off and will be kept safe by staff. Students will keep one mobile phone per group, which will be switched off and in a sealed bag. This is only to be used in the case of emergency when there is not a member of staff with you. This includes being lost and unable to locate yourself to get back on route - after the agreed time has elapsed - medical emergencies, and other acceptable emergency situations. Use of a mobile phone outside of these reasons is not permitted whilst walking or at the camp site, and students will risk failing the expedition themselves, and their entire group.

### **Equipment**

School will provide the following equipment for all students:	Students will be expected to bring the following equipment themselves:	
<ul style="list-style-type: none"><li>• Map</li><li>• Compass</li><li>• Route Card</li><li>• Trangia (Cooking Stove)</li><li>• Backup water</li><li>• Paper and pencil</li></ul>	<ul style="list-style-type: none"><li>• Walking boots</li><li>• Backpack (65L)</li><li>• Change of clothes</li><li>• Underwear/socks</li><li>• Jumper(s)</li><li>• Sleepwear</li><li>• Waterproofs</li><li>• Toiletries</li></ul>	<ul style="list-style-type: none"><li>• Sleeping mat</li><li>• Sleeping bag</li><li>• Tent</li><li>• Snacks/Lunch</li><li>• Food to cook</li><li>• Adequate water</li><li>• Suitable pants (not jeans)</li></ul>

School does have a small number of the following pieces of equipment which can be loaned if needed, but advance notice is crucial, and we will be sending out equipment request forms next year. This is limited and will be reserved for specific students in the first instance, and there is no guarantee that we will be able to loan these,

- Backpacks
- Sleeping mats
- Sleeping bags
- Tents

For eligible students, we can also support towards the cost of other equipment such as walking boots – again, advance notice is crucial

### ***Training***

Training for the expedition will take place in after school sessions. Sessions will be repeated on different nights in the same week, however, students are encouraged to attend on the same day of the week as much as possible. We ask for their best day as part of the application process. The training day they choose will assist in the group selections.

Individual timetables will be given to students at set points throughout the year with more detail on what the sessions will be on, and the days that they are due to attend. Attendance will be monitored at these sessions to ensure that students have obtained enough skills they need to be able to carry out the expedition independently.

### ***Useful Links***

The Duke of Edinburgh is an internationally recognised Award that boosts young people's employability by instilling myriad of skills within them such as teamwork, resilience, commitment, self-motivation and an appreciation for their local community and environment.

The DofE website has lots of information and resources available:

For further information on the four sections: <https://www.dofe.org/do/sections/>

For ideas for each section: <https://www.dofe.org/do/ideas/>

For parent/carer information: <https://www.dofe.org/do/parents/>

For latest statistics: <https://www.dofe.org/statistics/>

### ***Contact Details***

If you have any other questions, please do not hesitate to contact us. Email is much preferred as we can get back to you much faster

Email: [t.briggs@cansfield.wigan.sch.uk](mailto:t.briggs@cansfield.wigan.sch.uk) or [w.critchley@cansfield.wigan.sch.uk](mailto:w.critchley@cansfield.wigan.sch.uk)

Phone: 01942 727391

### ***Expedition Requirements***

The DofE issue conditions that must be met in order for them to pass the Expedition section of their Award, which can be found overleaf. Can I please draw your attention to the highlighted sections.



## 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:

<b>Team Goal</b>	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.
<b>Environment</b>	The environment chosen must become progressively more challenging through the award levels – environments could include rural, urban or restricted spaces.
<b>Accommodation</b>	Accommodation should be by camping or other simple self-catering accommodation e.g., bunkhouses.
<b>Time of year</b>	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.
<b>Mode of travel</b>	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.
<b>Food</b>	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.