

THE INTERNATIONAL  
AWARD FOR  
YOUNG PEOPLE

# HANDBOOK



The International Award is an exciting self-development Programme available to all young people worldwide equipping them with life skills to make a difference to themselves, their communities and the world. To date over 5 million young people from over 100 countries have been motivated to undertake a variety of voluntary and challenging activities.

[www.intaward.org](http://www.intaward.org)

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The International Award for Young People Handbook

Fifth Edition, 2006

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Written by Andrew McMenamin

Designed by Halpen Marketing Management Limited

Photography by: Anindam Choudhury (Ono Bursary); Claire Dakin; Jan Fouchè; David Manson; John McFarlane and Fergus Burnett (both UK Halina/Fuji Bursaries)

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All literature referred to in this Handbook can be obtained from the National Award Authority or, if no National Award Authority exists, directly from:

The International Secretariat  
Award House  
7-11 St Matthew Street  
London  
SW1P 2JT, UK  
sect@intaward.org  
www.intaward.org

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This Handbook shows how the Award Programme works and how adults can get involved. It sets out the steps that should be followed when setting up an Award group and gives details on the administration of the Programme and the basic requirements for the four Sections and three levels of the Award.

It should be used in conjunction with any locally produced material issued by National Award Authorities (NAAs).

This Handbook contains guidance on the operation of the International Award for Young People. The International Secretariat is available to provide assistance in all such matters. Neither the Handbook nor the Secretariat can assist in advising in connection with the legal and regulatory obligations which an NAA or Independent Operator (IO) may be required to comply with in order to operate the Award. Each NAA or IO is advised to seek local legal advice as to matters of legal liability to participants in the Award and others, and as to compliance with all local legal and regulatory requirements and the International Secretariat accepts no responsibility in this regard or for ensuring the safety of any Programme or activities operated by an NAA or IO.



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THE INTERNATIONAL  
AWARD FOR  
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# HANDBOOK





Young people growing up in this modern complicated world have many difficulties to face, and opportunities for personal achievement are often limited. At the same time, parents, teachers, voluntary organisation leaders, and employers, who recognise their responsibilities towards young people, also have their problems. This Programme is intended to help both the young as well as those who are concerned for their welfare. The object is to provide an introduction to worthwhile leisure activities and voluntary service, as a challenge to the individual to discover the satisfaction of achievement and as a guide for those people and organisations who would like to encourage the development of their younger fellow citizens. I hope that everyone who takes part in this Programme will find an added purpose and pleasure in their lives. I am quite sure that all those who help to run it will gain that special sense of satisfaction which comes from helping others to discover hidden abilities and to overcome a challenge.



HRH The Duke of Edinburgh KG KT

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# THE AWARD PROGRAMME

## HISTORY AND STRUCTURE

### How it all began

The Award Programme was first introduced in the United Kingdom in 1956 as The Duke of Edinburgh's Award. The aim was to motivate boys aged between 15 and 18 to become involved in a balanced programme of voluntary self-development activities to take them through the potentially difficult period between adolescence and adulthood.



The Programme was designed with great care by a small team, led by HRH The Duke of Edinburgh; Dr Kurt Hahn, German educationalist and founder of Outward Bound and the United World Colleges; and Sir John (later Lord) Hunt, the leader of the first team to conquer Mount Everest.

Within the first year of its establishment the lower age limit was reduced to 14, where it has stayed ever since. A girls' scheme was launched in 1958, and the two separate schemes were amalgamated in 1969. In 1957 the upper age limit was increased to 19, increased again in 1965 to 20, increased to 21 in 1969, and finally increased to 25 in 1980.

The unique flexibility of the Award made it ideally suited to easy adaptation and integration into different cultures and societies and it was soon adopted by schools and youth organisations in other countries.

Since 1956, the Programme has developed and grown and now reaches young people in over 100 countries under a number of different titles, for example, The Duke of Edinburgh's Award; The International Award for Young People; The President's Award; and The National Youth Achievement Award. More specific national titles are also used, for example Prémio Infante D. Henrique in Portugal and Avartti in Finland. A current list can be found online at [www.intaward.org](http://www.intaward.org).

Today the basic principles of the Award remain the same, but the activities and delivery continue to evolve and adapt to suit the changing demands of modern society and the varying needs of young people. The Award is now a major international programme recognised and used by organisations working with young people throughout the world.

### The International Award Association

By the early 1980s the Award operated on a national basis, through National Award Authorities (NAAs), in over 30 countries and the process of forming an international association began. In May 1988, The Duke of Edinburgh's Award International Association was formally constituted to act as a means for discussion and communication between members, and to uphold the principles and standards of the Award Programme. More information on the structures of this Association can be found in the Appendix.

These principles and standards are set out in the International Declaration, the Fundamental Principles, the Operational Principles and the Code of Practice, to which all members of the Association subscribe.



## The International Declaration

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The Award concept is one of individual challenge. It presents to young people a balanced, non-competitive programme of voluntary activities which encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community.

## The Fundamental Principles

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The criterion for gaining an Award is individual improvement through persistence and achievement, taking into account the participant's initial capabilities, and without any element of competition between participants.

Participation is entirely voluntary and the individual participant has a completely free choice in the selection of the locally available options within the four Sections.

There is no discrimination against participation on grounds of sex, race, religion or political affiliation.

## The Operational Principles

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Participants must be between the ages of 14 and 25.

The basic structure of the Award Programme consists of the four mandatory Sections: Service, Adventurous Journey, Skills, and Physical Recreation.

There are three levels of Award: Bronze (for those over 14), Silver (for those over 15) and Gold (for those over 16).

The minimum period of participation for direct entrants to qualify for an Award is 6 months for Bronze, 12 months for Silver, and 18 months for a Gold Award.

At Gold level participants undertake a Residential Project away from home.

## The Code of Practice

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To maintain comparable standards of operating practice as advised by the International Secretariat.

To manage the Award Programme fairly and impartially in all respects.

To ensure that the Award Programme is freely available to all young people of the appropriate ages, without regard to sex, race, religion, political affiliation or any other personal circumstances.

“ What I hear I forget, What I see I remember, What I do I understand.”

*Confucius, Chinese Philosopher*

## AWARD PHILOSOPHY

The Award is tough. It is not easily achieved. Yet at the same time, any young person aged between 14 and 25 can gain an Award at Bronze, Silver or Gold level.

This seeming contradiction is explained by the basic idea that the Award is about individual challenge. As every individual is different, so too are the challenges that young people undertake to achieve an Award. With guidance from adults, each young person should be encouraged to reflect upon their interests, abilities, and ambitions and then set themselves challenges in the four different Sections of the Award.

These challenges should require persistence and determination to overcome. Along the way participants may feel daunted or want to give up, but at the end will have the satisfaction of knowing they overcame the challenges and succeeded, learning about themselves, their hidden depths of character and developing as a human being in the process. Now that's a sense of achievement!

It is important that these challenges are at the right level for the individual participant. Too easy and there will be no sense of real achievement. Too difficult and the young person may give up in despair.

Participants do not have to be good at anything to get an Award, they simply need to set personally challenging targets for improvement and then strive to reach these targets. A young person will get out of the Award what they put into it. There are no short cuts to a real sense of achievement, it has to be earned.

The Award is balanced. The four Sections provide a framework to encourage physical activity, mental challenge, individual perseverance, teamwork and interaction with other people. An individual's Award activities should reflect their own interests, but should also show breadth and not focus too exclusively on similar activities.

The young person is required to challenge themselves for their own personal growth and development and they are also required to appreciate the needs of other people and to help them. After doing the Award, participants should be aware of the role they can play in helping their community.



The Award is non-competitive. It is a personal challenge and not a competition against others. There is no sense in which one person's Award is "better" than another's because they walked further or achieved their Award in a shorter time frame. To achieve an Award, participants need to show individual improvement based on their own starting ability and potential. The only competition is with themselves, to realise their potential and to conquer their challenges.

The Award is voluntary. Young people must choose to do it. They must not be forced to take part, nor forced to do certain activities within each Section. Likewise, activities which participants would be doing as part of their job, school curriculum, full-time training scheme or similar do not qualify as voluntary activity, unless they enhance the activity by contributing a substantial commitment of their own time. If participants are paid to do something, it cannot count towards the Award.

The Award is for young people, for the years of transition between adolescence and adulthood. Subject to the minimum ages for each level, any young person can participate in the Award at whatever level they choose. There is no maximum time limit for an Award, provided all activities are completed by the time participants reach 25 years old, and they should be encouraged to work towards their Award at whatever pace suits them.

The Award is a programme of activities, not an organisation. Any organisation that seeks to develop young people in the age range of 14 - 25 can use the Award to enhance and give additional recognition to the work that they and their members do.

The Award is used by schools, colleges, universities, employers, social clubs, uniformed and non-uniformed youth organisations, young offenders' institutions, religious organisations, sports clubs, civil organisations and so on. Young people who are not members of any formal organisation can also do the Award, usually by registering their interest directly with their National Award Authority.

Once the entire Programme is completed satisfactorily, as explained in the following sections, the young person receives a certificate and pin and/or medal at a suitable recognition ceremony.

By doing the Award, young people should be encouraged to show imagination, to be able to look beyond barriers, and to set goals, not limits. The challenge is for young people to make things happen rather than waiting for things to happen for them.

Lives are changed, both for the young people and for those with whom they come into contact.

At the end of the process, a young person who takes part in the Award should have developed many of the following:

- Self belief and self confidence
- A positive and realistic self image – they will know and accept their own strengths and weaknesses, and be more aware of their own potential
- An independent and self-motivating attitude
- A sense of responsibility to others
- A connection to the broader society
- New or improved interests, skills, and abilities
- A willingness to try new things
- New friendships and relationships with their peers and older people
- The ability to make a plan and then make their plan happen
- Lifelong interests
- Team skills
- Life skills – negotiation, research, communication, problem solving, presentation skills



# GENERAL CONDITIONS

## The Levels

There are three levels of Award:

**Bronze**  
**Silver**  
**Gold**

At each level, participants should set themselves personal challenges in each activity.

## The Sections

The Programme has four Sections designed to provide a balanced programme of personal development.

<b>Service</b>	- to learn how to give useful service to others
<b>Skills</b>	- to encourage the development of personal interests, creativity or practical skills
<b>Physical Recreation</b>	- to encourage participation in physical recreation and improvement of performance
<b>Adventurous Journey</b>	- to encourage a spirit of adventure and discovery whilst undertaking a journey in a group

There is also an additional requirement at Gold level:

<b>Residential Project</b>	- to broaden experience through involvement with others in a residential setting
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## Starting the Award

Enrolment or registration in the Award Programme commences by mutual agreement between the participant and the relevant Award Authority. This agreement is most commonly marked by the issuing of a Record Book and payment of a small fee. If Record Books are not available at the time of starting the Award, there must be some other formal way of recording the participant's details and marking the date of commencement. Only activities undertaken after this date can count towards the Award.

## The Age Range

The Award is available to all young people aged between 14 and 25.

If participants are unable to complete their Award before their 25th birthday, because of illness, accident, or other unavoidable circumstances, National Award Authorities may grant an extension of time. This is at the discretion of the NAA. Independent Operators must first obtain permission from the International Secretariat.

The minimum starting age for each level is:

<b>Bronze</b>	14 years
<b>Silver</b>	15 years
<b>Gold</b>	16 years

Once participants are above these minimum ages, they may choose to enter the Programme at any level.

At Bronze level, if a young person is slightly younger than 14, but is part of a peer group where the majority are 14 or older, then some discretion is given to National Award Authorities to allow that young person to start the Bronze Award with the rest of the group. Independent Operators must first obtain permission from the International Secretariat.

National Award Authorities may also allow participants who have completed the Bronze Award, but who have not yet reached the age of 15, to make a start on their Silver Award without imposing an artificial delay. Independent Operators must first obtain permission from the International Secretariat.

No activity undertaken before a participant's 16th birthday may count towards the Gold Award.

## Age of Completion

Without exception, the earliest minimum ages for completing the Award are:

<b>Bronze</b>	All entrants	14 years 6 months
<b>Silver</b>	Bronze Award holders	15 years 6 months
	Direct entrants	16 years
<b>Gold</b>	Silver Award holders	17 years
	Direct entrants	17 years 6 months

In practice, this means that participants who are given a concession to start the Bronze or Silver Award early will need to spend longer doing their Award than the minimum period of participation.

### Starting another Level of Award

Participants should be encouraged to complete all Sections of one level of Award before moving on to another level.

If it proves difficult to do this, they may start on a Section of another level provided that:

- They have completed that Section in their current level
- They have reached the minimum age of entry for the new level
- They are not working on all three levels at the same time

### Overall Time Requirements

As the Award is a programme of individual challenge, participants are encouraged to work at their own pace. The Award is sometimes referred to as a marathon, not a sprint; subject to the maximum age limit, participants can take as long as they want to complete the Award.

In the Skills, Physical Recreation and Service Sections, participants are required to participate regularly in their chosen activity. There is no absolute rule as to what is considered regular participation, as the amount of time dedicated to an activity will depend on many things including the activity itself and the participant's own circumstances. However, a rough "rule-of-thumb" is that on average participants should be spending at least one hour per week on their chosen activity.

The Award cannot be achieved in a shorter time span by working more intensively. Participants must persist for at least these minimum periods.

Level	Minimum period of participation by	
	Direct entrants	Award holders
<b>Bronze</b>	6 months	
<b>Silver</b>	12 months	6 months (if Bronze holder)
<b>Gold</b>	18 months	12 months (if Silver holder)

### Minimum Timescale for each Level by Section

	Physical Recreation	Skills	Service	Plus...	Adventurous Journey
<b>Bronze</b>	3 months	3 months	3 months	All participants must do an extra 3 months in either Physical Recreation or Skills or Service	2 days + 1 night
<b>Silver</b>	6 months	6 months	6 months	Non-Bronze holders must do an extra 6 months in either Physical Recreation or Skills or Service	3 days + 2 nights
<b>Gold*</b>	12 months	12 months	12 months	Non-Silver holders must do an extra 6 months in either Physical Recreation or Skills or Service	4 days + 3 nights

\*Plus additional requirement of 5 day / 4 night Residential Project

### The Process

Once participants have signed up to the Award with their Award Authority, they need to be helped by an adult mentor (the Award Leader) who is familiar with the Award, and can provide advice and encouragement. The Award Leader will be aware of all Sections of the Award and, directly or indirectly, will help participants to set and achieve challenging goals in all Sections. The Award Leader should stay in touch with participants throughout their Award.

In each Section, the process follows this approach:



## Planning and Preparing for the Activity

The Award is a programme of individual challenge. To start the Award, participants should work with their Award Leader to choose their activities in all Sections, and make a concrete and realistic plan to start doing the activities. There is no set syllabus or common standard to achieve. Participants should choose activities that interest them and are suitable to pursue over a sustained period of time.

As far as possible the ideas should come from the participant, with the Award Leader acting as a facilitator. Participants may end up with a definite plan of action after the first briefing or may have to research for further details. Award Leaders should help participants, if required, but should not end up doing all the work. Remember that the Award is first and foremost the participant's Award.

In the Skills, Service, and Physical Recreation Sections, participants, helped by the Award Leader, should find an adult (the Activity Coach) who is knowledgeable and experienced in that activity and can help them to set individually challenging and realistic goals. These goals should be achievable in the time frame of the Award and should take into account the starting ability of the participant. Depending on the activity, the legal framework, and the available resources, this adult could be a professional teacher or qualified instructor, or could be experienced and knowledgeable but without any formal qualification, who can guide and teach the participant.

The Activity Coach does not need to be fully familiar with the entire Award. However, he or she must understand the essence of the Award – it is about a young person setting challenging personal goals, regularly participating, and achieving improvement. It is not about achieving excellence or becoming expert, although some young people may do this. The Award Leader needs to ensure that the Activity Coach understands this.

In the Adventurous Journey Section, the purpose and nature of the journey needs to be agreed by the team and their Supervisor, with the Assessor verifying that the journey has been successfully carried out. For more information, please see the Adventurous Journey chapter.

In the Residential Project requirement, the participant and Award Leader should agree on the activity and a suitable Assessor. For more information, please see the Residential Project chapter.

In the Adventurous Journey and Service Sections, participants are required to do some training to ensure their own safety and the safety of others. For more information on this, please refer to the individual chapters.

## Doing the Activity

Participants carry out their activity and strive to achieve their goal. Once they have pursued the activity for at least the minimum period, and shown persistence and improvement, they then get their Record Book signed by the Activity Coach or Assessor.

An Activity Coach, in addition to being knowledgeable, experienced, and, where appropriate, qualified in the activity should also provide opportunities to:

- Discuss progress with the participant
- Answer questions and provide guidance
- Help the participant to solve difficulties and problems
- Give advice on suitable interim targets to achieve
- Allow the participant to learn from the experiences

For useful information, Activity Coaches and Assessors should read the Section Notes available from your NAA or from the International Secretariat.

### Changing Goal:

Participants may find their original goal too challenging or too easy, and so should revise it to make the challenge more appropriate. Participants should discuss this with their Activity Coach to agree the new goal.



### Changing Activity:

If the initial choice of activity proves to be unsuitable, participants may choose another activity and count the time spent towards their overall minimum time requirement. This needs to be done in consultation with the Award Leader who should use judgement on how often this can happen. No purpose is served by forcing participants to continue with an activity that they dislike. However, allowing several changes of activity detracts from the aim of fostering perseverance. The ideal situation is that the participant picks one suitable activity in each Section, sticks with it for at least the required minimum amount of time, shows improvement, and ends up with a lifelong interest and a sense of achievement. Participants should be encouraged to strive for this ideal.

### Group Activities:

Except for the Residential Project and Adventurous Journey which must be undertaken along with other people, participants may follow their chosen activity on their own or as part of a group. In all cases, it is the individual participant's work and effort that counts. If a group activity ceases owing to circumstances beyond the participant's control, the effort they have made can still count towards their Award requirements, although they will have to make up any time shortfall in a new activity.

### Keeping Records:

In addition to the Record Book, participants should be encouraged to keep a diary or journal recording their briefing, any relevant courses they attend, and the regular practice of the activity. This is a useful tool for monitoring progress and is a good souvenir for the participant.

### Reviewing the Activity:

The Activity Coach and participant should review each activity from time to time to give the participant an opportunity to raise any concerns.

At the end of each Section, there should be a final review. This should look back over the entire process and look at what happened, how the participant felt, and what was learned from the experience. Participants should also be encouraged to look forward to see how they can apply what they have learned to their life.

### Completion of Record Book

The Activity Coach or Assessor needs to verify that the participant has been making persistent and regular effort for a total of the minimum time period required for the Award level, and has shown improvement from the initial level of ability. The specific targets which were agreed at the start of the process, (or the revised ones, if applicable), should have been achieved. The diary or journal is very useful for this.

There is no such thing as failure in the Award – if a participant has not shown commitment and improvement, the Record Book should be left blank and the participant encouraged to continue. For more information, see the Section Notes pamphlets available from your NAA or from the International Secretariat.

When the agreed goal is achieved, the Activity Coach or Assessor will then sign the Record Book and fill in the relevant sections for positive comments.

### Authorisation of Awards

The Record Book is used to record successful completion of each Section and at each level of the Award. Entries should only be made in the book to record success.

Participants qualify for the Award when all requirements for the Bronze, Silver or Gold level have been completed to the satisfaction of the National Award Authority or Independent Operator.





# SERVICE

“Consciously or unconsciously, every one of us does render some service or other. If we cultivate the habit of doing this service deliberately, our desire for service will steadily grow stronger, and will make, not only our own happiness, but that of the world at large.”

*Mahatma Gandhi, Indian Spiritual and Political Leader*

# SERVICE

## Aim:

To learn how to give useful service to others.

## Ethos:

This Section seeks to give participants a sense of responsibility to each other and the community, and to help them become better citizens. Participants should undertake an activity in which they give service to others, and should learn and benefit from undertaking this service.

The focus of the activity is to provide voluntary service to help create a caring and compassionate community, as well as developing participants' own skills.

As with all Sections of the Award, participants learn by doing. By undertaking service regularly over a period of time, rather than in a short concentrated time period, it is hoped that the young person will develop a lifelong commitment to voluntary service and community involvement.

## Benefits:

The specific benefits will obviously depend on the type of service chosen. Some general benefits include:

- Learning patience, tolerance, and compassion
- Overcoming ignorance, prejudice, apathy, and fear
- Increasing awareness of the needs and problems of others
- Exploring and improving interpersonal skills and self development skills
- Enhancing leadership qualities
- Trusting and being trusted
- Making a real difference to the lives of others
- Accepting the responsibility of commitment to others
- Meeting new people from different backgrounds
- Forming a lifelong habit of community involvement
- Enjoyment

## Requirements:

Service is a part of the Award where participants will have a real impact on the lives of people. It is therefore important that participants are properly prepared so that this impact is positive.

There are four important stages in the Service Section:

### The Process:

<b>Initial Briefing</b>	Sets expectations and outlines what will happen
↓	
<b>Training</b>	This may be formal or informal, as appropriate
↓	
<b>Practical Service</b>	This should be related to the training received
↓	
<b>Final Review</b>	Reviews entire process Record Book is completed

Please refer to the General Conditions section in this book for further information.





**Initial briefing** - The participant will have already met with their Award Leader and chosen their service activity. The Activity Coach will need to discuss and plan the necessary training and practical service, set goals, and clarify what is expected of the participant.

**Training** - In some service activities requiring large amounts of technical skill, such as first aid or mountain rescue, a training course or courses will be a significant part of the overall time spent completing the service requirements. In this case, the course instructor should be aware that participants are doing the Award and that this training is being counted towards their service requirements.

In service activities requiring significant interaction with vulnerable people (such as the old, the young, the sick, the disabled, or the marginalised) appropriate skills, knowledge, and attitudes will be required and many young people will need training and support to develop these.

Some service activities may have legal requirements for a minimum level of training and these must be followed.

At the other end of the spectrum will be service activities with no formal training course or legal requirements, with participants learning through practical and hands-on sessions. In these activities it is important for the Activity Coach to allow meaningful opportunities for questions and reviewing of the tasks undertaken so that learning takes place. Service is not free labour!

**Practical Service** – All participants must carry out some practical service where their skills are put into practice. Even if a service is heavily dependent on a course format, as in first aid, participants should be required to make their skills available for others, for example by being available at sports matches to provide first aid if required.

Participants must follow all local laws for minimum age restrictions, insurance requirements and other legal requirements. Award Leaders should also ensure that participants are matched to service opportunities appropriate to their age and maturity.

**Final Review** - This should offer a chance for participants to critically reflect on their experience and review their high points and low points and what they have learned for the future. It should be facilitated by the Activity Coach who should have been regularly involved with participants throughout the activity. They should also check that the minimum time requirements have been met and that participants learned reliability and commitment from the experience. After this review process, the Record Book should be completed and signed.

## Time requirements:

The time requirements for this Section are broadly the same as the Physical Recreation and Skills Sections. Bronze participants and Direct Entrants at Silver or Gold level will have to devote some extra time to one Section of the Award, and they may choose to make up this time in the Service Section. For further explanation of how this works see the overall time requirements in the General Conditions section of this book.

	Minimum time	If Service chosen as longest Section
<b>Bronze</b>	3 months	6 months
<b>Silver</b>	6 months	12 months (non Bronze holders only)
<b>Gold</b>	12 months	18 months (non Silver holders only)

In common with the Skills and Physical Recreation Sections, the average minimum time to be spent on the Service Section over this time period is one hour per week. In a structured environment, such as being a voluntary youth leader, the weekly sessions may be much longer than one hour and participants would be expected to be involved for the entire session, so as to contribute in a meaningful way.

## Examples:

The list of possible activities is almost unlimited. To ensure the essential balance of the overall Award, participants and leaders should be careful not to pick activities that are too similar to the chosen Physical Recreation or Skills activities.

There are many people and organisations that are willing to provide Award participants with opportunities for practical service. These include social workers, doctors, religious leaders, schools, hospital or prison authorities, youth departments, conservation groups, local government authorities, voluntary youth organisations, animal welfare organisations, service clubs, and agencies who work internationally such as UNICEF, Oxfam, and The World-Wide Fund for Nature. The Award Leader should encourage participants to do some research in the local area.

The following list gives some examples but is not exhaustive.

### People in the Community

- Visiting people in need, such as elderly or disabled people, on a regular basis to provide assistance with shopping, gardening or other domestic tasks, or simply to keep them company
- Voluntary work in hospitals and care centres

- Visiting prisons or detention centres under the auspices of the proper authorities
- Helping with a local community radio or newspaper
- Sports coaching or leadership
- First aid – doing a course and then making their skills available to the benefit of the local community i.e. being a first-aider at football matches or dance competitions etc.

### Youth Work

- Acting in a leadership role in a youth club or uniformed youth organisation
- Assisting in the teaching of primary school children
- Helping other young people participate in the Award by acting as a leader for Bronze or Silver participants under the guidance of one's own Award Leader

### Community Education and Health Education

- Working with experienced persons to educate the local community, or specific groups within it, on important issues such as prevention of leprosy or malaria, AIDS education, primary health care, immunisation campaigns, drug / alcohol awareness education
- Teaching a person to read or write

### Environmental Service

- Participating in a conservation project, e.g. clearing wasteland, cleaning a river, or caring for threatened wildlife or trees
- Caring for a public or school garden
- Providing, maintaining, and encouraging the use of public wastepaper bins
- Caring for animals under threat
- Working in a clean-up campaign

### Charity Work

- Fundraising for a charity
- Creating or maintaining a charity website or newsletter

### Emergency Services

- Helping an emergency service team, e.g. fire services, surf life-saving, lifeboats, coastguard, police, mountain rescue, civil defence
- Assisting with local or national disaster operations





# ADVENTUROUS JOURNEY

"Life is either a daring  
adventure or nothing."

*Helen Keller, American Blind  
and Deaf Activist*

# ADVENTUROUS JOURNEY

## Aim:

To encourage a spirit of adventure and discovery whilst undertaking a journey in a group.

## Ethos:

This Section seeks to provide participants with a unique, challenging and memorable experience. The journey, with an agreed purpose, should be undertaken in a small team in an unfamiliar environment, requiring determination, physical effort, perseverance and cooperation to complete.

The key elements of this Section are teamwork in planning and execution, against the background of the real challenges posed by an unfamiliar environment. The environment chosen should be challenging but within the capabilities of the team.

## Benefits:

The Adventurous Journey has some key benefits, including the following:

- Working as part of a team
- Understanding group dynamics, their own role and the role of others in a team
- Enhancing leadership skills
- Improving planning and organisational ability and attention to detail
- Learning to make real decisions and accept real consequences
- Obtaining a sense of achievement and satisfaction by overcoming challenges and obstacles
- Developing self reliance and independence
- Experiencing and appreciating the outdoor environment
- Gaining the appropriate knowledge and skills to journey safely in that environment
- Exercising imagination and creativity by choosing their own journey
- Improving their investigating, reviewing and presentational skills
- Enjoyment

## Types of Adventurous Journey:

There are three types of journey which qualify under this Section:

1. **Exploration**
2. **Expedition**
3. **Other adventurous journey**

All journeys must have a clearly stated aim or purpose which can be developed and modified during the period of training and preparation. This is intended to ensure that participants develop a connection to the area in which they journey, with their senses alert to their surroundings, observing and noting relevant facts and feelings.

The difference between an exploration and an expedition is one of emphasis or degree although both require a purpose and journey.

An **exploration** is a purpose with a journey. In an exploration, the primary focus is to observe and collect information relevant to the purpose. More time and effort is spent on this, and consequently less time is devoted to getting from one place to another. The journeying aspect remains significant, however, with a minimum of one third of the activity hours being spent on journeying.

An **expedition** is a journey with a purpose. In an expedition, the primary focus is on the journeying. More time is devoted to this with less effort put into research and gathering information.



An **other adventurous journey** is one that does not quite conform to the specific requirements of an exploration or an expedition, although its aim and ethos will remain the same. It is at least as demanding as an exploration or expedition and is often significantly more demanding. Consequently, because of the extra innovation, creativity and challenge involved, the minimum age to plan and undertake an other adventurous journey is 18 years and above.

### Examples of Exploration Themes and Expedition Purposes:

- Exploring the natural world: glaciation, erosion, geology, coastal studies, river valleys, plant studies, bird studies, animal studies, insect studies etc.
- Exploring historic land use: prehistoric man, historical periods
- To investigate the evolution or extinction of a language
- Exploring human impact: visitor pressure in national parks, litter studies, pollution monitoring, surveys of numbers of walkers in remote areas etc
- Personal artistic expression or aesthetic appreciation
- To carry out health surveys or health education in remote areas
- To complete a demanding journey
- To investigate group dynamics in challenging conditions

### Examples of Other Adventurous Journey Purposes:

- Crossing the Atlantic in a yacht
- Climbing an Alpine, Himalayan or other high mountainous peak
- Following an ancient pilgrimage trail
- Cycling from one end of a country to another

### Requirements:

The following requirements are for explorations and expeditions only. Other adventurous journeys do not necessarily need to comply with all of them, although they must be at least as challenging.

- All journeys need to have a clearly defined purpose
- Participants need to have the appropriate skills to undertake their journey, so will usually need to undergo relevant training
- Participants need to undertake sufficient practice journeys to ensure that they have the ability to be self reliant and safe in their chosen environment
- On the qualifying journey, the team needs to be no fewer than four and no more than seven young people, operating independently of others
- All the team members need to be involved in the planning and preparation of the journey
- Not all participants on the journey need to be completing their Award, but they should be peer group equals, making decisions together
- All journeys should be supervised and assessed by experienced adults
- The journey can take place on land or water. The team can travel by their own efforts, (foot, cycle, paddle, oar etc), by animal (horse, donkey, camel etc) or by other non-motorised assistance (sail etc.)
- Accommodation should be in portable tents or other simple self-catering accommodation such as hostels, huts or similar shelter
- The environment chosen must be unfamiliar to the participants. A natural and remote environment provides the appropriate conditions for the group to be self-reliant and independent
- On completion, participants are required to present a report to their assessor. This report can be written, photographic, verbal, a video diary, or by other imaginative means



	Days	Nights	Minimum Hours of Purposeful Effort	Minimum Hours of Purposeful Effort per Day
<b>Bronze</b>	2	1	12	6
<b>Silver</b>	3	2	21	7
<b>Gold</b>	4	3	32	8

- In an exploration, at least one third of the minimum hours of planned effort should be spent on journeying
- The distance covered will depend on the speed of the team, which should be established in the practice journeys and should then inform the planning of the qualifying journey. For a physically able group of young people travelling by foot, this would normally mean minimum total distances of 24, 48 and 80 km at Bronze, Silver, and Gold. Dense vegetation, very steep ground, or similar challenging terrain would of course reduce what could be reasonably accomplished in the above minimum hours of effort
- Purposeful effort means time spent towards accomplishing the purpose of the journey. Time associated with sleeping, cooking and eating is in addition to this time



### The Process:

#### Initial Briefing



#### Preparation and Training



#### Practice Journeys



#### Qualifying Journey and Debrief



#### Review and Presentation

Sets expectations and outlines the nature of an Adventurous Journey

Ensures participants learn the necessary skills to safely journey in an unfamiliar environment

At least one and as many as required to prepare the team for their independent journey

Independent team journey, with a debrief led by the Assessor immediately after completion

Participants report on their purpose and journey

Please refer to the General Conditions section in this book for further information.

**Initial Briefing** - Initially the team should be briefed by their Award Leader on the concept of an Adventurous Journey. They will then need to agree the purpose, environment and mode of travel.

**Preparation and Training** - Training will usually be required to enable participants to safely undertake their journey, unless they are already highly skilled in the necessary techniques. More commonly, participants will need considerable training to plan and safely execute an independent journey. This training needs to be given by a suitably qualified and/or experienced adult (the Instructor). After training, the Instructor should be satisfied that the team is technically able to carry out the qualifying journey in a self-reliant manner.

It is worth emphasising that the Adventurous Journey, by its nature, contains an element of risk. It is important that this risk is properly managed to reduce the likelihood of an accident occurring and decrease the consequences if an accident does occur. The key to this is the proper preparation and training of the young people so that they are well prepared for their independent qualifying journey. The safety of young people is a priority.

Necessary skills which will usually require training include:

- Understanding of the Adventurous Journey
- First Aid and emergency procedures
- Necessary equipment and how to use it
- Route planning
- Navigation
- Camp craft, including food and cooking
- Team building and leadership training
- Technical skills in the mode of travel
- Observation and recording skills



**Practice Journeys** - Participants need to undertake sufficient practice journeys to ensure that they can complete their qualifying journey safely. Even a highly skilled group of individuals should take part in at least one practice journey together to become familiar with each other's ways of working and develop as a team.

Practice journeys should take place in a similar environment, should use a similar mode of travel and should reflect the purpose of the qualifying journey. All conditions should be as similar as possible, but should not be over the same route as that planned for the qualifying journey.

**Qualifying Journey and Debrief** - For the qualifying journey, the team is required to be self-sufficient and independent. In normal circumstances this will mean being unaccompanied on their journey.

The qualifying journey needs to be assessed by a suitably experienced person (the Assessor). The Assessor and the Supervisor may be the same person. It is better for the team's sense of achievement if the Assessor is independent of the group.

The Assessor should be looking to ensure that the minimum time requirements have been met, that participants have shown determination and effort, and that all participants have worked as a team, taking their share of responsibility for planning and execution. They should also ensure that the purpose of the journey has been achieved.

The Assessor should make contact with the group at least once a day to ensure the group is working according to plan and are safe. Once the entire journey is completed the Assessor should meet with the team and debrief.

### Supervision

All journeys (practice and qualifying) must be supervised by a suitably qualified and/or experienced adult (the Supervisor). The Supervisor is responsible for the group's safety while on the journey, needs to be familiar with the Award and must be satisfied that the participants are properly trained and equipped to undertake the journey. The Supervisor and Instructor may be the same person. The Supervisor should make contact with the group at least once each day.

On the practice journeys the Supervisor should provide feedback on the team's strengths and weaknesses and what areas of concern need to be addressed.

**Review and Presentation** - After the debrief, the team should work together on producing their report. All team members should have input into the report, which can be in any format. It should tell the story of their preparation for, and execution of, the qualifying journey. This can also provide a permanent record for their personal recollection. At an agreed time, the team should present this report to their Assessor who then signs the Record Books of all the participants, adding positive comments.

### Further Guidance:

The Adventurous Journey is often the part of the Award that attracts the most attention and leaves highly memorable experiences. By its nature, it also has the scope for a significant degree of risk and so will require a certain amount of technical skill to safely manage this risk. The technical skills are a means to an end and it is important that the broader aims and benefits of this Section are kept in mind.

Award Leaders may find that other people are better placed to deliver training in these technical skills, but they should always ensure that the wider aims are safely met and that young people get the most out of this Section – working as a team, planning, training and preparing for, and executing an independent Adventurous Journey in an unfamiliar environment.







# SKILLS

“When the mind is stretched by new experiences it can never return to its former dimensions.”

*Dr. Kurt Hahn, German Educationalist*

# SKILLS

## Aim:

To encourage the development of personal interests and practical skills.

## Ethos:

This Section should stimulate new interests or improve existing ones. These interests are typically of a non-physically demanding nature and may be hobbies, vocational or job-related skills, social or individual activities, cultural activities or life skills.

Participants should be encouraged to interact with people who are experienced in the activity and so can share their enthusiasm and knowledge.

As in the Physical Recreation Section, participants may either take up a completely new activity or seek to improve their ability in an activity that they already do.

## Benefits:

The specific benefits to the participant will depend on the skill chosen, but there are some benefits that are more general. These include:

- Discovering new abilities and developing these or improving existing talents
- Increasing self-confidence by successfully setting and achieving a goal
- Refining awareness of one's own potential
- Developing time management and planning skills
- Enhancing self-motivation
- Interacting socially, by meeting new people, and interacting with adults in a meaningful way
- Improving employability by learning vocational skills
- Enjoyment

## Requirements:

Participants should choose an activity which they find interesting and will be able to follow over a sustained period of time, following the target setting approach outlined in the General Conditions section of this book. To ensure the essential balance of the overall Award, participants and leaders should be careful not to pick activities that are too similar to the chosen Service or Physical Recreation activities.

The chosen skill can be one which the young person is studying at their regular educational institution or their workplace. However, they must be able to show additional voluntary effort in their own time to enhance what they would have been doing anyway. Remember, the Award is about encouraging young people to push their limits and overcome genuine challenges of their own devising.

It is important that participants undertake their skill with an Activity Coach with considerable knowledge of the activity who can help them as they progress; for example, a teacher, a person with relevant qualifications, or an experienced adult with no formal qualifications but who can guide and teach them.

Participants may choose to work towards certification from an organisation that delivers and assesses the activity. This is not compulsory to obtain an Award, but it will enhance the sense of achievement of participants, and may help them in their future life or search for work.

## The Process:

### Initial Briefing



### Monitoring Progress



### Final Review

Initial planning and goal-setting with the Activity Coach to agree challenging targets and start the process

Targets and progress should be periodically reviewed and revised where necessary

Reviews entire process  
Record Book is completed

Please refer to the General Conditions section in this book for further information.

### Time requirements:

The time requirements for this Section are broadly the same as the Physical Recreation and Service Sections. Bronze participants and Direct Entrants at Silver or Gold level will have to devote some extra time to one Section of the Award, and they may choose to make up this time in the Skills Section. For an explanation of how this works, see the overall time requirements in the General Conditions section of this book.

	Minimum time	If Skills chosen as longest Section
<b>Bronze</b>	3 months	6 months
<b>Silver</b>	6 months	12 months (non Bronze holders only)
<b>Gold</b>	12 months	18 months (non Silver holders only)

### Examples:

The list of possible activities is almost unlimited but participants should be careful not to pick activities that are considered, in Award terms, to be a Physical Recreation Section or a Service Section activity. A simple “rule of thumb” is that if the activity does not make you sweat, it’s a Skill! Some examples are given here:

- **Music:** Playing an instrument; music appreciation; learning musical theory; singing in a choir or band; singing solo; bell ringing; being a disc jockey
- **Sports related:** Sports officiating; umpiring and refereeing; sports appreciation; sports equipment making and maintenance; sports ground maintenance; dance appreciation; flying; gliding; motor sports; marksmanship
- **Crafts:** basket weaving; bookbinding; cake decoration; candle making; ceramics; clay modelling; cookery; embroidery; crocheting; dough craft; dressmaking; egg decoration; enamelling; flower arranging; glass painting; glasswork; jewellery making; knitting; lace making; leatherwork; origami; quilting; rug making; soft toy making; spinning; t-shirt painting; weaving; wine appreciation (observe minimum age for drinking alcohol); wine making
- **Arts:** architectural appreciation; art appreciation; calligraphy; drawing; history of art; painting; photography; sculpture
- **Nature:** agriculture / farming; aquarium keeping; astronomy; bee keeping; bird watching; conservation; dog training and handling; fishing; forestry; gardening; horticulture; horse care and handling; insects study; keeping pets; weather studies / meteorology

- **Communication:** film and video making; film studies; sign language; Braille; foreign languages; newsletter and magazine production; reading; writing; presentation skills; public speaking and debating
- **Hobbies:** aircraft recognition; brass rubbing; coin collecting; stamp collecting; ship recognition; model construction; model soldiers
- **Games:** billiards; snooker; pool; card games; chess; draughts; darts; backgammon; other table games; fantasy role playing games; war games
- **Life skills:** committee skills; democracy and political studies; event planning and organising; drugs awareness; health awareness; peer education; money management
- **Vocational skills:** accounting; hairdressing; vehicle maintenance; information technology; engineering; home science; journalism; fashion; furniture making; furniture restoration; metal work; secretarial studies; tailoring; woodwork; upholstery
- **Performance skills:** drama and theatre skills; circus skills; puppetry; baton twirling





# PHYSICAL RECREATION

“You are not comparing yourself  
with anyone, you are not  
competing with anyone, what  
you are actually doing is  
creating yourself.”

*Brendan Kennelly, Irish Poet and  
President's Award Leader*

# PHYSICAL RECREATION

## Aim:

To encourage participation in physical recreation and improvement of performance.

## Ethos:

This Section should encourage participants to improve their personal physical performance through training and perseverance in their chosen activity. Involvement in physical recreation should be an enjoyable experience, regardless of physical ability.

This Section is based on the belief that a healthy body is a good end in itself and can often help to develop a healthy mind. Physical activity is essential for a person's well-being, and by introducing young people to enjoyable physical activity they will hopefully develop long term beneficial habits. Accomplishing a physical challenge also gives a lasting sense of achievement and satisfaction.

As in the Skills Section, participants may either take up a completely new activity or seek to improve their ability in an activity that they already do.

## Benefits:

Taking part in any form of physical activity has many benefits, including some or all of the following:

- Developing healthy lifestyle habits
- Improving fitness
- Increasing self-esteem
- Interacting socially, especially in a team sport, but also through meeting people with interest in a similar individual sport
- Enhancing self-discipline, perseverance and self-motivation
- Experiencing a sense of achievement
- Raising awareness of the variety of opportunities available in the area
- Encouraging teamwork, if the activity is a team sport
- Enjoyment

## Requirements:

The requirements apply equally to all young people, regardless of physical ability. They are just as applicable to elite athletes as to those who are not familiar with sport. Participation, persistence, and improvement are the key outcomes.

Working with their Award Leader, participants should choose a physical activity that interests them and in which they can show improvement over a sustained period of time, following the target setting approach outlined in the General Conditions section of this book. To maintain the essential balance of the Award, participants should be careful not to pick activities that are too similar to the chosen Service or Skills activities.

It is often helpful, where possible, to link in with a club or follow a programme of a sport's national governing body in order to provide structure to the activity. This is not a requirement, but it can be very helpful for participants and their Activity Coach to come up with a meaningful and measurable target.

Participants may choose a physical activity that they do on their own or as part of a team, and although the Award itself is non-competitive, competitive sports are perfectly acceptable for Award purposes. In the case of a team sport, it is the individual participant's personal effort and commitment that counts.

## The Process:

### Initial Briefing



### Monitoring Progress



### Final Review

Initial planning and goal-setting with Activity Coach to agree challenging targets and start the process

Targets and progress should be periodically reviewed and revised where necessary

Reviews entire process  
Record Book is completed

Please refer to the General Conditions section in this book for further information.

## Time Requirements:

The time requirements for this Section are broadly the same as the Skills and Service Sections. Bronze participants and Direct Entrants at Silver or Gold level will have to devote some extra time to one Section of the Award, and they may choose to make up this time in the Physical Recreation Section. For further explanation of how this works see the overall time requirements in the General Conditions section of this book.

	Minimum time	If Physical Recreation chosen as longest Section
<b>Bronze</b>	3 months	6 months
<b>Silver</b>	6 months	12 months (non Bronze holders only)
<b>Gold</b>	12 months	18 months (non Silver holders only)

In common with the Skills and Service Sections, the average minimum time to be spent on the Physical Recreation over this time period is one hour per week. In a structured environment, such as being part of a sports team, the weekly training and competition sessions may be longer than one hour and the participant would be expected to be involved for the entire session.

### Examples:

The list of possible activities is almost unlimited but participants should be careful not to pick activities that are considered, in Award terms, to be a Skills Section or a Service Section activity. A simple "rule of thumb" is that if the activity makes you sweat, it's a Physical Recreation! Some examples are given here:

- **Ball sports:** football (of any description, i.e. rugby, soccer, Gaelic, Australian Rules, American); volleyball; basketball; netball; handball; cricket; croquet; hurling; baseball; softball; rounders; hockey; tennis; squash; table-tennis; lacrosse etc.
- **Athletics:** running; jumping (high or long); throwing (hammer, javelin, shot put); biathlon; triathlon
- **Water sports:** canoeing; kayaking; swimming; water polo; sailing; surfing; windsurfing; kiteboarding; water skiing; diving; synchronized swimming; rowing; canoe polo etc.
- **Winter sports:** skiing; snowboarding; luge; skeleton; bobsleighbing; ice skating; ice hockey; curling etc.
- **Martial arts:** karate; aikido; judo; kickboxing; boxing; tae kwon do; kung fu; fencing; kendo
- **Animal sports:** horse riding; polo
- **Fitness activities:** aerobics; jogging; skipping; walking; weight training
- **Adventure sports:** rock climbing; mountaineering; parachuting; caving and pot holing; hang-gliding; paragliding
- **Dancing**
- **Miscellaneous:** cycling; gymnastics; weightlifting; trampolining; wrestling; roller skating; skateboarding; BMX; orienteering; badminton





# RESIDENTIAL PROJECT

"We must all learn to live together  
as sisters and brothers or perish  
as fools"

*Dr Martin Luther King Jr,  
American Civil Rights Leader*



# RESIDENTIAL PROJECT

## Aim:

To broaden experience through involvement with others in a residential setting.

## Ethos:

The Residential Project gives participants a shared purposeful experience with people who are not their usual companions, working towards a common goal. It should be an experience that broadens the participant's outlook and horizons.

## Benefits:

The specific benefits to the participant will obviously depend on the type of residential experience chosen. Some general benefits include:

- Meeting new people
- Experiencing an unfamiliar environment
- Building new relationships
- Working as part of a team
- Accepting responsibility
- Developing communication skills
- Showing initiative
- Learning new skills or enhancing existing ones
- Enjoying living and working with others

## Requirements:

This is only required at Gold level.

Participants are required to undertake a shared purposeful activity, with people who are not their usual colleagues or friends, in an unfamiliar residential setting. The activity should take place over a period of at least four nights and five consecutive days.

In exceptional circumstances, the commitment may be spread over two weekends. In these circumstances, the same activity must be pursued over both weekends and must take place within the same 12 month period.



The Residential Project may be related to activities followed in other Sections of the Award.

#### The Process:

<b>Plan</b>	Initial planning with Award Leader to agree choice of Residential Project and Assessor
<b>Do</b>	Complete the Residential Project, with interim review
<b>Review</b>	Final review of experience Record Book is completed

**Plan** - Participants should discuss their area of interest with their Award Leader before choosing a Residential Project. It requires a significant personal investment of time, and sometimes money, and the participant should be encouraged to choose wisely from suitable opportunities.

Participants should choose an activity that interests them, make the necessary enquiries and arrangements, and inform the organisation that they wish the experience to count towards their Gold Award. A suitable Assessor should be agreed with the Award Leader. This should usually be the course instructor, leader, or facilitator, who can assess the participant throughout the experience and complete the Record Book.

**Do** - Before starting the residential experience, participants should remind the chosen Assessor that they are undertaking the activity as part of their Gold Award.

**Review** - Participants should have the opportunity to review their experience with the Assessor at an interim point of the residential activity and at the end.

The participant should be assessed on:

- Personal standards (application, punctuality, and so on)
- Relationship with others on the activity
- Willingness to show initiative and take responsibility
- Development of skills throughout the activity

Once this review is completed, the Assessor should complete and sign the Record Book, adding positive comments.

#### Examples:

There are many different opportunities for completing a Residential Project. Some suitable categories and examples are listed below. It is worth re-emphasising that the activity must be purposeful – it is not a holiday!

- **Personal training courses:** residential language courses; leadership training; skills development; ecology study course; Award leadership course; youth camps; youth parliaments etc.
- **Environment and conservation projects:** environmental clean up; volunteer work with national parks; research on habitats and ecosystems; restoration of buildings
- **Service to other people and communities:** provision of facilities; construction projects; assisting as a leader at an annual camp for young people; working with overseas aid charity; working in a care home or hospital
- **Activity based:** outdoor adventure courses; sports coaching; sport skills development; tall ships race etc.

There are a huge range of organisations offering residential experiences. For some of these, see the links to supporting organisations on [www.intaward.org](http://www.intaward.org), or your own NAA website.





# NOTES FOR AWARD LEADERS



# NOTES FOR AWARD LEADERS

## How do I start running the Award Programme?

- Contact your National Award Authority (NAA). They are the delegated authority in your country. For contact details, go to the Award website: [www.intaward.org](http://www.intaward.org)
- Your NAA is responsible to ensure that you understand the principles of the Award and are in a position to correctly deliver it to the young people associated with your organisation, offering training if necessary. Once they are satisfied, they will register your organisation as an operator of the Award. How this is done differs from country to country and your NAA will provide the details

## What if there is no National Award Authority?

- In this case, you should contact the International Secretariat directly and look to register your organisation as an Independent Operator (IO)
- The relevant conditions will be sent out to you, or you can access them directly from [www.intaward.org](http://www.intaward.org)
- Please note that the International Secretariat will only license appropriate organisations that have an educational or developmental mission for their members, and who have members within the age range of the Award
- A fee is payable

A licensed IO reports directly to the International Secretariat and it is required to keep in regular contact with them. It is responsible for the operation of its own Award Programme and the maintenance of Award standards. IOs are made aware of relevant training opportunities to ensure that these standards are maintained. A licensed IO also authorises its own Bronze and Silver Awards. Gold Awards must be referred to the International Secretariat.

While there can only be one NAA in a country, there can be any number of IOs. The International Secretariat will put new IOs in a country in touch with existing ones. This allows IOs to learn from each other and share resources or ideas to improve the delivery of the Award Programme.

If a National Award Authority becomes established in a country, all IOs in that country are required to work under its authority, unless special circumstances make this inappropriate. In this case, the advance approval of the International Secretariat and NAA is required.

Almost all of what follows is applicable to IOs, with the understanding that the IO should refer to the International Secretariat instead of the NAA.

## What next?

### Get more adults involved:

- Agree one Award Unit Leader in the local organisation unit (school, scout troop, club, workplace, etc.) who is the key point of contact and has overall responsibility for the Award in that unit
- Ensure that the organisation has trained Award Leaders who are familiar with the Award and its unique philosophy. Your NAA will inform you of suitable opportunities
- Each Award Leader should have a copy of this Handbook which will serve as a useful reference
- Research some basic opportunities for activities in each Section and identify some potential Activity Coaches
- Each Activity Coach should also have a basic knowledge of the Award. They can get this by talking to Award Leaders, reading the pamphlets "Notes for Award Activity Coaches", and reading about the Award on [www.intaward.org](http://www.intaward.org)
- It is important to recruit as much adult help as possible and to ensure that the organisation is fully behind offering the Award Programme to its members. Running the Award may allow adults who are not normally leaders of the organisation to get involved with youth development. Parents can be a good supporting resource. The more adults who are prepared to get involved as Award Leaders, Activity Coaches or general helpers, the wider the choice of activities available to young people
- If there are other Award units nearby, they should be able to help with ideas, equipment and other resources. Your NAA will have the details
- Ensure that any necessary screening procedures are carried out for adults working directly with young people – the safety of young people is vital. Activity Coaches should be suitably experienced and qualified if necessary. All legal requirements must be enforced

### Secure finance:

- The Award need not be an expensive addition to your organisation, but some funds may be required to purchase operational literature (a supply of Handbooks and Notes for Award Activity Coaches), promotional material, equipment, additional insurance if necessary, and other sundry expenses
- Young people should purchase their own Record Books to ensure there is some commitment from them

**Publicise the Award:**

- Posters and photographs can create interest amongst young people and potential Award Leaders, Activity Coaches and other helpers. Other items such as videos, multimedia presentations, magazines etc can also be useful. Your NAA may have some suitable material and a range is available from the International Secretariat, or you may choose to make your own. Go to [www.intaward.org](http://www.intaward.org) for more ideas
- Your organisation may also obtain publicity by approaching local or national newspapers, radio and television networks

**Recruit young people:**

- Explain the Award at a suitable opportunity and give your members the opportunity to enrol
- Start with limited numbers to get used to running the Award. 10-12 young people is a good number, but if more trained adult help is available you may be able to increase the number of participants

**The responsibilities of an Award Unit Leader:**

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- To advise, guide and assist young people to participate in the Award
- To provide young people with Record Books and other literature
- To maintain the operation of the Programme within the unit
- To keep records of participants and helpers
- To liaise and co-ordinate activities with other operators of the Award in their area
- To ensure the Awards gained are authorised and presented
- To publicise the Award
- To ensure the safety and well-being of the participants
- To ensure the operation of the Award in their unit meets the requirements of the International Declaration and Principles, and that the standards of the Award are upheld at all times





# GLOSSARY



## GLOSSARY

<b>Activity Coach</b>	In the Skills, Service and Physical Recreation Sections, the participant should interact regularly with an adult mentor who provides instruction, guidance and supervision. This adult is called the Activity Coach, and completes the Record Book when the participant has finished the relevant Section.
<b>Assessor</b>	In the Adventurous Journey Section and Residential Project requirement, the suitably skilled and involved adult who can assess a participant's activity and complete the Record Book to verify that they have achieved the requirements of the Award.
<b>Award Holder</b>	A person who has gained an Award, at any level.
<b>Award Leader</b>	An adult mentor who is familiar with all Sections and requirements of the Award and can help the participant to choose their activities. They should provide advice, support and encouragement to participants throughout their involvement with the Award.
<b>Award Unit</b>	A group of young people who are participating in the Award. It can be based within a school, college, work place, youth club, local unit of a youth organisation etc.
<b>Award Unit Leader</b>	The Award Leader in an Award Unit who is the key point of contact and has overall responsibility for the Award in that unit.
<b>Direct Entrant</b>	A participant who starts Silver without having first done Bronze, or who starts Gold without having first done Silver.
<b>Instructor</b>	In the Adventurous Journey Section, the suitably qualified and experienced adult who can train participants in the necessary technical skills required to safely undertake an independent journey in an unfamiliar environment.
<b>Independent Operator (IO)</b>	A school, youth organisation or similar Award Unit that operates the Award in a country where no National Award Authority is established. IOs report directly to the International Secretariat.

<b>International Award Association</b>	The constituted membership body of National Award Authorities and Independent Operators running the Award around the world.
<b>International Secretariat</b>	The organisation which looks after the international administration of the Programme, based in the United Kingdom, and with Regional Offices around the world.
<b>National Award Authority (NAA)</b>	The authorised body to run the Programme on a national basis in a country. Only one NAA is licensed in each country or territory.
<b>Participant</b>	A young person between the ages of 14 and 25 who is taking part in the Award.
<b>Record Book</b>	Each young person should have a Record Book to undertake the Award. Only successful performances are recorded. The Record Book becomes a personal souvenir of the participant's Award activities.
<b>Section Notes</b>	Pamphlets for Activity Coaches, Supervisors and Assessors which explain the details of each of the four Sections and the Residential Project requirement.
<b>Supervisor</b>	In the Adventurous Journey Section, the suitably qualified and experienced adult who can assess a team's ability to carry out their qualifying journey by supervising their practice journeys. The Supervisor is responsible for the group's safety throughout these journeys and is required to sign the participants' Record Books to vouch that participants are suitably skilled and prepared for their qualifying journey.





# APPENDIX



# STRUCTURE OF THE INTERNATIONAL AWARD ASSOCIATION

The Duke of Edinburgh's Award International Award Association (IAA) is a constituted membership body comprising 60 National Award Authorities (NAAs) and over 100 Independent Operators (IOs). Together, these NAAs and IOs give the Award a presence in over 100 countries around the world. This Association is serviced by the International Secretariat, which is based in London, United Kingdom.

The Award world is divided into 4 Regions:

**Europe, Mediterranean and Arab States**

**Asia Pacific**

**Africa**

**Americas**

Each of these Regions has a full time Regional Director and staff based in the Region. For the most up-to-date contact details, go to [www.intaward.org](http://www.intaward.org)

Each of the four Regions chooses three NAAs to represent them, the deliverers of the Award, on the International Council, which meets each year and makes operational decisions on behalf of the IAA as a whole. The other part of the International Council is made up of the International Trustees who are there to hold the fundamentals of the Award Programme in trust, and who look after the charitable foundation. The IAA meets every three years at the International Forum.

## Structure of the IAA



The International Secretariat serves the needs of these parts of the Association and takes direction from them.

All members of the IAA agree to and are bound by its Constitution, which includes the International Declaration, Fundamental Principles, Operational Principles and Code of Practice.

