

# Participant Handbook

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YOUR GUIDE TO DOING THE DUKE OF ED

# YOUR JOURNEY STARTS **HERE.**

The Duke of Edinburgh's International Award (The Duke of Ed or the Award) is a global program whose goal is to challenge, empower and recognize young people between the ages of 14-24. From coast to coast to coast since 1963, the Award in Canada has supported and encouraged young Canadians to challenge themselves to achieve personal goals and take control of their lives and futures.

The classroom is not the only place that nurtures the potential of one of our countries greatest natural resources – YOU! We strive to reach young Canadians in all communities by providing an experiential and supportive program that will help you develop the skills to find success in life.

As an International Award program, we help you find your path as you take the next steps to achieving personal greatness!

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## CHAPTER 1

### WELCOME TO YOUR AWARD CHALLENGE

Taking part in the Duke of Ed isn't easy – it requires commitment over time. However, the sense of accomplishment you'll feel at the end of the journey will be worth it, because it will be something you did just for YOU! It also looks great on post-secondary applications, scholarships, CV's and job applications.

**As an Award Participant you will have the chance to:**



**Design your own Award program.**



**Set your own goals and record your progress.**



**Make a positive impact on the lives of others through community service.**



**Learn valuable practical and social skills for career development.**



**Take up the challenge of an Adventurous Journey.**



**Connect with other Award Participants at home and abroad.**

You can continue with activities you're already doing, such as sports or volunteering, and count these towards achieving your Award. Or your Award could be an opportunity to try something new and develop a passion for something different.

The Bronze Award is the first step to getting involved in The Duke of Edinburgh's International Award; the Silver Award is the second level of our program and the Gold Award is the final level. You may decide to start at Bronze and work your way through all three levels, or perhaps just complete one level. Regardless of your journey through the Duke of Ed, your involvement doesn't have to end once you have completed the Gold level. You could consider becoming an Award Leader, Assessor, active Alumni member or supporter of the Award.

## CHAPTER 2

### INTRODUCTION

The Award Program is open to anyone between the ages of 14 and 24. First you will need to decide which level is right for you.

#### There are three levels to the Award:

##### BRONZE



##### SILVER



##### GOLD



#### The earliest starting age for each level is:

**Bronze:** 14 years\*

**Silver:** 15 years

**Gold:** 16 years

You can start any level as long as you meet the minimum starting age requirement. If you start your journey at either the Silver or Gold level, you are known as a Direct Entrant.

\*There is discretion for starting the Award before a Participant turns 14. For example, a young person who is part of an Award Unit and turns 14 between September 1 and December 31 can start the Award with their peers at the beginning of the school year. However, they still need to be 14 ½ to complete the Bronze.

#### The earliest age you can complete each level is:

**Bronze:** 14 ½

**Silver:** 15 ½ if completed the Bronze Award  
16 years if Direct Entrant

**Gold:** 17 years if completed the Silver Award  
17 ½ years if Direct Entrant

**Award Submissions  
cannot be approved if the  
applicant doesn't meet  
the minimum registration  
requirements!**

#### Quick Tip:



As a Participant you have until your 25th birthday to complete your Duke of Ed Award. You may submit your Award after that date, but all activities must be completed by then.

All activities counted towards the Award must be extra-curricular and voluntary.

**For each level there are four sections to be completed:**



## **COMMUNITY SERVICE**

### **Give Back**

Challenge yourself to be a responsible, caring member of the community by volunteering your time for a non-profit or charitable organization.



## **SKILL BUILDING**

### **Find Your Genius**

Challenge yourself to improve your skills and widen your interests.



## **PHYSICAL RECREATION**

### **Break a Sweat**

Challenge yourself to improve your health, fitness and performance.



## **ADVENTUROUS JOURNEY**

### **Get Wild and Explore**

Challenge your spirit of adventure while undertaking a team journey or expedition in nature.

**At the Gold level, there is one additional section:**



## **GOLD PROJECT\***

### **Go Away With Others and Find Yourself**

Challenge yourself to broaden your horizons and open your eyes to the world. (Formerly known as the Residential Project.)

\*In wanting to ensure that our program is inclusive for all young Canadians, we have officially changed the name of the Residential Project to the Gold Project to honour Canadian Indigenous communities as we begin to weave the dialogue of reconciliation into our organization. On a global scale, we are beginning the movement to have the name officially changed and recognized across the organization worldwide.

## Guiding Principles

The ten guiding principles of the Award are here to help you on your Award journey.

**1. Individual**

Participants design their own program, which can be tailored to suit their personal circumstances and choices and local resources.

**2. Non-Competitive**

The Award is a personal challenge and not a competition against others. Every Award journey is tailor-made to reflect individual starting points, abilities and interests.

**3. Achievable**

The Award is achievable by any individual who chooses to take up the challenge, regardless of ability, gender, background or location. Participation in the Award raises self-esteem by recognizing individual achievement and improvement.

**4. Voluntary**

While the Award may be offered within a variety of different settings such as school, university, youth organizations, etc., young people make a free choice to enter the program and must commit their own non-directed time.

**5. Developmental**

Participating in the Award program fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community, transforming them into responsible young adults.

**6. Balanced**

The Award provides a balanced framework to develop the individual's mind, body and community spirit by engaging them in a range of up to five different challenges.

**7. Progressive**

The Award is about setting goals and working towards them. At each level of engagement, the Award demands progressively more time, commitment and responsibility from the Participant.

**8. Inspirational**

The Award inspires individuals to exceed their expectations. They are encouraged to set their own challenges and goals before starting an activity, aim for these goals, and by showing improvement, achieve this Award.

**9. Persistence**

The Award requires persistence and cannot be completed with a short burst of enthusiasm. Participants are encouraged to continue with activities and to maintain their interest beyond their program requirements.

**10. Enjoyable**

Participants and Award Leaders should find the Award enjoyable, fulfilling and rewarding.

## CHAPTER 3

### YOUR AWARD PROGRAM

You'll create your own program, choosing activities for each section of the Award. If you need advice, you can always ask your Award Leader or contact your Division for guidance. We are here to help!

This is your Award and it is up to you what you do for each section. It is all about setting a challenge for yourself when you progress and achieve your goals. You can take this as an opportunity to start an activity that you always wanted to do or to develop your skills further in the activities you're already involved in – your Award, your choice!

Once you've chosen your activities, you have to find an Assessor for each of those activities, and agree on your goals for that Award section with them. This person should be knowledgeable or experienced in the activity of your choice. Your Award Leader will confirm whether your Assessors are suitable for your chosen activities. When you are ready, register your activities and your goals for each activity on the Online Record Book or in your Paper Record Book.

#### Who is an Assessor?

An Assessor is the person who is instructing, coaching or supervising you during your activities! This person should be qualified to assess and comment on your progress and efforts given for each section of the Award. Ideally, you will have a different Assessor for each activity. Parents should not act as Assessors unless they are instructing and/or there is no other option available. Please note that your Award Leader is not automatically your Assessor and should not sign for activities they did not witness.

Example Activity	Example Assessor
Piano Lessons	Piano Instructor
Basketball Team	Basketball Coach
Knitting	Family friend who has knit for 15 years
Kayaking Expedition	Expedition Leader
Student Council	Teacher Sponser
Public Speaking	Coach / Toastmasters President
Going to the Gym	Trainer or Front Desk Attendant



Dropping off and picking up Participants from activities is not considered an Assessor's qualification. Leaders are not automatically Assessors and should not sign for activities they did not witness.



**Some quick tips to keep in mind as you complete The Duke of Ed:**



**The activities must be completed in your own time and require regular effort.**



**Select activities and set goals that are keeping within your ability.**



**Parents or relatives can only be your Assessor when they are mentoring you in a section and are qualified in the area they are assessing.**



**Keep careful records of all your activities!**

This includes a record of you Service hours, Skill hours, Physical Recreation hours and log report for each Adventurous Journey.

**If you are also part of another youth organization such as Scouts, Guides or Cadets, your activities done with them may count towards your Duke of Ed as long as:**



**The standards for the badge or Award in question are no less than the requirement for the same activity for the Duke of Ed.**



**The activities are equivalent to the Duke of Ed requirements.**

**As you complete the Duke of Ed, make sure you avoid these potential blunders:**



**You may not use the same activity to qualify for more than one section of the program.**



**The activities that are used towards completing an Award must be unpaid.**

It may be acceptable in some circumstances for travel to and from an activity to be subsidized by an organization or club. If you benefit financially from participating in an activity, this cannot be used toward completing your Award.

## CHAPTER 4

### GETTING STARTED

#### Registration

Every Participant doing the program is required to be registered through their Division office. Activities completed before registration cannot be counted toward an Award and registration dates cannot be backdated.

You can complete the Award in two ways:



##### As a member of an Award Unit

**Award Units** are generally associated with larger youth organizations such as schools, community centres, Guides, Scouts or Cadets. In this case, a leader will usually help coordinate activities and support the group members as they work towards their Award.



##### As an Independent

**Independents** work toward their Award on their own or with friends. There is no leader, but you will still work with Assessors for each section, and can reach out to the Divisions for questions.

#### Timescales

The Duke of Ed program is all about individual challenge. We want you to work at your own pace. You'll need to do your activities in each section for a consistent amount of time – a minimum of one hour per week must be logged.

You cannot achieve the Award in a shorter time span by working more intensely; the objective is to develop a sense of commitment to a given activity over time. You must persist at a specific level for the following minimum periods of time:

Award Level	Minimum period of participation by	
	Direct Entrant	Award Achievers
Bronze	26 weeks	Not applicable
Silver	52 weeks	26 weeks (if Bronze recipient)
Gold	78 weeks	52 weeks (if Silver recipient)



#### Remember:

Our program is a marathon not a sprint! These time requirements are minimums rather than maximums. You can set your own pace and take more time to complete a section if needed. However, you can't complete a section in less time than specified! You have until your 25th birthday to complete all Award activities. You can submit your Award after your 25th birthday, but all activities must have been concluded prior to that birthday.

## Direct Entrant

A Direct Entrant is a Participant who starts the Silver level without having first completed Bronze, or who starts Gold without having first completed Silver.

## Selecting a Major

Each section has a minimum length of time that activities need to be worked on. If you are doing the Bronze level or are a Direct Entrant you will choose one section (Service, Skill or Physical Recreation) of the Award to pursue for a longer period of time, known as a Major. It is your choice which of these three sections to do for a longer period of time. For Participants on the ORB, you must choose your major when setting up your activities. You can change your major as you work through completing your Award. If you are continuing on through the Award program (for example, if you've completed your Bronze Award and are moving on to Silver) you will do all three sections (Service, Skill, Physical Recreation) for the same length of time.

## Frequency of Activity

You must participate in your Award activities for an average of one hour per week for Service, Skill and Physical Recreation. This does not mean that you need to record an hour every week. For example, if you are sick and miss a week of activities, the next week you can do two hours to make up for the lost week and still have an hour a week. Short gaps can be made up, but your gaps can not be longer than four weeks - these weeks cannot be made up. Additional weeks will need to be added at the end to make up for the missed time. For example, if you were doing your Bronze Award and went on a holiday during weeks 4 to 10, you would need to add an extra six weeks in order to complete your Award.

## Timescale for each Award level by section

Award Level	Service	Skills	Physical Rec	Major	Adventurous Journey
Bronze	13 weeks	13 weeks	13 weeks	All Participants must do an extra 13 weeks in either Service, Skills or Physical Recreation.	Practice Journey 1 Day  Qualifying 2 days + 1 night
Silver	26 weeks	26 weeks	26 weeks	Direct Entrants (have not achieved Bronze) must do an extra 26 weeks in either Service, Skills or Physical Recreation.	Practice Journey 2 days + 1 night  Qualifying 3 days + 2 nights
Gold *	52 weeks	52 weeks	52 weeks	Direct Entrants (Have not achieved Silver) must do an extra 26 weeks in either Service, Skills or Physical Recreation.	Practice Journey 2 days + 1 night  Qualifying 4 days + 3 nights



\* An additional requirement of 5 days and 4 nights is required at the Gold level for the Gold Project. This additional requirement can be completed at any level (Bronze or Silver) as long as you are 16 years old.

## CHAPTER 5

### SERVICE



### Give Back

Service is all about giving back to your community, or giving to others and their communities.

Service offers you the opportunity to engage with society and gain an understanding of the importance of your role within your immediate and global community. It gives you the chance to connect with individuals and groups you may have previously overlooked or not been aware of, and to make a real difference in your wider community.



Remember the THREE C'S of Service:

X

No Cash

X

No Credit

X

No Chores

## Requirements

- Service must meet a genuine need. Service activity must not be a required vocational or work experience activity. It cannot be volunteering for a for-profit organization or business.
- For some activities, training may be required. Any required training may be used towards your Service minimum time requirements.

**Please note that completing training alone does not fully meet the requirements for this section.**

- Like all sections of The Duke of Ed, choosing what or who to volunteer for is a personal choice. You should choose a Service activity that interests you. This could be something entirely new, or something you may already be involved in. You may choose up to three different activities in order to complete the Service section.
- You may feel comfortable choosing something no one in your peer group is doing, or you may want to choose an activity that you can do with your friends. The important thing is for you to choose something that you are interested in, to challenge yourself and to undertake an activity that makes a real contribution to your community. All Service activities must be unpaid.
- Although you are encouraged to (particularly for Bronze), you do not have to undertake the same activity for the entire required time. You may choose up to three different activities in-order to complete the Service section
- You may do a variety of one time activities, however these activities should be organized under broad categories. For example, a broad category title could be "Service to your community," under which Participants could log any of the one time activities such as assisting a charity, hospital assistance, working on a cleanup campaign, etc. You will still need an Assessor's report and it should be written by the community member you interact with the most.

## Ideas

Below are some ideas for the Service section. This list is a guide only. Participants should donate their time to help others or a cause. Service can be done individually or as part of a group.-



### Media

- Newspaper
- Radio station
- TV station



### Health

- Aid elderly/retired
- Develop and volunteer First Aid skills
- Help people in care centres
- Hospital assistance



### Environmental

- Bush/nature regeneration
- Caring for public school or garden
- Conservation project
- Join local land care groups
- Provide and promote proper disposal of waste
- Working in a cleanup campaign



### Emergency Services

- Fire and rescue services
- State emergency service
- Surf lifesaving



### Charity

- Assistance at any charity
- Creating or maintaining a charity website
- Foodbank/soup kitchen
- Fundraising for a charity/group/school
- Helping out at a charity clothing store
- Producing a newsletter for a charity



### Service to other people

- Befriend and help disadvantaged
- Help and befriend elderly
- Visit detention centres/prisons



### Leadership

- Assist Duke of Ed Coordinator
- Coach/Teacher
- Leader of a youth club/organization



### Education

- Reading and/or writing program
- Teachers aide
- Tutoring

## CHAPTER 6

### SKILL



### Find Your Genius

With so many hobbies and interests to choose from, the Skill Section of the Duke of Ed allows you to explore and discover talents within yourself that you may have only hoped for or dreamed about.

In some ways, this is the broadest section of The Duke of Ed, as it offers so many choices based on individual interests and passions, whether artistic, creative, musical, academic, technical, cultural or some other area. By trying something entirely new, or undertaking an existing activity with renewed purpose, you will stimulate new interests or improve existing ones.



**The Duke's Rule of Thumb:**

**If you think more than you sweat, it's a skill!**

## Requirements

- Developing a skill is enhancing your mental ability and must not be athletic in nature.
- Goals should be realistic and achievable within your ability.
- A skill must be not be for a school credit or a family chore and must be practiced for at least one hour a week.
- You should choose a skill that interests you. This can be something new, or something you are already doing and want to improve in, but only one skill can be selected. The Award allows the flexibility for you to change your skill once, if the original skill is no longer practical. A change of skill must be approved by your Award Leader or Division.
- You must set your own goal whether you choose an individual challenge or a group activity.
- All skill activities must be unpaid.

## Ideas

Below are some ideas for the Skill Section. This list is a guide only. The best measure for deciding whether or not an activity is suitable is to assess whether or not you can develop within your chosen activity, whether or not you can set achievable goals, and whether the activity will require regular effort. If in doubt, please contact your Award Leader or Division for advice.



### Life and vocational skills

- Accounting
- Cooking
- Engineering
- Event planning and organizing
- Furniture making
- Furniture restoration
- Hairdressing
- Health awareness
- Home science
- Information technology
- Learning to drive
- Metal work
- Money management
- Political studies
- Peer education
- Tailoring
- Upholstery
- Vehicle restoration
- Vehicle mechanics
- Woodwork



### Performance

- Baton twirling
- Juggling
- Magic
- Puppetry
- Theatre
- Spoken word



### Communications

- Audio production
- Braille
- Creative writing
- Film and video making
- Film studies
- Journalism
- Newsletter and magazine production
- Public speaking and debating
- Radio hosting
- Radio production
- Reading
- Sign language
- Website - front end design
- Website - programming
- Website - production



### Environment / Nature

- Agriculture/farming
- Aquarium keeping
- Astronomy
- Bee keeping
- Bird watching
- Conservation
- Dog training and handling
- Forestry
- Gardening
- Horse care and handling
- Horticulture
- Insect study
- Weather studies/ meteorology



## Musical instrument

- Acoustic guitar
- Bass guitar
- Bell ringing
- Clarinet
- Drums
- Flute
- Percussion
- Piano
- Saxophone
- Trombone
- Trumpet
- Violin



## Crafts

- Basket weaving
- Bookbinding
- Cake decoration
- Candle making
- Card making
- Ceramics
- Clay modelling
- Embroidery
- Flower arranging
- Glass painting
- Glasswork
- Jewelry making
- Knitting
- Lace making
- Leatherwork
- Origami
- Quilting
- Sewing
- Scrap booking
- Rug making
- Soft toy making
- T-shirt painting
- Weaving



## Arts and design

- Architecture appreciation
- Art history
- Calligraphy
- Choreography
- Dance theory
- Drawing
- Graphic design
- Painting
- Photography
- Sculpture
- Textile and fashion design



## Music (Other)

- Bell ringing (campanology)
- Disc Jockey (DJ)
- Music appreciation
- Musical theory
- Playing an instrument, including learning and practicing, playing in a band or orchestra
- Singing solo, in a choir or a band
- Throat singing
- Traditional drumming
- Writing music



## Hobbies

- Aircraft recognition
- Coin collecting
- Model construction
- Model soldiers
- Stamp collecting
- Ship recognition



## Languages

- Cree
- French
- German
- Hindi
- Inuk
- Italian
- Japanese
- Korean
- Mandarin
- Michif
- Russian
- Spanish



## Sports related

- Flying
- Gliding
- Sports equipment making and maintenance
- Sports ground maintenance
- Sports journalism
- Sports officiating
- Umpiring and refereeing



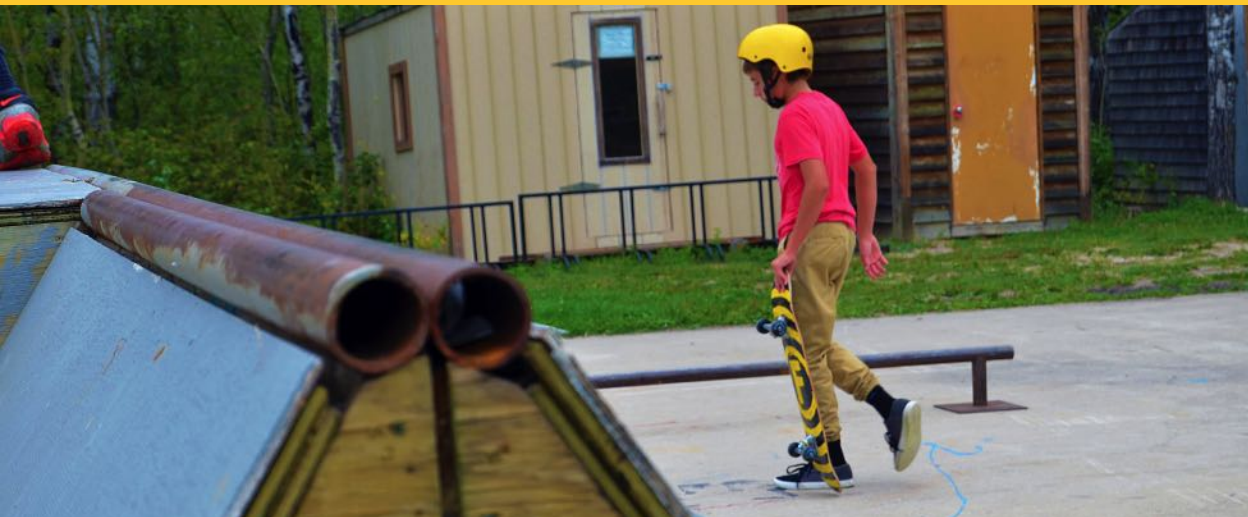
## Games

- Backgammon
- Billiards
- Card games (no gambling)
- Chess
- Darts
- Fantasy role playing games
- Table games
- Pool



## CHAPTER 7

### PHYSICAL RECREATION



#### Break a Sweat

The Physical Recreation section of The Duke of Ed offers you the opportunity to participate in physical activity in a variety of ways: some people want to train alone; others enjoy non-competitive activities with one or more friends; others love the challenge of team sports and others still are exhilarated by the thrill of competition.

No matter what your physical or mental ability or inclination, as long as you have the determination, this section offers you the opportunity to develop healthy fitness habits that will hopefully carry on long after an Award has been achieved.



#### The Duke's Rule of Thumb:

If you break a sweat, it's Physical Rec!

## Requirements

- Choosing an activity is a personal choice and you should choose one that interests you. This could be something new, or something you are already doing and want to improve. Goals should be realistic and achievable within your ability.
- It can be helpful for you to join a club or follow a program of a sport's national governing body in order to provide structure to the activity. Using guidelines can also be helpful in setting meaningful and achievable goals.
- Although you are encouraged to (particularly for Bronze), you do not have to undertake the same activity for the entire required time. You may choose up to three different activities in order to complete the Physical Recreation section. If three activities are selected an Assessor's report is required for each activity.

## Ideas

Below are some ideas for the Physical Recreation section. The best measure for deciding whether or not an activity is suitable is to assess whether or not you will improve your physical well-being when undertaking it. If in doubt, please contact your Award Leader or Division for advice.



### Snow/Winter Activities

- Bobsled
- Cross country skiing
- Curling
- Hockey
- Ice skating
- Luge
- Skeleton
- Ski jumping
- Skiing
- Snow boarding
- Speed skating



### Dance / Gymnastics

- Aerobics
- Ballet
- Ballroom
- Contemporary
- Funk
- Gymnastics
- Hip Hop
- Jazz
- Tap



### Outdoor Rec

- Cycling
- Hiking
- Horse riding
- Orienteering
- Rock climbing
- Rollerblading
- Skateboarding



### Martial Arts / Self-Defence

- Aikido
- Boxing
- Fencing
- Judo
- Jujitsu
- Karate
- Kendo
- Kickboxing
- Tae Kwon Do
- Wrestling



### Gym / Personal Programs

- Body attack/combat
- Cycling/spin
- Jogging/running
- Personal/weight training
- Pilates
- Skipping
- Step
- Yoga



### Water Sports

- Canoeing
- Diving
- Kayaking
- Rowing
- Sailing
- Scuba Diving
- Snorkelling
- Surfing
- Swimming
- Synchronized swimming
- Water polo



### Court & Field

- Badminton
- Baseball
- Basketball
- Cricket
- Football
- Handball
- Lacrosse
- Polo
- Soccer
- Softball
- Squash
- Table tennis
- Tennis
- Volleyball



### Athletics

- Discus
- General athletics
- High jump
- Long jump
- Triple jump
- Javelin
- Jogging
- Running
- Shot put
- Track and field
- Ultimate frisbee

## CHAPTER 8

### ADVENTUROUS JOURNEY



#### Get Wild and Explore

The Adventurous Journey is all about getting out and going on an expedition or exploration in an unfamiliar and challenging environment with a clear purpose. More than any other section of The Duke of Ed, the Adventurous Journey is about team work and social connection with both the team members who will undertake the journey, and also the volunteers who instruct, supervise and assess the journey.

At the heart of the Adventurous Journey is the opportunity for you to engage in activities that require determination, physical effort, perseverance, problem solving and cooperation. It is hoped that when undertaking this section of The Duke of Ed, you will be rewarded with a unique, challenging and memorable experience.



## Requirements

All Practice and Qualifying Adventurous Journeys must comply with the following requirements and should be carried out with reference to any applicable Provincial or Territorial government requirements, adventure activity standards or industry guidelines.

- The group size for all journeys, ideally is a minimum of four people. For safety reasons, we recommend that at least one group member should be at least 18 years old and have relevant experience.
- Must be one of three Adventurous Journey types:  
**Expedition, Exploration or Adventurous Project.**
- You must have undergone suitable training to have the appropriate skills to undertake your journeys.
- You must undertake a minimum of one Practice Journey per level. All Practice Journeys must include, as a minimum, at least one day in the chosen environment, using the same mode of travel. The number of Practice Journeys required will depend upon the ability of the group.
- You must undertake a Qualifying Journey.
- All members of the group must be involved with the planning and preparation of their Practice and Qualifying Journeys.
- You are required to complete and deliver an Adventurous Journey report to your Assessor.
- The distance covered on all journeys will depend on the terrain, weather conditions and ability of the group members. All group members must undertake a minimum of 6 hours (for Bronze), 7 hours (for Silver) and 8 hours (for Gold) per day of purposeful effort.



- All journeys must have a clearly defined goal.
- All journeys must be supervised and assessed by suitable and experienced adults over 18.
- All journeys must take place on land and/or water; all team members must use a mode of travel that requires their own effort. 'Own effort' includes by foot, cycle, paddle/oar etc, by animal (horse, camel etc.) or by other non-motorized means.
- Motorized transportation (with the exception of travelling to your departure point and from your completion point) is not permitted on your journey, and will disqualify your trip.
- Accommodation must be in portable tents or simple self-catering accommodation such as hostels or huts.
- All members of the group must carry adequate equipment, food and water to be completely self-sufficient throughout their journey.
- All members of the group must ensure that they prepare and consume a full hot cooked meal each day.

## Types of Adventurous Journeys

**There are three types of journeys that qualify:**

### **Expeditions, Explorations and Adventurous Projects**

All journeys must have a clearly stated purpose which can be further developed and modified during the period of preparation and training. Having a clear purpose is intended to ensure that Participants develop a connection to the area in which they journey, with their senses alert to their surroundings, by observing and noting relevant facts and feelings. In most cases, motorized assistance is required to reach the starting point of your journey, and at the end point on your last day. However, Adventurous Journeys must involve travel without motorized assistance for the remainder of your trip, otherwise your journey will be disqualified.

#### **1. Expedition**

An expedition is a journey with a purpose. In an expedition, the primary focus is on the journeying. The main activities include route finding and/or navigation, setting and packing up camp, and tasks related to the purpose of the journey. It is a journey that goes from one campsite to the next campsite with the purpose of journeying to the next campsite during the day and carrying all of your gear with you.



##### **Examples**

- Hiking through provincial or national parks.
- Canoeing on rivers and lakes.
- Cycling
- Horse riding
- Rafting
- Sailing
- Cross country skiing
- Dogsledding



**An exploration can use a base camp, but an expedition can not.**

#### **2. Exploration**

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 in an exploration remains significant, with a minimum of one third of the planned activity hours being spent on journeying.



##### **Examples**

- A team may be keen rock climbers, so may choose to undertake a survey of rock climbing routes in the Rocky Mountains (where they would base camp)
- Canadian native birds may be studied at school, and a group may choose to journey a particular region, and study the bird life as a main feature of their exploration
- Scientific/Geographic explorations
- Historical/Cultural trips in a wilderness setting
- Flora/Fauna studies
- Mapping shipwrecks
- Exploration of old cemeteries in a region

##### **This type of trip requires:**

- Pre-trip research on the topic of study for the trip
- A plan of how you will study on the trip
- A research report including what was learned upon completion of the trip.

### 3. Adventurous Project

The Adventurous Project is a journey that does not quite conform to the specific requirements of an expedition or exploration, although the aim and ethos remains the same. It tends to require more innovation, creativity and challenge than an expedition or exploration. It is often significantly more demanding than a standard expedition or exploration. Before commencing an Adventurous Project, participants must be adequately prepared, trained and experienced prior to departure to ensure they can complete the Adventurous Project safely.

The Adventurous Project requires pre-approval from the Division Award Office. All Adventurous Project proposals must first be approved by the Award Leader (on behalf of the Award Unit). Adventurous Project proposals are then submitted to your Division to determine suitability prior to departure.



#### Examples

- Cycling from one end of the country to another
- Taking part in a fauna study in the remote Tasmanian wilderness
- An extensive sail across an ocean
- Trek to Everest Base Camp in Nepal or climbing a high mountainous peak
- Undertake an extended hike along the Carmino pilgrimage trail in Spain
- Following a trail of historical significance
- Retracing the path of an early explorer
- Archaeological dig in remote areas
- Studying ecosystems in a remote area



All expedition and explorations must be approved by your Award Leader. All Adventurous Projects must be approved by your Division.

### The Adventurous Journey Components & Process

#### Preparation and Training

Preparation and training ensures you are competent in the necessary skills to safely undertake your Practice Journey. It is important that the risks involved in an Adventurous Journey are properly identified, assessed and managed to reduce the likelihood of an accident or emergency occurring and decrease the consequences during an occurrence.

Any preparation and training is to be conducted by a suitably experienced or qualified person. Consideration also needs to be given to any relevant Province/Territory legislation, adventure activity standards and/or industry guidelines. After training, your Assessor should be satisfied that you are able to competently carry out your Practice Journey.

An Adventurous Journey entails learning about and respecting the natural environment. Each Qualifying Journey must be preceded by Preliminary Training and a Practice Journey. You are responsible for ensuring your own training and safety.

## Preliminary Training

This training must be completed before the Qualifying Journey. You should seek out a knowledgeable and experienced adult for this training, which can be completed all at once or in several different sessions.



### **Familiarize yourself with the Wilderness Code of Behaviour**

- Understand the impact of the journey on the environment



### **First Aid and emergency planning**

- Check your personal first aid kit for basic and necessary contents
- Identify and plan for emergency food/water requirements
- Gain information on local emergency facilities before journeys
- Identify emergency contacts and their information
- Evaluate Journey dangers such as biological and equipment hazards



### **Map reading, route planning and route card preparation**

- Agree on the purpose of the journey with your group, evaluate site selection and plan your route
- Plan for special activities or dangers due to climate and geographical areas
- Knowledge of evacuation procedures, including an emergency route



### **Compass and navigation work**

- You must be able to navigate using a map and compass
- You must be able to interpret and understand map features, keys, symbols, scale and contour lines
- You must be able to plot positions on a contour map



### **Cooking and menu planning**

- Know how to use a camp stove, and/or how to build a proper fire for cooking
- Create a shopping list of items needed for the trip
- Create a meal plan for the trip



### **Knowledge of equipment**

- Evaluate what equipment is needed for the intended journey
- Assure clothing is suitable to the activity and conditions
- Know how to work stoves, set up tents, make a proper fire, etc.



### **Observation and recording skills**

- Create a log book to record what you see and encounter each day



### **Team building and leadership training**

- Learn how to work with your group, and decide who is taking the lead role each day



### **Understanding of the Adventurous Journey**

- Select appropriate type of trip and choose your purpose
- For example, if canoeing, you must be familiar with how to safely operate and maneuver a canoe. If not, you must undertake appropriate training.



### **Appreciate the culture within the Journey's environment**

- Understand what land you are traveling on and who owns it

An Adventurous Journey entails learning about and respecting the natural environment. Each Journey must be preceded by Preliminary Training and a Practice Journey. You are responsible for ensuring your own training and safety.

## Practice Journey

Practice Journeys help you prepare for your Qualifying Journey. A Bronze Practice Journey can be completed in one day, but Silver and Gold Practice Journeys will include two full days and an overnight stay. Practice Journeys should be of a similar nature and in a similar environment to the planned Qualifying Journey, but not over the same route. Practice Journeys include the testing of equipment, practicing the activity chosen for the Qualifying Journey, a risk assessment and safety planning, and any additional training required.

Practice Journeys **MUST** take place prior to the Qualifying Journey. The goal is to use the experiences and knowledge gained in the Practice Journey as preparation for the Qualifying Journey.

### Bronze:

One Practice Journey must be carried out. It doesn't have to be overnight, but at least a full day's activity is recommended where you must set up camp in order to check all equipment. (E.g. use of tents, stoves, canoes, bicycles, etc.)

### Silver & Gold:

One Practice Journey must be carried out. It must include two days and one night out.

## Adventurous Journey Requirements

Award Level	Practice Journey Duration	Qualifying Journey Duration	Hours of Planned Daily Activity
Bronze	1 full day out (night optional)	2 days, 1 night	6 hours per day
Silver	2 days, 1 night	3 days, 2 nights	7 hours per day
Gold	2 days, 1 night	4 days, 3 nights	8 hours per days

## Suggested Distance for Expeditions

MODE	BRONZE	SILVER	GOLD
 On foot (hiking)	20 km	40 km	60 km
 Nordic skiing	35 km	65 km	95 km
 Horseback	50 km	100 km	165 km
 Bicycle	85 km	165 km	250 km



Both your Practice and Qualifying Journeys must meet the minimum hours of planned daily activity for that level. Please see chart above.



## Qualifying Journey

At all Award levels, it is a requirement of The Duke of Ed to undertake one Qualifying Journey. Qualifying Journeys should be of a similar nature to the Practice Journey(s), be in a similar environment, and not over the same route unless approved by your Award Leader. Qualifying Journeys must include sleeping overnight in a shelter, tent, or other rustic accommodation.

For Expeditions, there must be an element of travelling and, for overnight trips, different campsites must be used each night, except where this proves too difficult or impossible to manage. In that case, pre-approval for that type of trip is required from the divisional office.

The requirements for distance travelled are to be used as guidelines only. The more important requirement is the number of hours per day spent on journey activities. These activities include the travelling from one campsite to another as well as the time spent breaking down and setting up the camps and time spent managing the campsite (meals, starting a fire, etc). The hours can be averaged out over the duration of the expedition so that some days may have fewer hours of journeying than others but still ensuring that the average hours per day meets the required minimum (Bronze: 6, Silver: 7, Gold: 8). Hours spent travelling by car (or bus) to and from the expedition point do not count.

For most Expeditions, the requirement is that participants stay in tents (or other non-permanent shelters) except where it might be unsafe or restricted to do so. If tents are not to be used, you should contact your division for confirmation that the planned accommodation will meet Award requirements. Participants should be involved in the planning of the menu but where that is impossible, they must be involved in the packing, preparation and clean-up of the meals.

## Practice and Qualifying Journeys Conducted Consecutively

Practice and Qualifying Journeys may be conducted on the same expedition or exploration if a Practice Journey involving similar terrain or mode of travel is unavailable prior to the Qualifying Journey. This may include journeys occurring overseas.

If a Practice and Qualifying Journey are conducted on the same trip, the requirements for each still apply. This means that an extra night and day must be added onto the Bronze trip, and two extra days and one night must be added at the Silver and Gold levels. It is important to note that you must take time to reflect, regroup, repack and refocus on what you have learned during the first part of your trip. These observations must be then applied before you set out on your Qualifying Journey. If you are planning a Practice and Qualifying Journey on the same trip, please contact your Division to confirm that all section requirements are being met.

## For all Journeys

For all types of Journeys, you should participate in the planning of the trip wherever possible. Nights out are to be spent camping in a tent or in a simple, rural cabin. You should set up camp, cook your own meal, and spend time immersed in the natural environment. At least 4 people, including one experienced adult (18+) must be on the trip. All preliminary training and Practice Journeys must be completed prior to the Qualifying Journey. In both cases, an average of 6 (Bronze), 7 (Silver) or 8 (Gold) hours per day should be spent setting up or taking down camp, and either journeying or studying.



**“Glamping” is not considered an Adventurous Journey. Please contact your Division for further information prior to considering trips such as family holidays or cottage weekends.**

## Writing Your Adventurous Journey Report

Each Journey requires a Journey Report with the following information included:

### Practice Journey Outline

- ✓ Where did you go? When did you go?
- ✓ Did you complete your preliminary training?
- ✓ What did you learn that helped you on your Qualifying Journey?

#### Recommended:

One or two paragraphs of writing or the equivalent in another format.

### Qualifying Journey

- ✓ Where did you go? When did you go?
- ✓ How did you get there?
- ✓ Who went with you? Were they also working towards an Award?
- ✓ What did you do while you were there?
- ✓ How far did you travel (under your own power)?
- ✓ What did you learn? What did you experience?
- ✓ What was most challenging about this journey?
- ✓ What would you do differently next time?

#### Recommended:

Bronze: 1 - 2 pages

Silver: 2-3 pages

Gold: 3-4 pages or the equivalent in another format.

If you did an **Exploration**, be sure to add:

- ✓ A summary of your pre-trip research  
(How did you learn about your topic before the trip?)
- ✓ A description of your study  
(How did you explore your topic while on the trip?)
- ✓ The findings of your study  
(What did you discover as a result of your study?)

## CHAPTER 9

# WILDERNESS CODE OF BEHAVIOUR

### Wilderness Code of Behaviour

The enjoyment of outdoor pursuits is one of the fastest growing leisure activities today. This impact should make us realize the value of gaining new knowledge of the environment and how to minimize damage to these areas. Enlightened outdoor users are attempting to travel and camp with a minimum impact on the natural environment. Here is a code of behaviour to help you ensure the “wise use without abuse” of wilderness areas.

#### Planning

- ✓ Keep the group size small. Remember, however, that the ecological impact of a group is not necessarily a function of numbers. Two careless people can do far more damage than eight careful ones.
- ✓ Carrying capacity (the ability of an area to support life) varies, so the number of people should depend on the region of Canada involved.
- ✓ Prepare carefully. Carry everything you need with you. If you pack it in, pack it out.
- ✓ Research the trip area; become familiar with federal, provincial, and local laws and regulations.
- ✓ Conduct pre-trip discussion and instruction with the group.
- ✓ Carry adequate food supplies. Do not rely on the environment.
- ✓ Carry proper equipment.

#### Travelling

- ✓ Use existing trails and portages and stay within their confines. Conduct a careful study of the environment implications before considering new trails.
- ✓ Use switch backs in trails. Do not cut a new trail to save 50 metres.
- ✓ Limit the wearing of lug soled footwear (footwear with pronounced ridges on the soles) to the time when absolutely necessary because this type of boot tends to disturb vegetation to a considerable degree and generally leads to unnecessary erosion, especially when worn by a large group.
- ✓ Respect private property. Obtain travel permits, or ask permission to traverse private property where applicable.



## Campsites and Shelters

- Use existing campsites. Keep heavy use to a confined area (because of soil compaction).
- Do not overstay. Do not expand the campsite.
- Refrain from using natural materials for shelter, except in emergency situations. Use a tent or plastic tarp.
- Refrain from landscaping the campsite.
- Use natural drainage. Do not dig trenches, especially in delicate environments.
- Change footwear to a lower impact shoe while staying in and around campsite.



## Fires

- Use stoves where law and local regulations dictate; where there is a fire hazard; where serious danger to the ecosystem exists; where there is little or no firewood; and where the user wishes to have a minimal impact.
- Obtain fire permits when applicable.
- Keep fires small.
- Use existing fire pits. If the area is untraveled, remove evidence of fire after use.
- Where a fire pit is absent, dig to the mineral level of the soil, avoiding the burnable soil, roots and overhanging trees. Save sand to cover cold ashes. Replace top sod.
- Use only deadwood for the fire, using wood no larger than 5 to 8 cm in diameter.
- Burn all wood completely to a white ash. Retrieve non-burnables such as foil, tin cans and glass, and pack it out.
- Douse the fire thoroughly. Stir ashes and the area surrounding the ashes. Douse again. Eliminate fire scars where possible.



## Human Waste

- Use existing outhouses.
- If there are no outhouses in the area, bury human waste in a small, shallow latrine (cat hole) 15 - 20 cm deep (6 in. - 8 in.) at least 50 metres (150 ft.) from open water.
- Use single ply white toilet paper and burn (or bury) completely.



## Other waste

- What is carried in must also be carried out. Burn it, bash it, bag it, bring it back.
- Personal hygiene activities like brushing teeth and washing hair should be carried out using pans designated for such use. Different pans should be used for the washing of dishes and clothes. Cleaning of any type must not take place in a lake or stream. Water used for personal hygiene and water used to wash dishes and clothes must be disposed of in a pit located 50 metres from the bank or shoreline.
- If using soap, use mild biodegradable soap, but never in a lake or stream.



## **Wildlife and Natural Foods**

- You are a guest in someone's home, so act accordingly.
- Avoid over-fishing, over-hunting and over-trapping. Obtain necessary licenses, such as fishing licenses.
- Obey all fish, game and forestry laws and regulations.
- Do not pick edible wild foods except where they are clearly abundant. Never pick wild flowers, especially when there are not very many of that particular species in the area. Some species are killed when picked. Most species of wild orchids, for example, are killed when picked during the flowering phase.
- Avoid camping or travelling through environmentally sensitive or ecologically unique areas.



## **Clean up Others' Mistakes**

- Pack out all non-biodegradable garbage that you find.
- Fill in over sized latrines that are situated too close to the water.
- Inform authorities of the mistakes of others if they are too extensive for you to correct.

## Planning and Preparation

The Adventurous Journey is often seen as the most demanding area of The Duke of Ed, and therefore it requires the most planning and preparation of any Section.

Please note that these guidelines are by no means exhaustive, and are included to only offer guidance for preparing and training. If you are not an expert in the planning, training for, and running of Adventurous Journeys, you will need to seek expert advice and assistance prior to undertaking any journey and during the journey itself.



### Plan and Prepare

- Knowledge of basic law of the land requirements relevant to any particular expedition
- Knowledge of any operating standards and policies which the Award Unit is obligated to follow
- Collect information to plan and prepare expedition/ exploration
- Identify the needs of Participants
- Produce a plan for a journey
- Identify resources required
- Provide information on journey to all involved/concerned
- Agree on the purpose of the journey
- Complete all relevant paperwork



### Equipment Check

- Evaluate what equipment is needed for the intended journey
- What can individual group members supply
- What needs to be obtained elsewhere



### Pre-Evaluation

- Group size
- Fitness and health of Participants
- Self-reliance of group
- Intention or purpose of the journey
- Select appropriate route
- Conduct a reconnaissance to evaluate terrain, distance and approximate time required
- Plan for special activities or dangers in area of expedition, e.g. cliffs, river crossings, tidal areas, highways
- Expedition length
- Conditions (weather) & geographical area
- Safe transport to, from and during expedition
- Fire bans
- Availability of water
- Escape routes
- Emergency contacts
- Leader and volunteer qualifications



### **Food**

Identify and plan for food requirements

- Types of food suitable and water requirements for cooking
- Food needs on different styles of journey
- Daily energy requirements
- Special dietary needs
- Packing, waterproofing and maintaining food



### **Water**

Identify and plan for water needs

- Estimation of water needs while also considering seasonal variations
- Adequate drinking water at regular intervals
- Minimum water to be carried
- Safe use of drinking water
- Water purification methods
- Suitable water sources and selection of water
- Potential sources of water in emergency situations are identified



### **Weather**

Access and interpret weather information

- Source and interpret weather conditions prior to expedition via:
  - ✓ Radio / television / newspaper reports
  - ✓ Environment Canada
  - ✓ Recorded information
- Gain information on the weather via:
  - ✓ Regional norms
  - ✓ Local knowledge
  - ✓ Local effects of the weather
- Knowledge and understanding of weather signs, which may include:
  - ✓ Cloud formation and patterns
  - ✓ Wind direction and velocity
  - ✓ Air temperature
  - ✓ Barometric pressure changes

## First Aid



### First Aid

Respond to common injuries and illnesses on expeditions

- First aid skills, qualifications and knowledge appropriate to:
  - ✓ Expedition location
  - ✓ Risks of the expedition and remoteness
  - ✓ Likely dangers to be encountered
  - ✓ Age, experience and knowledge of Participants
- Understanding of responsibility and medical conditions of Participants, especially:
  - ✓ Asthma
  - ✓ Epilepsy
  - ✓ Diabetes
  - ✓ Special diets



### Medical Information

- Required for every Participant, volunteer and leader in the group
  - ✓ Collection
  - ✓ Completeness
  - ✓ Availability to appropriate people
  - ✓ Confidentiality of medical information



### Injuries/Emergencies

- Skills and knowledge to:
  - ✓ Manage common life threatening injuries/emergencies
  - ✓ Manage minor injuries



### Expedition Medical Issues

- Knowledge of causes and treatment of common expedition medical problems, e.g. dehydration, hyperthermia, low blood sugar



## Safety and Safe Practice



### Safety and Emergency Management

#### General

- Knowledge of general outdoor emergencies, which may include
  - ✓ Medical problems/injury
  - ✓ Panic by Participants
  - ✓ Equipment failure
  - ✓ Lost party or party member(s)
  - ✓ Participants affected by environmental conditions
  - ✓ Pre-planned emergency, escape routes



### Emergency Plans

- Gain information on local emergency facilities before expedition
- Use and availability of appropriate signaling and communication devices

Emergency plans in case of:

- ✓ Injury
- ✓ Bad weather
- ✓ Lost
- ✓ Overdue



### First Aid Equipment for Individual

- Personal first aid kit:
  - ✓ Contents, use, packing/waterproofing



### First Aid Equipment for Group

- Group first aid kit:
  - ✓ Contents, use, packing/waterproofing



### Emergency Equipment

- Suitable emergency rations
- Identify and plan emergency food/water requirements
- Spare parts
- Emergency communication devices such as Personal Locator Beacons (PLB)



### Organizational Emergency Procedures and Policies

- Know and understand accident/emergency management:
  - ✓ Ensure you have a plan
  - ✓ Implementation as part of the overall plan of action
  - ✓ Recording of injury/accident
  - ✓ Medevac or accident report form
  - ✓ Reporting accidents to responsible authorities
  - ✓ Reporting accidents to the Award Unit and Division
  - ✓ Emergency contact numbers of support people
  - ✓ Critical Incident Response Plan



## Plan

- Search procedures
- Evacuations
- Control of campfire and fire safety guidelines
- Administering first aid
- Assistance to injured party member
- Activity-specific rescue techniques



## Emergency Contact

- Nominated emergency contact person(s) and their contact numbers
- Procedure for emergency contact person(s) in case Participants are overdue or reported injury/accident/emergency
- Estimated times of arrival and procedures for Participants if overdue
- Radio, mobile phone, UHF radio, Personal Locator Beacon
- What to use, when and who to call



## Evacuation Procedure

- Evacuation party size, evacuation equipment, minimum gear
- Emergency plan/route
- Safety and emergency equipment
- Emergency evacuation structures, e.g. stretchers, sleds
- Whether a party goes out to notify or if all group stays together at location (high point, known position)
- Safety procedures around helicopters
- Search and rescue signals
- Time frame for survival (TFFS)



## Help Prevent an Incident, Accident or Emergency

- Identify conditions or Participant actions which could lead to an incident, accident or emergency
- Correct or report problems that may lead to an incident, accident or emergency
- Check, correct or report problems that may prevent accidents or emergencies from being safely handled



## Group Safety

- Group safety issues
- Group organization and control
- Leader to Participant ratios
- Understand the role that emotional well-being of Participants has in an expedition, including:
  - ✓ Feelings, state of mind
  - ✓ Perception of a risk
  - ✓ Self-esteem



## React Safely in Emergency

- Prepare for an emergency based on The Duke of Ed protocol
- Report emergencies
- React safely to emergency



### **Control Small Uncomplicated Emergencies**

- Evaluate the emergency
- Safely confine emergencies
- Use initial response emergency equipment, e.g. first aid kit, pressure immobilization, a throw bag
- Report the use of initial response emergency equipment



### **Expedition Dangers and Bushwalking Dangers**

- Biological hazards
  - ✓ Snakes, spiders, wasps, stinging tree, plants
- Environmental hazards:
  - ✓ Scree slopes / cliff lines / drops and steep slopes /steep gullies
  - ✓ Logs / rocks / overhangs / falling branches
  - ✓ Rivers / swift water
  - ✓ Wildlife habitats
- Manual Handling:
  - ✓ Lifting canoes or backpacks
- Equipment hazards:
  - ✓ Vehicles
  - ✓ Cooking gear
  - ✓ Communications



### **Water Safety**

- Swimming ability of participants in relation to proposed or potential water activities
- Procedures in cases of a near drowning
- River crossing techniques
- Ocean rips and currents
- Water cleanliness (bacteria/parasites). Particular possible risk for overseas locations.



### **Temperature Dangers**

- Knowledge and understanding of:
  - ✓ Suitable temperature range for undertaking an expedition
  - ✓ Effects of temperature and humidity on Participants
  - ✓ Sources of heat loss
  - ✓ Causes of heat exhaustion
  - ✓ Causes of heat stroke
  - ✓ Potential medical problems due to heat or cold
  - ✓ Dealing with hypothermia



### **Weather Dangers**

- Changes to route and plan to deal with bad weather
- Emergency sheltering techniques
- Waterproofing techniques, e.g. personal, equipment, shelters
- Insulation techniques
- Sun protection, e.g. heatstroke, sunburn
- Dangers of lightning, thunderstorms and floods
- Fire



### **Dealing Safely with Local Weather Conditions on Journeys**

- Assess the influence of topography on local weather conditions:
  - ✓ Interpreting weather conditions during expedition
  - ✓ Understanding local topographical influences on weather
  - ✓ Interpreting local weather signs to identify likely changes



### **Participate in the Control of Emergency Situations**

- Respond to emergency reports and signals
- Anticipate the behaviour of people during emergencies by:
  - ✓ Recognizing, assessing and reporting hazards
  - ✓ Avoiding, minimizing, neutralizing or removing hazards
  - ✓ Apply organizational procedures

## **Route Planning and Navigation**



### **Route Plan**

- Lodgment of detailed route plan
- Notification of relevant bodies and authorities and backup
- Navigation data sheet completed prior to expedition
- Gain information on local conditions
- Gather area information



### **Expediting**

- Journey in your chosen environment safely
- Ascending and descending techniques



### **Pace and Control**

- Group's condition/abilities
- Prevailing weather and terrain
- Purposes of the expedition
- Timing / achievability



### **Monitoring Progress**

- Time of expedition/terrain/weather/Participants' abilities
- Distance and difficulty of expedition, considering aims and abilities
- Time and condition under which group must change plan



## Navigation

Navigate in easy, tracked, remote, difficult or trackless areas

- Able to interpret and understand:
  - ✓ Map features/keys/symbols/scale/contour lines
  - ✓ Grid referencing, (determining off map, translation from grid reference to map)
  - ✓ Advantages and disadvantages of different types of maps
- Able to use various navigation equipment or techniques to:
  - ✓ Navigate using map and compass
  - ✓ Navigate using map and ground features (not compass)
  - ✓ Plot position on contour map
  - ✓ Plan a proper route on a contour map
  - ✓ Fix position and identify unknown features, using a combination of techniques
  - ✓ Navigate around obstacles
  - ✓ Understand common reasons for errors in navigation and compass use
  - ✓ Understand accuracy of compass and maps
- Understanding of:
  - ✓ Linear and point features, attack points, aiming off
  - ✓ Features, spiral search, sweep search



## Cooking

- Select, prepare and cook suitable expedition meals
- Consider food storage and food safety when planning meals



## Stoves

- Types of stoves and fuels
- Safe operation of stoves
- Dangers of stoves
- Minimal impact of stoves when camping



## Hygiene

Personal and group hygiene

- Appropriate general personal hygiene practices in the outdoor setting
- Suitable hygiene practices for preventing sickness
- Hygiene practices in relation to food storage and cooking
- Toilet/sanitary hygiene considerations

## Environmental Care



### Land Use Code

- Land manager permissions
- Cultural protocols



### Minimal Impact Practices

- Plan and conduct activities for minimal environmental impact
- Ensure participants understand minimal impact bushwalking
- Sources of environmental impact and sensitive areas on expedition route
- Restoration of campsite after use
- Appropriate campfire management and rehabilitation, considering habitat destruction and fire scars, etc
- Environmental care code
- Appropriate crossing of gates or fences
- Mountain hut code
- Care of cultural and heritage sites
- Familiarize yourself with laws applicable to outdoor journeys such as OH&S / Food Safety Handling/ Adventure Activity Standards



### Sanitation Practices

- Location of toilets
- Construction of toilets
- Considering nearby water sources
- Rehabilitation of toilet site after use
- Minimizing environmental impact
- Permit requirements



### Care of Waterways

- Problems of soaps or detergents in waterways
- Need to wash cooking equipment, utensils, etc, away from waterways
- Use of soaps, shampoos, detergents for personal hygiene away from waterways
- Toilets erected minimum 50m distance away from waterways



### Garbage Disposal

- Appropriate disposal of food scraps
- Appropriate disposal of rubbish and waste

## Team Building and Leadership



### Group Management

- Maintain Participants' physical welfare
- Maintain a positive social environment
- Establish effective communication
- Ensure Participants' safety
- Appropriate closure of journey
- Evaluation



### Leadership

Lead a group

- Skills required by people in a leadership role
- Responsibilities of an expedition leader
- Different styles of leadership and the situations in which they may be used
- Problem-solving techniques
- Negotiation and conflict resolution strategies and how these can be used to deal with potential problems



### Feedback

- Provide feedback on the expedition and suggestions for future expeditions



### Support the Work of the Journey Group

- Work as a member of a journey group
- Contribute to journey meetings
- Contribute to the development of good practice of the journey group
- Help members during the journey
- Respond to conflict in the group
- Recognize/acknowledge/respect the position of the overall leader and their decisions



### Participants

Important factors relating to individuals and the group

- Assess and adjust expectations and demands appropriately for individuals and the group:
  - ✓ Fitness
  - ✓ Strength
  - ✓ Social cohesion
  - ✓ Introverts
  - ✓ Wandering
  - ✓ Gender difference
  - ✓ Experience level
  - ✓ Fatigue and lack illness
  - ✓ Other individual/social/cultural characteristics
  - ✓ Age variants

## Equipment



### Clothing

Clothing suitable to the activity and conditions

- Personal clothing suitable for
  - ✓ Expedition and expected conditions
  - ✓ Emergency conditions
- Knowledge of clothing needs, especially:
  - ✓ Boots, headwear, footwear
  - ✓ Protection against the sun, insects, snakes, spiders, plants, etc
  - ✓ Multiple layers, wicking, waterproofs, life jacket



### Personal Equipment

Selection of personal equipment

- Identify and select equipment with consideration to contextual issues
- Identify and select equipment suitable to the conditions and Participant's needs
- Principles of pack and sleeping bag designs
- Thermal insulation (general and for sleeping)
- Selecting personal expedition equipment suitable for:
  - ✓ Expedition and expected conditions
  - ✓ Emergency conditions
  - ✓ Waterproofing, load carrying, pack weight
  - ✓ Adjustment of equipment and/or fitting correctly to ensure comfort/safety
  - ✓ Appropriate clothing and footwear



### Issue, Fit and Check Clothing and Personal Equipment

- Pre-expedition checks of personal clothing, equipment and supplies, including foot wear



### Group Equipment

Selection of group equipment

- Select group expedition equipment suitable for expedition and expected conditions
- Identify equipment needs
- Use equipment in a manner to minimize damage
- Plan use, carriage and sharing of important resources



### Correct Use of Outdoor Equipment

- Use equipment according to manufacturer's specifications or accepted industry practice to ensure design limits are not exceeded
- Use equipment correctly, properly adjust equipment
- Pack equipment correctly/appropriately
- Keep loads within the capacity of each individual
- Recommended pack weight and distribution of equipment
- Clean and store equipment correctly



### Issue, Fit and Check Group Equipment

- Pre-expedition checks of group equipment



## CHAPTER 10 THE GOLD PROJECT (FORMERLY THE RESIDENTIAL PROJECT)



### Go Away with Others and Find Yourself

The Gold Project offers you a unique experience that truly broadens your horizons and challenges your outlook.

At the heart of the Gold Project is the undertaking of a purposeful experience with people who are not your usual companions, working towards a common goal. Adding to this, you are also outside your usual place of residence, often in an unfamiliar environment with unfamiliar people. It is hoped that the Gold Project rewards you with a sense of personal achievement, enhanced social connections with new and interesting people, and a truly life changing experience.



## Requirements

- Be at least 16 years of age, with no exceptions.
- Undertake shared purposeful activity which provides opportunities for broadening your interests and experience.
- Reside away from your usual place of residence for a total period of no less than five days and four nights.
- Be in the company of others who are, in the majority, not your usual companions.
- Undergo briefing and/or training (if required) prior to or during the Gold period so that you are able to contribute fully to the activity and derive full benefit from the experience.
- In exceptional circumstances, the commitment may be spread over two or three separate occasions. In these situations, the same activity must be pursued over both occasions and must total 5 days of activity, and take place in the same 12 month period.
- Your Gold Project can be completed at any Award Level, but can only be submitted when achieving your Gold Award.

## Ideas

Here are some ideas for your Gold Project. Remember, this list is a guide only and is not exhaustive.



### Personal training courses

- Language courses
- Leadership training
- Skills development (e.g. music, art, craft)
- Ecology study course
- Youth camps
- Youth parliaments



### Uniformed Groups: Cadets, Scouts or Guides

- Cadet camps and development courses
- National and International Scouts
- Guide Jamboree
- Encounters with Canada



### Service to other people and communities

- Provision of facilities
- Construction projects
- Assisting as a leader at a camp for young people
- Working with a local or an overseas aid charity
- Working in a care home or hospital



### Activity based

- Outdoor adventure courses
- Sports coaching course
- Sport skills development
- Crew member on board a Tall Ship



### Environment and conservation projects

- Environmental clean up
- Volunteer work with national parks
- Research on habitats and ecosystems
- Restoration of buildings



**Vacations and tours do not count!**

## CHAPTER 11

# RECORDING AND LOGGING YOUR AWARD ONLINE RECORD BOOK

\*If you are using a hard copy Record Book, you can skip to page 46.

The Online Record Book (ORB) is an easy-to-use online system in which you will record your activities and achievements as you work towards your Award.

### Creating your profile

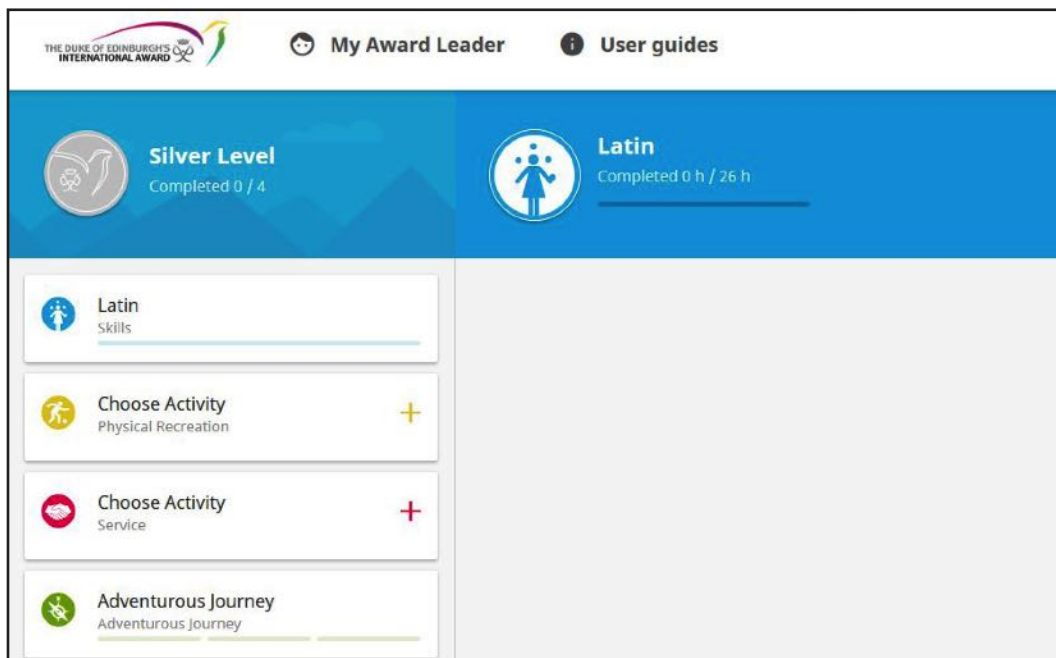
If you are reading this guide, you must have completed your registration. To access the Online Record Book, go to [onlinerecordbook.org](http://onlinerecordbook.org) or download the App. Please keep in mind that you must create your ORB profile on the website, as it can not be created in the App.

When you log in, you will be directed to the home page of your Award. The sections of the Award will be on the left-hand side of the page.

Each section will be colour-coded:

- **Skills**
- **Service**
- **Physical Recreation**
- **Adventurous Journey**
- **Gold Project (Residential Project)**

The font colour of specific Activities will correspond to the section colour.



## Setting up your Award activities

Now you will select which activities you will do for each section. See pages 12–17 for some activity ideas, or come up with your own, and then speak to your Award Leader, (or Division if you are an independent participant) who will need to approve your choices. If you are a Bronze or Silver/Gold Direct entry you are required to select your Major.

New Activity

Activity Details

Category

Select

Goal

i

Assessor Details

Title

Select

Name

Email

☐ Choose as Major activity

Major activity means that you have to spent twice much time on this activity compare to others.

SETUP

Remember to enter the information about your goals in the Online Record Book.

Select again.

## Find your Assessors

Find someone who is an expert in your chosen activity (such as a coach). Your Award Leader will need to agree on your choice of Assessor for each section. You can record your Assessor's details, including their email, on the Online Record Book.

## Logging your activities

Once your Leader has approved these activities, you can then begin to log your hours. Do your activities regularly for the set amount of time and log your activities regularly on the Online Record Book and follow your progress.

The 'Add Log' form has a blue header with the title 'Add Log' and a close button (X). Below the header is a section titled 'Description of your progress' with a large text input area. To the right of this area is a red arrow pointing to a text box. Below the description area are two input fields: 'Date' with a calendar icon and 'Duration (mins)' with a digital clock interface showing 'hh' and 'mm'. Below these is a section with a camera icon and the text 'Add Picture'. At the bottom right of the form is a blue button labeled 'ADD LOG'.

Describe your progress:

- What have you accomplished?
- How have you improved?
- What have you learned?



This is known in Canada as the Gold Project.

As you log, your progress bar will increase.

## Add or change your Assessor's email

Before a section reaches 100%, you should add your Assessor's email address.

- Click on the appropriate activity.
- Above the activity's logs will be three tabs, 'LOGS', 'OVERVIEW', and 'FILES.'
- Click on the 'OVERVIEW' tab.
- Click the 'Edit Activity' button above the activity's goal.
- Update the appropriate fields for your Assessor.
- At the bottom right of the pop-up screen, the save button is labelled as 'Edit.'

## Assessor reports

When a section reaches 100%, a 'victory' window will pop-up (if you click out of it, a notification bar will appear at the bottom of your screen each time you click into the activity prompting you to send the section to your Assessor).

The easiest way forward, provided you have your Assessor's email address, is to include a note for the Assessor and hit the 'SEND FOR APPROVAL' button. This will send the section summary to your assessor electronically.

**Assessor report**

Title

Select ▼


First Name

Last Name

Email

huhl@dukeofed.org

Phone



 +

Assessor Report

Please comment on the participants improvement/performance/commitment

My Qualification

My Experience

☐ I certify that as the Assessor of this activity that the participant has met the requirements.

Send

Or don't agree? You can [reject this application.](#)



Remind your Assessor to keep an eye on their email when you're almost done your section activity so they can write their Assessor report!

**For each of your activities, you have been working with an Assessor throughout your Award. Your Assessor should not be surprised to get an email from you or be presented with a section summary at the end.**

- Your Assessor will receive an email with a hyperlink in it. When they click on the hyperlink, they will be brought to new page that has your section summary.
- Your Assessor will be prompted to add comments about your improvement, challenge, and effort; their qualifications and experience; and their contact information.
- Your Assessor can approve or reject the section from the page. Their actions and response will be recorded electronically. You do not have to upload anything.
- Once your Assessor has reviewed the section and approved it, you need to send the section to your Award Leader.

The Award Leader will review the section and approve, or send back ('revise'), the section as needed.

If a section needs to be 'revised', the participant will receive a notification and a red triangle will appear beside the section.

Click on the triangle to see the note from the Award Leader explaining what needs to be changed. Once the changes have been made, the section can be submitted for review again.

Once all Sections have been signed-off by the Award Leader, you will be prompted to send the whole Award forward.

### **Download section summary**

The other option is to download your section summary and print it off to present it to your Assessor.

- The Assessor needs to fill in the report, including comments on your improvement, challenge and effort, the assessor's contact information, and their qualifications/experience.
- The Assessor's report can then be scanned, OR a picture can be taken of the assessor's report and uploaded by clicking the 'I already have an assessment' link at the bottom of the 'victory' pop-up and following the instructions.
- Once the Assessor has reviewed the section and approved it, you need to send the section on to your Award Leader.

### **Celebrate**

When you've completed all sections, your Award Leader will submit your Award for approval to your local Division office where they will assess your Award. Congratulations! Now it's time to sign up for the next level of the Award, or engage as an Alumni and stay in touch!

## CHAPTER 12

### HARD COPY RECORD BOOK



#### Select your chosen activities

See pages **12–17** for some activity ideas, or come up with your own, and then speak to your Award Leader, who will need to approve your choices. Don't forget to then enter the info and your goals in your hard copy Record Book.



#### Find your Assessors

Find someone who is an expert in your choice of activity (such as a coach or instructor). Your Award Leader will need to agree on your choice of Assessor for each section. Your Assessors will initial and sign off in your hard copy Record Book.



#### Logging your activities

Do your activities regularly for the set amount of time. Log your activities regularly! Make sure you input the date that you do the activities one at a time, rather than grouping them together!



#### Assessor reports

When you've finished a section, your Assessor will need to fill out and sign the Assessor report that is part of your hard copy Record Book. If you have multiple Assessors, find the one you worked with the most to create your Assessors report.

#### Celebrate



When you've completed all four sections, download the Award Submission Form at [dukeofed.org/resources](https://dukeofed.org/resources) for the level you have just completed. Once you have filled in the form either mail it along with your paper Record Book to your local division for approval or give the completed package to your Award Leader who will submit your Award for approval to your local Divisional office where they will approve and authorise your Award. Congratulations! Now it's time to sign up for the next level or join our Alumni and stay in touch! If you wish to enrol for the next level remember to include the Registering for the Next Level Form with your submission package. It can also be downloaded here: [dukeofed.org/resources](https://dukeofed.org/resources)



## Filling in the paper Record Book

### THIS SECTION TO BE COMPLETED BY THE PARTICIPANT

List service activities: Event set-up and basketball coaching, fundraisers, library volunteer.

Note: Start date and date of completion must be a minimum of 6 months apart.

Date Started: March 3 2018  
MM/DD/YYYY

Date Completed: Oct. 4 2018  
MM/DD/YYYY

Total Hours: 22

This is an example of a completed Record Book for the Service section of the Bronze Award. It shows 13 weeks (3 months) of activity.

Skill and Physical Recreation will follow the same structure, with one of the three including an extra 13 weeks (3 months) of activities (for Bronze).

### THE FOLLOWING SECTION IS TO BE FILLED OUT BY THE PARTICIPANT'S ASSESSOR OR OTHER PERSON IN CHARGE:

Assessor's Report (Give details of practical service given, training completed, and qualifications gained and general performance):

Suzy was great helping me coach basketball at the local community centre

Short description of the activities and effort.

Name of Assessor (Please print): Carole Goode

One person is chosen as the overall Assessor if several different activities were undertaken.

Qualification or experience: Youth worker at Community Centre

Position or experience demonstrating this person is qualified to assess.

Address: 555 Main St, Victoria

Telephone: 555-555-555

Email: carolegoode@email.com

It is certified that this participant has made regular commitment, acquired the necessary understanding and, where applicable, taken part in introductory training.

Date: 12/ 19/ 2018  
MM/DD/YYYY

Signature: Carole Goode

Assessor signature.

3 months is 13 weeks	12 months is 52 weeks
6 months is 26 weeks	18 months is 78 weeks

## Service - Logging Hours

Logging for Service applies to Physical Fitness and Skills.

The first and last date in the table are separated by at least the minimum time requirement (in this case 13 weeks for Bronze).

In this example, missed weeks have been made up because extra hours were done the week after the gap. The maximum gap allowed is 4 weeks.

Assessor initials/ signatures are present for each entry.

Entries without an initial or signature will not be counted.

WEEK	DATE (mm/dd/yyyy)	HOURS	SERVICE PROVIDED TO	TYPE OF SERVICE	ASSESSORS SIGNATURE
1	6/16/2016	1	School	SRC Meeting	
1	3/3/2017	1	Community Centre	Event Setup	AF
2	3/11/2017	1	School	Library Volunteer	AF
3					
4					
5	4/2/2017	3	Community Centre	Coaching Basketball	CG
6	4/9/2017	3	" "	" "	CG
7	4/16/2017	3	" "	" "	CG
8	4/23/2017	1	School	Library Volunteer	CG
9	4/30/2017	6	Cancer Society	Fundraiser	CG
10	5/8/2017	1	Community Centre	Event Setup	CG
11					
12	5/15/2017	2	School	Volunteer Usher	CG
13	5/22/2017	1	Community Centre	Fundraiser	CG
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

## Filling in your Adventurous Journey Report

### QUALIFYING JOURNEY EXAMPLE

Requires two full days of activities, including one night out. Must have a minimum of 6 hours of planned activity per day. Environment chosen can be familiar.

#### THIS SECTION IS TO BE COMPLETED BY THE PARTICIPANT

Activity: Canoeing + hiking

Method of Travel (ie. Hike/Bike/Canoe): Canoe + foot

Location: Great Big Lake Park

Purpose: To explore the park and learn about the area.

Date Started: 04/06/17  
MM/DD/YYYY

Date Completed: 04/07/17  
MM/DD/YYYY

Duration: Number of days out 2

Number of nights out 1

Number of hours of planned activities per day 7 (min. of 6 hrs/day required)

I have completed a report of my Qualifying Journey Yes

#### THE FOLLOWING SECTION IS TO BE FILLED OUT BY THE PARTICIPANT'S ASSESSOR OR OTHER PERSON IN CHARGE:

Assessors Report (Comment on participants venture and report): Alyssa pushed herself on this trip and had a great attitude.

Name of Assessor (Please Print): Jane Doe

Qualification or Experience: Outdoor education teacher and camper for 15 years.

Address: 123 Main Street, North Bay, ON P1B 4A6

Telephone: 705-123-4567

Email: janedoe@email.com

It is certified that a satisfactory standard of training has been reached in the subjects listed in the Preliminary Training, that the necessary number of Practice Journeys have been completed and this participant is properly equipped for the Qualifying Journey.

Date: 03/27/2017  
MM/DD/YYYY

Signature: Jane Doe

If you are unsure as to whether a journey will qualify, please contact the Division office for feedback.

Description of effort and achievement

Position or experience demonstrating this person is qualified to assess

Assessor signature. The Assessor for the Practice Journey and Qualifying Journey do not have to be the same

### What should NOT be part of an Adventurous Journey

Some elements we should **not** see include:

- X Travel by motorized transport  
(To the site and back is okay, but not during the journey)
- X Staying in hotels or hotel-like cabins
- X Journeying thorough urban environments
- X The bulk of time spent on games or leisure activities
- X Shopping at stores during trips

#### Reports don't have to be boring!

The format for the report is flexible. Do a PowerPoint, write a journal, make a video, create a scrapbook, design a webpage or do an audio recording. As long as all the needed information is included, you can be as creative as you want!

## The Gold Project

During your Gold Project, you should be immersed in a new environment with new people. You should have the opportunity to take on new responsibilities and broaden your interests.

The 5 days may be split up over 2 weekends within a 12 month period where necessary, as long as the activity remains consistent. Please check with the Division Office if you are unsure whether something will count.

### GOLD PROJECT EXAMPLE

Requires five full days (four nights away). Can be completed anytime after registering in the Award Program.

#### THIS SECTION IS TO BE COMPLETED BY THE PARTICIPANT

Project Description or name: Forum for young Canadians

Location: Ottawa

Date Started: 04/12/17  
MM/DD/YYYY

Date Completed: 04/18/17  
MM/DD/YYYY

#### THE FOLLOWING SECTION IS TO BE FILLED OUT BY THE PARTICIPANT'S ASSESSOR OR OTHER PERSON IN CHARGE:

Assessors Report (Comment on the following categories as they pertain to participation during the Gold Project.)

Personal Standards: Responsible for taking on tasks

Relationship with Others: Excellent example of a leader

Acceptance of Responsibility: Took on new challenges

Initiative: Eager to learn

General Progress: Built on leadership skills

Other Comments: Awesome example for others

Name of Assessor (Please print): John Doe

Qualification or Experience: Forum Facilitator

Address: 123 Sesame St.  
Somewhere, Province, HOH OHO

Telephone: 705-123-4567

Email: johnndoe@email.com

It is certified that this participant has completed their Gold Project in the company of peers, the majority of whom are not their usual everyday companions and that the above comments accurately reflect development during this stay.

Date: 04/18/2017  
MM/DD/YYYY

Signature: John Doe

The Assessor will describe the participation of the applicant

Position or experience that shows this person is qualified to assess

Once all of the requirements for an Award level have been met, an Award submission is sent to the Division office.

**This package should include:**



**The Record Book**



**Submission Form**

(Including next level registration, if leveling up.)



**Adventurous Journey Report**



**Payment for the Next level (if continuing)**

**Change of Units**

If you change units, join a group or become an Independent after registering with the program, you do not have to inform the Division office. Simply enter the updated information on the submission form.

**Approval Process**

Award submissions are reviewed by the Divisions. If there are problems with submissions, you will be contacted by phone or email to correct the mistake.

Approvals for Bronze and Silver applications typically take around 4 weeks. Gold approvals take 4-6 weeks as they must be approved at the Division and then National level. During busy periods, such as the end of the school year, approvals may take longer.



- The completion date for an Award Level is the date of the last activity counted towards the Award, not when the Award submission is submitted or approved.
- If Assessors are unavailable to sign the Record Book, we can accept a signed letter or an email directly from the Assessor instead.

## CHAPTER 13

### ACHIEVING YOUR AWARD

**You will have completed your Award when:**



**You have done your activities for each section for the minimum time period.**



**You've recorded all your activities, written your Adventurous Journey report and your Assessors have signed off and filled in their reports.**

If using the Online Record Book, ensure you have uploaded all documentation into the ORB.

**You will have achieved your Award when:**



**Your Assessors are happy with your progress and have made their reports.**

Once you've completed your Award make sure you submit it to your Award Leader on the Online Record Book or mail in the hardcopy Record Book along with your Award Submission form to your regional office (Division).



**Your Award has been submitted to the Division office and approved.**

**Your Award is assessed and approved by your Division office.**

**If you are on ORB** – Your Award information will automatically be passed by your Award Leader through the Online Record Book to your Division where they will check that everything is correct. If all requirements have been met, you'll be notified that you've achieved your Award.

**If you are using the hardcopy Record Book** – Once you have completed your Award, mail your Record Book along with your Award Submission form and all supporting documents to your Division. Once they have received it, they will check that everything is correct. If all requirements have been met, you'll be notified that you've achieved your Award.

### **Congratulations!**

You can now receive your certificate and pin. Your local Division will contact you about Award Ceremony opportunities.

### **Moving on to the next Award Level**

If you move from Bronze to Silver/Silver to Gold, all your account information on the Online Record Book will remain the same. If you register for the next level using hard copy Record Keeping logs – you will be emailed or mailed your logs once payment has been received.

## CHAPTER 14

# AWARDS AND CEREMONIES

At each Award Level, you are given a pin and certificate to honour your Achievement.

Pins are sent to the Group Leader if you are a member of a unit, or directly to you if you are an Independent.

Certificates are generally presented at Award Ceremonies, but you can indicate on your submission form if you would prefer it be mailed to you or to your Leader. Only **ONE** certificate is issued for each Award Level.

### Bronze

At the Bronze Level, ceremonies are generally organized by Award Units.

### Silver

At the Silver Level, certificates are presented by the Provincial Lieutenant Governor or the Territorial Commissioner. These ceremonies are organized by the Division Office and generally take place a few times a year.

### Gold

At the Gold Level, certificates are presented by either the Governor General of Canada, a member of the Royal Family or sometimes a notable Canadian. These ceremonies are organized by the National and Division Offices and generally occur every two or three years. When you complete your Gold Award, please ensure that your Division has your permanent mailing address on file, so they can notify you of upcoming ceremonies and Alumni events.

### Transfers

If you would like to participate in a ceremony in another province or country, you should contact the local Division you have moved to and request a transfer to their Division.



**Achievers can only be on one Division's waitlist at a time.**

## CHAPTER 15

### SUMMARY OF CONDITIONS

This summary of conditions is your quick at-a-glance guide to completing The Duke of Ed. For each level, it indicates the duration of time which must be spent on each section. If you have any questions, please contact your Division office which can be found on the next page, or at [www.dukeofed.org/summaryofconditions](http://www.dukeofed.org/summaryofconditions)

Award Level & Age Requirements	SERVICE	SKILLS	PHYSICAL RECREATION	ADVENTUROUS JOURNEY	GOLD PROJECT
<b>BRONZE</b>  Minimum start age is 14.  Complete 4 sections as indicated.	13 weeks	13 weeks	13 weeks	Preliminary Training: Practice Journey - 1 Day  Qualifying Journey: 2 days + 1 night 6 hours of purposeful effort per day.	n/a **  Participants can do their Gold Project at any level as long as they are 16 or older.
<b>SILVER</b>  Minimum start age is 15.  Complete 4 sections as indicated.	26 weeks	26 weeks	26 weeks	Preliminary Training: Practice Journey - 2 days + 1 night  Qualifying Journey: 3 days + 2 nights 7 hours of purposeful effort per day.	n/a **  Participants can do their Gold Project at any level as long as they are 16 or older.
<b>GOLD</b>  Minimum start age is 16.  Complete 5 sections as indicated.	52 weeks	52 weeks	52 weeks	Preliminary Training: Practice Journey - 2 days + 1 night  Qualifying Journey: 4 days + 3 nights 8 hours of purposeful effort per day.	5 days + 4 nights

\*\*Participants must be at least 16 years of age to embark on their Gold Project.



## CHAPTER 16

### CONTACTS

#### DIVISIONS

##### **Alberta, Northwest Territories & Nunavut**

Suite 560, 1201 5 Street SW  
Calgary AB T2R 0Y6

Tel: (403) 237-7476  
1-800-668-3853  
Email: abnwnu@dukeofed.org

##### **British Columbia and Yukon**

4086 Shelbourne Street  
Victoria, BC V8N 4P6

Tel: (250) 385-4232  
1-888-881-7788  
Email: bcyk@dukeofed.org

##### **Manitoba**

Suite 710, One Lombard Place  
Winnipeg, MB R3B 0X3

Tel: (204) 988-3016  
Email: manitoba@dukeofed.org

##### **New Brunswick**

65 Brunswick Street  
Victoria Health Centre, Suite 287  
Fredericton, NB E3B 1G5

Tel: (506) 453-3662  
1-800-520-3853  
Email: newbrunswick@dukeofed.org

##### **Newfoundland & Labrador**

31 Peel Street, Suite 202  
Tara Place, St. John's, NL A1B 4G3  
P.O. Box 13814

Tel: (709) 753-0423  
Email: nl@dukeofed.org

##### **Nova Scotia**

4th Floor  
5516 Spring Garden Road  
Halifax, NS B3J 1G6

Tel: (902) 425-5454 ext. 227  
Email: novascotia@dukeofed.org

##### **Ontario**

215 Niagara Street, Suite 100  
Toronto, ON M6J 2L2

Tel: (416) 203-2282  
1-800-929-3853  
Email: ontario@dukeofed.org

##### **Prince Edward Island**

40 Enman Crescent  
Charlottetown, PEI C1E 1E6

Tel: (902) 368-6623  
Email: pei@dukeofed.org

##### **Quebec**

4765, 1<sup>st</sup> Avenue, Bureau S-90  
Québec (Québec) G1H 2T3

Tel: (418) 623-0187  
Email: quebec@lpde.org

##### **Saskatchewan**

1870 Lorne Street  
Regina, SK S4P 2L7

Tel: (306) 780-9278  
1-866-319-3853  
Email: saskatchewan@dukeofed.org

#### **NATIONAL AWARD OFFICE**

215 Niagara Street, Suite 100  
Toronto, ON M6J 2L2

Tel: (416) 203-0674 or 1-800- 872-3853  
Email: info@dukeofed.org

## CHAPTER 17

### GLOSSARY

**Adventurous Journey:** The Adventurous Journey is a section of the Award program. It is completed at all levels of the Duke of Ed.

**Alumni:** Any Award achiever who has earned their Gold or is over the age of 25.

**Assessor:** A suitably skilled, experienced and/or qualified adult volunteer who assists and assesses an activity being undertaken by a Participant for the completion of their Award. Assessors conduct specific training for Participants in any section of the Award and sign off on Participant logs. In most circumstances an Assessor should not be an immediate family member. All Participants must find an Assessor for each section.

**Award Achiever:** A person who has earned an Award at any level. They may also be referred to as an Award Alumni.

**Award Leader:** An adult who is appointed by an Award Unit to act as a representative of the Award Unit and has overall responsibility of The Duke of Ed for that organization. The Award Leader assists Participants with selecting their activities, providing advice, support and encouragement, and celebrates the achievement of an Award.

**Award Level:** Refers to the three Award levels; Bronze, Silver, Gold.

**Award Operating Authority (AOA):** In Canada the AOA is also referred to as a Division. They are the governing and administrative body of the Award in each province and territory. The AOA/Division is authorized to license Award units within their Province/Territory to run the Duke of Ed program. Award Operating Authorities/Divisions also provide support to Award Units.

**Award Unit:** A body such as a school/company/club/organization that has been granted permission by the NAA or Province/Territory Award Operating Authority to run The Duke of Edinburgh's International Award in Canada. Also see **Award Leader**.

**Direct Entrant:** A Participant who starts the Bronze level or the Silver level without having first completed Bronze, or who starts Gold without having first completed Silver.

**Division:** A Provincial or Territorial body sub-licensed by the NAA to manage and deliver the Award program. Also referred to as Award Operating Authorities. .

**Glamping:** A slang term for glamorous camping with all of the amenities and comforts of home.

**Gold Project (Formerly know as the Residential Project):** The Gold Project is a section of the Award program completed at the Gold level. The Gold Project can be done at any time after a Participant registers into the Award as long as the Participant is over 16 years old.

**International Award Foundation (IAF):** The Duke of Edinburgh's International Award Foundation is a registered UK Charity whose mission is to promote the Award, provide young people with the Award, and preserve the quality of the Award worldwide.

**Levels:** Refers to either the Bronze, Silver or Gold level of the Award.

**Mode of Travel:** Method of physical transport used by Participants in their Adventurous Journey. Examples include hiking, canoeing and cycling.

**Minimum Time Requirement:** The minimum length of time required to achieve their Award. This will vary based on Award level and direct entry.

**National Award Authority:** The authorized body that runs The Duke of Edinburgh's International Award on a national basis in a country. Only one NAA is licensed in each country.

**Open Award Centre (OAC):** Delivery unit of the Award allowing Participants with no access to an Award Unit to do their Award using the Online Record Book.

**Online Record Book (ORB):** The online digital platform Participants use to record and track their Award progress. The ORB also acts as an online tool for Award Operating Authorities (Divisions), Award Leaders and Assessors to manage the approval process of an Award and each section.

**Participant:** A young person who is enrolled/registered in the Award and achieving either the Bronze, Silver or Gold level.

**Physical Recreation:** Physical Recreation is a section of the Award program. Completed at all levels.

**Hard Copy Record Book:** Used to record Participants time spent completing their Duke of Ed. Also acts as a tool for Award Operating Authorities (Divisions), Award Leaders and Assessors to manage the approval process of an Award and each section.

**Regular Activity:** Consistent effort by Participants logged towards a section of their Award. Regular activity is defined as a minimum of one hour per week.

**Section:** The Duke of Ed Award program contains four sections: Skills, Physical Recreation, Service and the Adventurous Journey. At the Gold level, a fifth section, the Gold Project is also mandatory.

**Service:** Service is a section of the Award program. Completed at all levels.

**Skill:** Skill is a section of the Award program. Completed at all levels.

**Volunteer:** For the purpose of the Duke of Ed, a "volunteer" refers to anyone over the age of 18 who assists with the Award program.

## NOTES










## NATIONAL OFFICE

 **Phone:** (416) 203-0674 | **Toll-Free:** (800) 872-3853

 **info@dukeofed.org**

 **EN:** [www.dukeofed.org](http://www.dukeofed.org) | **FR:** [www.lpde.org](http://www.lpde.org)



Like us on Facebook  
[facebook.com/dukeofedcanada](https://facebook.com/dukeofedcanada)



Follow us on Twitter  
[@dukeofedcanada](https://twitter.com/dukeofedcanada)



Follow us on Instagram  
[@dukeofedcanada](https://www.instagram.com/dukeofedcanada)