

Completing the Award at Hartismere School

Dr Sparshott November 2023

The Bronze Duke of Edinburgh's Award comprises four sections: Volunteering, Physical, Skills and Expedition.

The Expedition section will be taken care of in the after school sessions on Wednesdays, the Camp Skills Day and the two expeditions themselves.

However, the remaining three sections are up to you to organise and complete.

Each section must be undertaken for a minimum of 3 months, with one section being undertaken for an additional 3 months. All three can run consecutively and the rule of thumb is that each section should take around 1 hour per week, so a 3 month section should be undertaken for 12 hours over the three months, and the 6 month section should be 24 hours over that time. **Please do not complete any section at a frequency of less than once a fortnight – once a month or just in the holidays will not be signed off by DofE.**

Please take care when organising your sections to ensure that they fulfil the time requirements. For example, if you were to do your volunteering for 3 months and started on 15th January, you would not be finished until 15th April as this is then a duration of 3 months.

Required Evidence

A minimum of three pieces of evidence are required for each section:

- Assessors report - Each of the three sections needs to be assessed. The assessor is an individual who you will be working with during each session that you attend for each section, for example a team coach, music teacher or charity shop manager. The assessor is required to sign your activity log each session and write an assessors report at the end of your duration with that section.
*The assessor should ideally not be a family member, but at Bronze it is acceptable to have **one** section assessed by a family member – BUT THE ASSESSORS REPORT MUST BE COUNTERSIGNED BY DR. SPARSHOTT*
- Activity log – these can be downloaded from the school website. They are to be filled in each time that you attend a session for each section.
- Photos – photographic evidence is required for each section, but other types of evidence is acceptable, such as a certificate, video or newsletter.

All of your evidence is to be uploaded to the edofe website when you have finished to be approved by Dr Sparshott in the first instance and then the Award Verifier.

Ideas for each section

At the back of this pack is a long list of ideas for activities that you can undertake for each section. If you have any queries please see Dr Sparshott or email dofe@hartismere.com.

All three sections must be complete before the Qualifying Expedition in September 2024. If there are any issues with achieving, then please tell Dr Sparshott.

There is some extra guidance contained within this pack. Please read it carefully. Please note that a Skill **MUST NOT** be a sport-based skill.

Cooking for your Skill section

It is essential that you put together the right evidence for your cooking as if you don't do it right then you won't pass the skill section and complete your award.

The three rules to follow are:

1. You have to cook every week.
2. It doesn't matter what you cook but you have to show progression over the period of time that you cook for. For example each week you need to be cooking something that is slightly harder or requires different skills or techniques. You can get recipes from books, the internet or your family members.
3. You have to collect the right evidence every week (see page below as an example). Each month you must submit the pages you have completed that month onto your eDofE account and submit them, as evidence, to your unit leader in charge of DofE in your school or youth group so they can see you progress.

Evidence

Every time you cook you need to put together evidence to load onto eDofE. Your evidence must contain the following information:

1. The date you cooked.
2. The name of the dish you cooked.
3. The ingredients.
4. An explanation of the process of cooking, what you had to do and in what order.
5. At least three pictures of you cooking each recipe, making sure the photos demonstrate it is you! Pictures of just the food are not enough.
6. A third party (not a relative) needs to sign the page to confirm that you did cook the dish.

Below is an example of an evidence cooking sheet which you *may* wish to use.

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Evidence Sheet for Cooking

Name:

Date that the meal was cooked:

What did you cook?:

.....

What were the ingredients:

Explain the process of cooking the item, what did you have to do and in what order?

In the three boxes below (or on a different piece of paper) paste three pictures of YOU actually cooking!

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Name of third party:

Please sign to confirm that (name of D of E Participant) cooked the meal

.....

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Volunteering

Any volunteering activity should take place in a charity, community or not-for-profit organisation. An activity should involve helping people, the environment, animals or a charity or community organisation. Or involve coaching, teaching or leadership.

Suitable organisations/activities	Unsuitable organisations/activities
Charities	Stables
Schools (1)	Vets
Libraries (2)	Kennels
Faith organisations	Work experience placements
Community centres	Doctor's surgeries
Certain local council, parish council, town council and county council operations	Commercial organisations
Swimming pools (3)	Businesses
First aid (4)	
Sports clubs (5)	
Charity shop or community enterprise (6)	
Animal Rescue Centres	
Being an active member of a youth forum/ council	
Nursing Home (7)	
Hospitals (8)	

Notes

(1) Some prefect duties do not count as volunteering. Extra-curricular activities such as helping out at parents evenings are fine but monitoring late duties and other school time responsibilities are not.

(2) Because library and information skills appears as a skill care needs to be taken to ensure that the activity comes under the correct heading. Assisting with the running of the basic functions of a library; i.e. putting books on shelves, issuing books, learning about the Dewey decimal classification system would be considered a skill and not a volunteering activity. Helping with activities organised in a library; i.e. craft sessions, paired reading, children's book activities, meet the author activities would be considered a volunteering activity.

(3) Lifeguarding appears on the list of volunteering activities. Young people cannot be doing this as paid member of staff. They must be volunteering. It is therefore acceptable to undertake volunteer lifeguarding in a swimming pool. But this is the only activity that is acceptable in a swimming pool.

(4) Providing event first aid with St John's Ambulance, or Red Cross e.g. first aid cover at a theatre or football club is an acceptable volunteering activity. Learning about first aid, or attending first aid training once a week is a skill.

(5) Coaching or assisting younger members of a team with training is a volunteering activity. Completing a Sports Leaders Award is a skill (sports leadership). Please note the award requires a certain number of hours of volunteering to run sports events,

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these hours can form part of the volunteering. Officiating at a sports event e.g. refereeing is a skill (sports officiating). Watching and reviewing sports games is a skill (sports appreciation). Playing a sport is a physical activity.

(6) As long as the young person is not being paid, volunteering for a community enterprise such as in a community shop is acceptable.

(7) Activity undertaken in a nursing home needs to cover areas the staff do not such as reading, playing games, helping with enrichment activities and giving company. Serving food, cleaning up, tidying and providing personal care do not count.

(8) Volunteering undertaken at a hospital is acceptable as part of an organised volunteering programme. For example:

<http://www.ipswichhospital.nhs.uk/volunteers/>

Remote Volunteering

During COVID times it was difficult to find in-person Volunteering opportunities. These opportunities have continued on.

The DofE has compiled a list of Volunteering activities that can be completed remotely.

This list can be found at:

<https://www.dofe.org/thelatest/how-to-volunteer-remotely/>

This is not a comprehensive list. If you are unsure as to whether or not an activity meets the requirements please email dofe@hartismere.com for further clarification.

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After school learning opportunities for the Skills section

Please be aware if choosing a Skill that is linked to subjects that you are already studying as part of the curriculum.

While this is not in itself a problem as long as you are clear on the fact that:

Core curriculum activities do not count and if a participant wishes to count after school maths/science/art/etc then the main points are that

- **it should be voluntary**
- **it should not be part of the school timetable**
- **the topics covered need to be separate to what is being covered in the curriculum timetable.**

Revision sessions **would not** be applicable for the skills section.

Anything that involved work that would be used directly towards a GCSE piece of coursework/ studying for a GCSE exam **would not** be acceptable. However, if you are going to use art as your skill to work on techniques decided upon by you and not as part of your coursework, that **would** be acceptable.

A further mathematics after school club where participants learned about things not included in their GCSE work **would** be acceptable.

Care needs to be taken with the following areas that **can** come under the curriculum:

Maths
Science
Cookery
IT/Computing/Web design
Music
Drama/Theatre Studies
Writing/reading
Media Studies/Film & video making
Art/Drawing
Photography
Textiles
Languages
Religious Studies

This guidance has come from the Central England Office.

All three sections must be complete before the Qualifying Expedition in September 2024. If there are any issues with achieving, then please tell Dr Sparshott.

PROGRAMME IDEAS

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

For each idea, there is guidance on how to do it, which you can find under the links on www.DofE.org/sections
You can use the handy programme planner on the website to work with your Leader to plan your activity.

Volunteering section

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

Helping people:

Helping children to read in libraries

Helping older people

Helping people in need

Helping people with special needs

Youth work

Community action & raising awareness:

Campaigning

Cyber safety

Council representation

Drug & alcohol education

Home accident prevention

Peer education

Personal safety

Promotion & PR

Road safety

Working with the environment or animals:

Animal welfare

Environment

Rural conservation

Preserving waterways

Working at an animal rescue centre

Litter picking

Urban conservation

Beach and coastline

conservation
Zoo/farm/nature reserve work

Helping a charity or community organisation:

Administration

Being a charity intern

Being a volunteer lifeguard

Event management

Fundraising

Mountain rescue

Religious education

Serving a faith community

Supporting a charity

Working in a charity shop

Coaching, teaching and leadership:

Dance leadership

DofE Leadership

Group leadership

Leading a voluntary

organisation group:

- Girls' Venture Corps

- Sea Cadets

- Air Cadets

- Jewish Lads' and Girls' Brigade

- St John Ambulance

- Scout Association

- Air Training Corps

- Army Cadet Force

- Boys' Brigade

- CCF

- Church Lads' & Girls' Brigade

- Girlguiding UK

- Girls' Brigade

Sports leadership

Music tuition

Physical section

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

Individual sports:

Archery

Athletics (any field or track event)

Biathlon/Triathlon/Pentathlon

Bowling

Boxing

Croquet

Cross country running

Cycling

Fencing

Golf

Horse riding

Modern pentathlon

Orienteering

Pétanque

Roller blading

Running

Static trapeze

Wrestling

Water sports:

Canoeing

Diving

Dragon Boat Racing

Free-diving

Kneeboarding

Rowing & sculling

Sailing

Skurfing

Sub aqua (SCUBA diving & snorkelling)

Surfing/body boarding

Swimming

Synchronised swimming

Windsurfing

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Dance:

Ballet
Ballroom dancing
Belly dancing
Bhangra dancing
Cercoc
Contra dance
Country & Western
Flamenco
Folk dancing
Jazz
Line dancing
Morris dancing
Salsa (or other Latin styles)
dancing
Scottish/Welsh/Irish dancing
Street
dancing/breakdancing/hip
hop
Swing
Tap dancing

Racquet sports:

Badminton
Matkot
Racketlon
Rapid ball
Real tennis
Squash
Table tennis
Tennis
Fitness:
Aerobics
Cheerleading
Fitness classes
Gym work
Gymnastics
Medau movement
Physical achievement
Pilates
Running/jogging
Trampoline
Walking
Weightlifting
Yoga

Extreme sports:

Caving & potholing
Climbing
Free running (parkour)
Ice skating
Mountain biking
Mountain unicycling
Parachuting
Skateboarding
Skydiving
Snow sports (skiing,
snowboarding)

Snowkiting
Speed skating
Street luge

Martial arts:

Aikido
Capoeira
Ju Jitsu
Judo
Karate
Self-defence
Sumo
Tae Kwon Do
Tai Chi

Team sports:

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

Skills section

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

Performance arts

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

Science & technology

Aerodynamics
Anatomy
Astronomy
Biology
Botany
Chemistry
Ecology
Electronics
Engineering
Entomology
IT
Marine biology
Oceanography
Paleontology
Physics
Rocket making
Taxonomy
Weather/meteorology
Website design
Zoology

Care of animals

Agriculture (keeping livestock)
Aquarium keeping
Beekeeping
Caring for reptiles
Dog training & handling
Horse/donkey/llama/alpaca handling & care
Keeping of pets
Looking after birds (i.e. budgies & canaries)
Pigeon breeding & racing

Music

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

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

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Games & sports

Cards (i.e. bridge)
Chess
Clay target shooting
Cycle maintenance
Darts
Dominoes
Fishing/fly fishing
Flying
Gliding
Go-karting
Historical period re-enacting
Kite construction & flying
Mah Jongg
Marksmanship
Model construction & racing
Motor sports
Power boating
Snooker, pool & billiards
Sports appreciation
Sports leadership
Sports officiating
Table games
War games

Life skills

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

Learning & collecting

Aeronautics
Aircraft recognition

Anthropology
Archaeology
Astronautics
Astronomy
Bird watching
Coastal navigation
Coins
Collections, studies & surveys
Comics
Contemporary legends
Costume study
Criminology
Dowsing & divining
Fashion
Forces insignia
Gemstones
Genealogy
Heraldry
History of art
Language skills
Military history
Movie posters
Postcards
Reading
Religious studies
Ship recognition
Stamp collecting

Media & communication

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

Creative arts

Basket making
Boat work
Brass rubbing
Building catapults & trebuchets
Cake decoration
Camping gear making
Candle-making
Canoe building
Canvas work
Carnival/festival float

construction
Ceramics
Clay modelling
Crocheting
Cross stitch
DIY
Dough craft
Drawing
Dressmaking
Egg decorating
Embroidery
Enamelling
Fabric printing
Feng Shui
Floral decoration
French polishing
Furniture restoration
Glass blowing
Glass painting
Interior design
Jewellery making
Knitting
Lace making
Leatherwork
Lettering & calligraphy
Macramé
Marquetry
Model construction
Mosaic
Painting & design
Patchwork
Photography
Pottery
Quilting
Rope work
Rug making
Snack pipping
Soft toy making
Tatting
Taxidermy
Textiles
Weaving and spinning
Wine/beer making
Woodwork

Natural world

Agriculture
Conservation
Forestry
Gardening
Groundsmanship
Growing carnivorous plants
Plant growing

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