

Essential Differences between each Section of The Duke of Edinburgh's Award

A participant can count many types of activities towards each section of their Award. The essential differences between each section relate directly to the participant's reason for doing each activity, as well as to who or what benefits from the participant doing the activity the most.

SERVICE - primarily for others

A 'service' is an activity that a participant chooses to do for the primary purpose of benefiting others or the environment. It could include practical service; a specialised training course which gives the participant a qualification and the skills and knowledge to be able to provide a service in an unpaid capacity should the need arise; or a mixture of both (ie training followed by practical service).

SKILL - primarily for yourself; theoretical or practical but not too physical!

A 'skill' is an activity that a participant chooses to do for the primary purpose of gaining or increasing his or her own knowledge using mental rather than physical ability. Alternatively it could be an activity chosen for the primary purpose of gaining or improving practical skills.

Exceptions include:

1. Practical activities that have increased physical fitness (including increased flexibility or muscle tone) as the primary benefit. Such activities are not counted as skills for Duke of Ed purposes, but rather, as **physical recreation** (eg ballet dancing, yoga).
2. Theoretical and practical activities which are done primarily to learn skills specifically so that the participant can provide benefit to others free of charge. Such activities would be counted as **service** rather than skill for Duke of Ed purposes (eg learning first aid or life saving skills where the intention is to save lives should the need arise in an unpaid capacity; learning fire fighting skills where the intention is to help the community or others fight fires in an unpaid capacity, etc)

PHYSICAL RECREATION - primary benefit is increased fitness

'Physical Recreation' is an activity that the participant does where the primary reason for (or benefit of) doing the activity is an improvement in the participant's own physical fitness. If, through the activity, the participant's heart rate increases, &/or the participant builds up a sweat, &/or the participant's flexibility or muscle tone improves, the activity should be counted as Physical Recreation for Duke of Ed purposes.

Exceptions include:

1. Physical activities where the primary purpose for the participant choosing to do the activity is to provide a service to others or the environment, in which case the activity would count as a **service** (eg the physical out-door work of tree planting done specifically for the benefit of the environment; swimming for the specific purpose of getting a life saving certificate so that the participant can save lives; umpiring a sport which involves a lot of running by the umpire, for the primary purpose of providing a free service to a team or organisation).
2. Physical activities where the primary reason for the participant choosing to do the activity is to meet the requirements for the **adventurous journey** section (including the preliminary training, practice and qualifying journey parts of this section).
3. Physical activities where the primary purpose for the participant choosing to do the activity is to enhance their knowledge of the theory behind the activity, in which case a major component of the overall activity would be theoretical anyway and would count in the **skills** section of the Award. (Examples of skill exceptions could include a study of ballet dancing where a minor component of the study involved actually doing some ballet to enhance understanding; yoga, providing that the participant's main focus was on the mental effort behind the activity rather than on increasing flexibility and fitness; abseiling, provided that the participant's main purpose was to learn the theory behind the activity (about belaying, tying knots, safety etc), rather than to physically challenge themselves thereby increasing fitness.)

ADVENTUROUS JOURNEY: EXPEDITION - a journey with a purpose

An 'expedition' is principally a journey from Point A to Point B to Point C, camping overnight at Point B. It is not a base camp situation. It also has a purpose, but this is secondary to the journey itself. The majority of the time spent on expedition should be taken up with the journeying aspect. A report (often including a daily log) must be presented to the assessor after the test expedition.

ADVENTUROUS JOURNEY: EXPLORATION - a purpose with a journey

An 'exploration' is principally a research study, generally conducted in the outdoors. It still involves campcraft skills and some journeying (although less than for an expedition), but the purpose/aim is far more specific and investigative in nature. Investigations relating to the purpose, or a major activity such as orienteering, should take a larger proportion of the time than the journeying aspect. A detailed report needs to be made by each participant after the test exploration for assessment, rather than a daily log report, to show the outcomes of the study/exploration.

RESIDENTIAL PROJECT (Gold Level only):

(5 days and 4 nights)

The Residential Project section requires the participant to be away from home with unfamiliar people undertaking a purposeful project or activity. The residential element of this Section is very important, and if the activity itself is not conducted in a residential setting, participants must ensure

that they are staying in accommodation that requires them to live with unfamiliar people. This Section is intended to challenge the participant to step out of their comfort zone.

Both the Adventurous Journey and Residential Project Sections require the participants to be away from home, the main differences between them are, firstly, that Adventurous Journey requires the participant to be involved in the planning, preparing and organisation of the trip whereas the Residential Project can be externally organised, and secondly, the companions for the Adventurous Journey may be friends or people who are familiar to the participant whereas the companions for Residential project should be largely unfamiliar.

Examples:

Personal development courses eg. youth camps, leaderships camps, Model UN, exchange programs, Environment conservation projects eg. research on ecosystems, Service to other people and communities eg. overseas aid, rural mentoring, Activity based eg. outdoor adventure courses, Great Victorian Bike Ride