

RUBRIC – Duke of Edinburgh Bronze Award

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Unit Overview:

The Duke of Edinburgh (DofE) Bronze Award at North Ridge High School provides our pupils with a life-changing experience, a fun time with class mates, an opportunity to discover new interests and talents, a tool to develop essential skills for life and is a recognised mark of achievement; respected by employers. There are four sections to complete in the Bronze Award. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition. Pupils gain essential skills and attributes for work and life such as resilience, problem-solving, team-working and communication. The DofE is an excellent achievement to have on a pupils CV and is recognised by many top employers across the country.

RRSA:

- I have the right to play, have fun, do sport and relax; and I should include everybody in my activities and games
- I have the right to a good quality education
- I have the right to try new things

Key Learning Elements:

Physical – Complete a chosen physical activity in a new area of interest or to support mental and physical wellbeing (activities are linked below)

Skill – Develop a skill in a new area of learning (activities linked below)

Volunteer – Pupils will give extra time to support a local group, individual or charity (activities are linked below)

Expedition – Pupils will develop an understanding of follow routes to reach specific destinations and follow the 20 conditions as set by the DofE organisation (see link below for 20 conditions)

Cross curricular links:

- PSHCE
- ICT
- Maths
- English
- Physical Education
- Skills for Life (<https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=oOOmtqR948Y>)

Key Knowledge and skills concepts PHYSICAL	Adapted	Supported	Independent
	<p>Pupils understand what physical activity is e.g. it's when your body is moving</p> <p>Pupils understand there are different physical activities they can try</p> <p>Pupils are aware of the effects physical activity can have on parts of their body e.g. makes them hot</p> <p>Pupils are aware physical activity can affect their feelings e.g. happy, excited</p> <p>Pupils are aware that physical activities will help them complete their expedition</p> <p>Pupils can participate in given activities following adapted conditions e.g. changes to fitness circuits</p> <p>Pupils can select activities which they are interested in from a given selection e.g. a choice of 5</p> <p>Pupils can follow a basic plan or structure to develop new skills in physical activities</p> <p>Pupils can choose how the activity has made them feel from a given selection e.g. choice of 3</p>	<p>Pupils are aware there are different types of physical activity which affect their body</p> <p>Pupils understand that different types of physical activity can affect different parts of their body</p> <p>Pupils understand that physical activity can be done by themselves or with others</p> <p>Pupils are aware that physical activity can change mood and affect how they are feeling</p> <p>Pupils understand the importance of physical activity to support their expedition</p> <p>Pupils can name different areas of their body which have been affected by the activity they have completed e.g. arms/triceps are sore from press ups.</p> <p>Pupils can talk about how they are feeling after they have completed specific physical activity e.g. happy, tired, interested</p> <p>Pupils can choose their own activity from a list and talk about why they would like to try them</p> <p>Pupils can independently participate in several chosen activities and feedback on likes and dislikes.</p> <p>Pupils can give simple reason why the physical section will support their expedition e.g. help them walk for longer</p>	<p>Pupils understand that physical activity can affect your body and mind</p> <p>Pupils understand that physical activity is important to lead a healthy lifestyle</p> <p>Pupils understand that physical activity can link to your own interests</p> <p>Pupils understand that physical activity can support social interaction communication and teamwork as well as individual engagement</p> <p>Pupils understand the importance of physical activity to support their expedition</p> <p>Before during and after the activity pupils can talk about the parts of the body they are using e.g. muscles names and internal effects</p> <p>Pupils can independently participate in a range of new activities and develop an understanding of how to complete specific elements e.g. able to use a paddle to steer a kayak</p> <p>Pupils can choose and plan their own targets to achieve their goals in physical activities e.g. a personal exercise plan (PEP)</p> <p>Pupils will recognise and comment on the benefits of physical activity for their physical and mental health & wellbeing</p> <p>Pupils can give various reasons why their physical skills will help them complete their expedition e.g. teamwork with others, building strength, developing cardio endurance</p>

Key	Adapted	Supported	Independent
Knowledge and skills concepts	Pupils are aware there are different skills they need to complete a simple task e.g. using a pen to write their name	Pupils understand that different skills are required to complete skill based tasks	Pupils understand that skills are important to support their independence
SKILL	<p>Pupils are aware of the term 'skills for life'</p> <p>Pupils are aware that to complete a task you need to understand the skills required to complete them</p> <p>Pupils can choose a skill to try from a given selection</p> <p>Pupils can recognise different skills using images/symbols</p> <p>Pupils can participate in a skill with the rest of the group</p> <p>Pupils can choose whether they enjoyed/didn't enjoy the activity they are participating in</p>	<p>Pupils understand the term 'skills for life' and are aware of the different elements of this e.g. team working, self-belief, self-regulation etc.</p> <p>Pupils can link their 'skills for life' to the skill activity they are completing e.g. using team working skills to complete a task</p> <p>Pupils can watch and copy several skills to complete a task</p> <p>Pupils can follow step by step instructions to complete a basic task e.g. unscrewing a screw using a screwdriver</p> <p>Pupils can participate in new and familiar tasks with some support e.g. verbal prompts, visual demonstrations</p>	<p>Pupils understand that different skills can be used in different activities e.g. communication, self-belief, team working</p> <p>Pupils understand that 'skills for life' are important for their independence as young adults</p> <p>Pupils can research a range of different skills they would like to try e.g. using the internet</p> <p>Pupils can independently participate in a new skill and comment on 'skills for life' they have used</p> <p>Pupils can comment on the skills they are developing in a new activity and independently demonstrate them.</p> <p>Pupils can breakdown tasks into specific skills required to complete them</p>

Key Knowledge and skills concepts VOLUNTEER	Adapted	Supported	Independent
	<p>Pupils are aware that a 'volunteer' completes activities for free</p> <p>Pupil know there are different ways to help people e.g. doing physical tasks</p> <p>Pupils can complete their volunteering section engaging with all sessions</p> <p>Pupils can choose a volunteering opportunity from a choice of 2</p> <p>Pupils can say whether they have enjoyed/not enjoyed certain elements of the volunteering section</p>	<p>Pupils understand the difference between paid work and volunteering</p> <p>Understands that helping others makes a big difference in their lives</p> <p>Pupils understand there are different things they have to do when offering their help</p> <p>Pupils can choose their own volunteering opportunities from a choice of 3</p> <p>Pupils can participate in a number of volunteering sections and comment on what they enjoyed and how else they think they could help.</p> <p>Pupils can plan what activities they will do when volunteering e.g. tidying at an allotment, engaging with elderly people</p>	<p>Pupils understand why helping others is beneficial for their own development and experiences</p> <p>Understands there are different types of volunteering opportunities within school and their own communities</p> <p>Pupils know that volunteering requires them to complete some activities they are unfamiliar with</p> <p>Pupils can research the meaning of volunteering and choose their own from a given selection</p> <p>Pupils can participate in a number of volunteering sessions over time and comment on the effect it has had on them and others</p> <p>Pupils can plan and organise their own volunteering activities within school or their local community e.g. fund raising, gardening etc.</p>

Key Knowledge and skills concepts EXPEDITION	Adapted	Supported	Independent
	<p>Pupils understand that the expedition includes walking and staying in residential accommodation</p> <p>Pupils are aware that they need to use specific equipment to support them on their expedition e.g. boots, waterproof clothing, backpack etc.</p> <p>Pupils are aware there is a countryside code they must follow</p> <p>Pupils are aware they will follow a certain route on their walking section</p>	<p>Pupils understand that their expedition will last for 2 days and include an overnight stay with 2 walks</p> <p>Pupils will know they have to carry all equipment they bring with them on the expedition</p> <p>Pupils understand they countryside code protects wildlife in different ways e.g. closing gates, cleaning away rubbish, not starting fires etc.</p> <p>Pupils understand the route for their expedition</p>	<p>Pupils will understand there are two walks at a distance of at least 10km and they will stay overnight in residential accommodation</p> <p>Pupils will know all pieces of equipment they have in their packs and know where it is packed and why e.g. waterproofs handy to get during the walk, water bottle available at all times.</p> <p>Pupils understand the different areas of a route and recognise where terrain and ascent decent may change the difficulty</p>

	<p>Pupils understand that they must prepare at least one hot meal on their expedition</p> <p>Pupils will know there is a N,S,E,W on a compass</p> <p>Pupils can follow others around a simple practice walking route carrying their equipment</p> <p>Pupils will be able to ready themselves for an expedition by using a checklist to ensure their equipment is in their bags e.g. using a short checklist for equipment</p> <p>Pupils will be able to follow instructions to prepare their own sections of a meal to share with others</p> <p>Pupils will be able to follow instructions to unpack their equipment at camp, find necessary items for certain times e.g. washing equipment and then with support repack their packs ready to set off on the second walk</p> <p>Pupils will be able to follow specific instructions to ensure they understand the countryside code, basic first aid and map reading skills</p>	<p>uses maps and directions to help them complete it</p> <p>Pupils understand how to prepare hot food using typical household appliances/camping stoves</p> <p>Pupils understand a compass can help them locate where they are facing and help navigate a map</p> <p>Pupils will follow a walking route carrying all their equipment and use basic navigation tools to ensure they don't get lost</p> <p>Pupils will be able to use a checklist to make sure all equipment required for their expedition is in their bag, using staff to double check</p> <p>Pupils will be able to make use of suitable utensils and kitchen equipment to prepare a main part of a shared meal e.g. boiling rice</p> <p>Pupils will be able to unpack all their kit for the overnight stay and put it back into their packs ready for the next days walks</p> <p>Pupils will be able to follow the countryside code by following instructions</p> <p>Pupils will be able to follow an adapted route map using simple instructions and arrows</p>	<p>Pupils understand why food is important for their expedition in relation to energy and muscular rebuilding</p> <p>Pupils understand a compass can help them orient themselves on a map and help them find landmarks for navigation</p> <p>Pupils will lead others in a practice route making use of navigation tools and maps to follow the correct route</p> <p>Pupils will lead large sections of the expedition walk ensuring pupils are walking as a group</p> <p>Pupils will be able to plan a basic meal ensuring it includes energy rich foods</p> <p>Pupils will be able to pack their bags efficiently to ensure things are require on the expedition are easily accessible.</p> <p>Pupils will unpack their kit at their accommodation, organise it into a clean and tidy area then repack ensuring equipment required on the second walk is easily accessible.</p> <p>Pupils will be able to follow a pre-determined route using visual guides, physical maps and landmark images</p>
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	Suggested Learning Activities –
Physical	https://www.dofe.org/wp-content/uploads/2021/05/programme-ideas-Physical-1.pdf
Skill	https://www.dofe.org/wp-content/uploads/2019/05/programme_ideas_-_skills.pdf
Volunteer	https://www.dofe.org/wp-content/uploads/2019/04/programme_ideas_-_volunteering.pdf
Expedition	https://www.dofe.org/resource-zone/dofe-managers/expedition/ https://www.dofe.org/wp-content/uploads/2019/04/programme_ideas_-_expedition.pdf

Online Resources

<https://www.dofe.org/do/edofe/>

<https://www.dofe.org/wp-content/uploads/2019/04/20-Conditions-of-the-Expedition-section-2019.pdf>