

# Handouts

*for the Participants' Logbook*

**Excerpt for the Award Leaders Course**



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Koordinationsbüro  
Postfach 1250  
74706 Osterburken

Verantwortlich: Klaus Vogel



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PARTICIPANTS LOGBOOK

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\*) Not yet available in the *Logbook*, but published as a part of the *AwardBasics*

\*\*\*) Only available in German yet





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## Bronze Award Planner

General

PARTICIPANTS LOGBOOK

Worksheet

**Participant**

**Supervisor**

**General Purpose of Participation**

**Service: Group, Activity and Aim**

New Activity

**Group**

- Helping People
- Community Action & Raising Awareness
- Coaching, Teaching and Leadership
- Working with the Environment or Animals
- Helping a Charity or Community Organisation

**Activity**

**Aim**

**Expeditions: Group, Activity and Purpose**

New Activity

**Group**

- By Foot
- By Bicycle
- On Horseback
- By Boat (Rowing or Sailing)
- By Canoe or Kayak
- By Wheelchair

**Purpose**

**Environment**

**Skills: Group, Activity and Aim**

New Activity

**Group**

- Life Skills
- Performance Arts
- Science & Technology
- Creative Arts
- Media & Communication
- Music
- Natural World
- Learning & Collecting
- Games & (recreative) Sports

**Activity**

**Aim**

**Group**

- Individual Sports
- Fitness
- Martial Arts
- Extreme Sports
- Racquet Sports
- Dance
- Team Sports
- Water Sports

**Activity**

**Aim**



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## Service Choice List

Service Section

PARTICIPANTS LOGBOOK

Information

### Helping people

- Helping children
- Helping older people
- Helping people in need
- Helping people with special needs
- Youth work

### Community action and raising awareness

- Citizens' initiative
- Drug and Peer Education
- Health Education
- Home accident prevention
- Personal safety
- Road safety
- Volunteer Service Centre
- Youth Parliament

### Coaching, teaching and leadership

- Award Leadership
- Group Leader in Youth Work
- Sports Tutor
- Student Tutor (different fields; Schülermentor)

### Working with the environment or animals

- Animal Welfare
- Environmental Protection
- Nature Conservation & Protection

### Helping a charity or community organisation

- Fair Trade Shop (Weltladen)
- Faith communities
- Federal Agency for Technical Relief (THW)
- Firefighters (Feuerwehr)
- Fund-raising
- German Lifeboat Institution (Deutsche Gesellschaft zur Rettung Schiffbrüchiger)
- Mountain Rescue Service (Bergwacht, ...)
- Order of Malta (Malteser)
- Railway Mission (Bahnhofsmision)
- Red Cross
- Road Safety Association (Straßenwacht)
- Religious education
- Samaritans (Arbeiter-Samariter-Bund)
- Search dog team (Rettungshundestaffel)
- SOS Children's Villages (SOS-Kinderdörfer)
- Soup Kitchen (Tafel)
- St John's Ambulance (Johanniter Unfallhilfe)
- Water Rescue (DLRG, Wasserwacht)
- Welfare Centre (Sozialstation)
- ...





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## Service Planer

Service Section

PARTICIPANTS LOGBOOK

Worksheet

**Participant**

**Award Level**

### Aim and Requirements

Volunteering gives you the chance to make a difference to people's lives and use your skills and experience to help your local community. It gives you the opportunity to become involved in a project or with an organisation that you really care about. From DJing at the local hospital to assisting at an animal shelter, from renovating a heritage site to coaching sports at a youth club – the options are almost limitless. The minimum time requirements are: Bronze – 3 months (15 hours), Silver: 6 months (30 hours), Gold: 12 months (60 hours). For more details visit [www.DofE.org/volunteering](http://www.DofE.org/volunteering).

### Activity Group

- |  |  |
|--|--|
| <input type="checkbox"/> Helping people                              | <input type="checkbox"/> Community action & raising awareness    |
| <input type="checkbox"/> Coaching, teaching and leadership           | <input type="checkbox"/> Working with the environment or animals |
| <input type="checkbox"/> Helping a charity or community organisation |  |

### Programme Plan

How will you find out how you can do this locally?

What are you specifically going to do? Please use the back side of this sheet for more details!

How will it help an individual, others and/or your community?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? Who will supervise you? Who will assess you?

What evidence will you collect to show your progress?

**Service Activity Details**



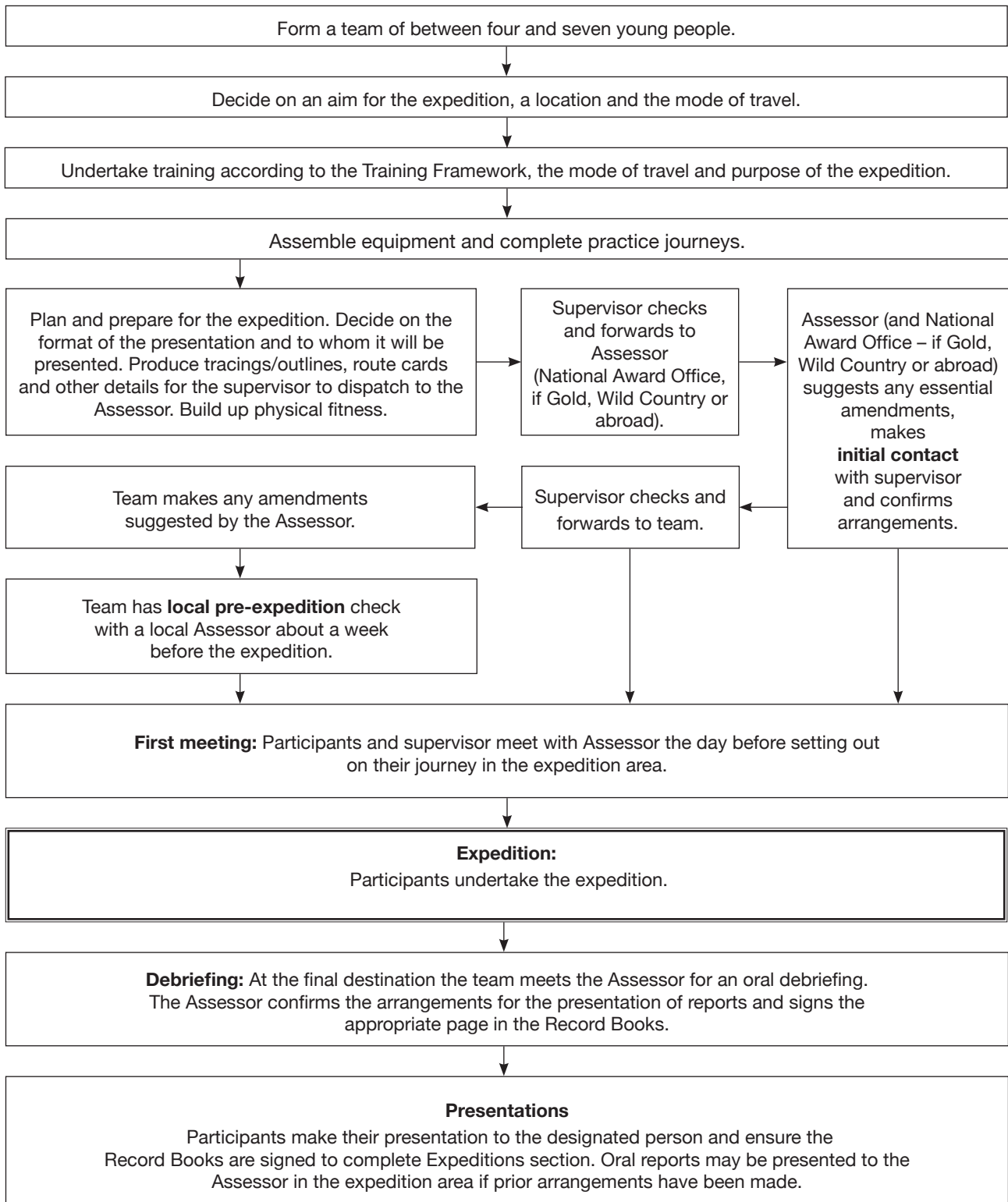
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## Outline Expedition Programme for Participants

Expeditions Section

PARTICIPANTS LOGBOOK

Information



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## Bronze Expedition Training Framework

Expeditions Section

PARTICIPANTS LOGBOOK

Information

### Common Training Syllabus for all Bronze Ventures

#### **First Aid and Emergency Procedures**

Training based on the syllabus of the "Bundesarbeitsgemeinschaft Erste Hilfe" (Arbeiter-Samariter-Bund, Deutsche-Lebensrettungs-Gesellschaft, Johanniter-Unfall-Hilfe, Malteser Hilfsdienst).

- Action in an emergency - resuscitation, airway, breathing and circulation;
- The treatment of wounds and bleeding;
- Treatment for shock;
- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters;
- The recognition of more serious conditions such as sprains, dislocations and broken limbs;
- Knowing what to do in the case of an accident or emergency;
- Summoning help - what people need to know, phoning for help, written message;
- Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you.

#### **An Awareness of Risk and Health and Safety Issues**

- Expedition fitness;
- Telling people where you are going;
- Identifying and avoiding hazards;
- Keeping together;
- Weather forecasts - knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

#### **Navigation and Route Planning**

In normal rural country, all route finding should be based on the map alone. Using a compass in rural country devoted to agriculture, with its hedges, meadows and fields under crop, is inappropriate and unnecessary. It causes ill-feeling with the farmers, hinders young people in developing a sense of direction and impedes their map reading skills. 1:25 000 scale maps should be used as they make instruction and learning easier. They show the field boundaries, making it easier to locate precisely the footpaths, tracks and lanes used for travel in this type of country, so helping to reduce friction with landowners. Participants should also be familiar with 1:50 000 scale maps. Bronze groups who undertake expeditions in large areas of woodland or forested areas may wish to use the full compass syllabus of the Gold level of the Award.

#### *Preparatory Map Skills*

- The nature of maps;
- The use of 1:25 000 and 1:50 000 topographic map;
- Map direction;
- Scale and distance, measuring distance, distance and time;
- Conventional signs;
- Marginal information;
- Grid references;
- A simple introduction to contours and gradient;
- The ability to give a verbal description of a route linking two places from the map.

#### *Practical Map Skills*

- Setting the map by inspection (two methods);
- Locating position from the map;
- Determining geographical direction and direction of travel from the map;
- Checking the direction of paths using the set map;
- Identifying features in the countryside by using the map;
- Locating features marked on the map in the countryside;
- Planning a route, preparing a simple route card;
- Following a planned route.

#### *Compass Skills*

The introduction of the compass at Bronze level should only be at a basic level. It should not be introduced until the participants have mastered the techniques of finding their way using the map alone.

- The care of the compass;
- Direction from the compass in terms of the cardinal and the four inter cardinal points;
- Setting the map by the compass where magnetic variation may be ignored.

#### **Camp Craft Equipment and Hygiene**

- Choosing suitable clothing, footwear and emergency equipment and knowing how to use it;
- Choosing and caring for camping gear;
- Packing a rucksack, waterproofing the contents, always keeping the weight down to a minimum, and to about a quarter of the body weight when walking;
- Choosing a campsite, arrangements for water, cooking and sanitation, refuse disposal, fire precautions;
- Pitching and striking tents.

## Food and Cooking

- Cooking and the use of stoves, safety procedures and precautions which must be observed when using stoves and handling fuels;
- Cooking simple meals under camp conditions.

## Legal Provisions

- Nature Protection;
- Rules for different kinds of protected areas;
- The avoidance of noise and disturbance to rural communities;
- A thorough knowledge of the content of the 'Highway Code' with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the venture;
- If undertaking a water venture, a thorough knowledge of the 'Water Sports Code'.

## Observation, Recording and Presentations

- Developing observation skills and different methods of recording information;
- Skills relevant to the method of presentation;
- Choosing a purpose;
- Researching relevant information.

## Team Building

Team building should permeate all Expedition training and can be enhanced through team building exercises and regular reviews so that when the group sets out on the qualifying venture, participants are able to work together as an effective and cohesive unit.

## Additional Training for Cycling and Horse Riding

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### Cycling

Training to the standard of the National Cycling Proficiency Scheme\*) and the Right Track Awareness Programme\*) as appropriate\*)

- Maintenance and repair of the cycle;
- Loading a cycle with equipment;
- Handling a loaded cycle;
- The skills associated with off-road cycling as appropriate.

### Horse Riding

The horse riding expedition training syllabus is set out in the horse riding expeditions – additional training syllabus

([www.DofE.org/expedition](http://www.DofE.org/expedition)).

## Additional Training for Water Ventures

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Training should be directed towards the completion of a journey on water and not restricted to the skills of handling the craft. It must be concerned with any potential hazards associated with the water on which the venture will take place, as well as infections or health concerns related to any possible water pollution.

Participants must be able to swim a distance of at least 25 metres in light clothing without any buoyancy aid and be competent and confident in the relevant capsizing and recovery drill and man overboard drill.

All participants must

- Wear appropriate buoyancy aids or life jackets. Exceptions may be made, with the approval of the Operating Authority, for rowing ventures on canals and rivers, and for sculling craft where traditionally, by custom and practice, life jackets are not usually worn, except on the instruction of the cox;
- Wear suitable clothing and footwear;
- Be able to recognise and treat hypothermia;
- Understand the 'Water Sports Code';

All craft must have adequate buoyancy and be sound, suitable and fitted out for the conditions in which they are to be used. A suitable repair kit must be carried and participants should be trained in its use.

### Canoeing

All participants must be adequately trained to:

- Satisfy the Assessor as to their competence;
- Demonstrate that their equipment is waterproofed;
- Satisfy the Assessor that their kayak or canoe, equipment and clothing are suitable for the venture;
- Training must be aligned to the Requirements for Paddle Ventures (at least according to the "Green Paddle" of the *European Paddle Pass*).

### Rowing

All participants must undergo training based on the syllabus for 'Boat work' in the Expedition Guide.

### Sailing (Sailing dinghies or keel boats)

All participants must attain proficiency to the standard of the RYA National Sailing Seamanship Skills certificate.

\*) Please use UK standard as a reference



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## Expedition Planner

Expeditions Section

PARTICIPANTS LOGBOOK

Worksheet

**Participant**

**Award Level**

### Aim and Requirements

Going on an expedition gives you the chance to have an adventure, work as a team, and act on your own initiative. From cycling in the Lüneburg Heath, walking in the Odenwald or canoeing down the River Danube to sailing in the Mediterranean, horse riding in Chile or walking in the Vosges, the expedition can be as far flung or as close to home as participants want it to be.

The time scales for qualifying expeditions are:

- **Bronze:** 2 days and 1 night. At least 6 hours of planned activity each day during the daytime, at least 3 of which (by foot: 12 km) must be spent journeying.
- **Silver:** 3 days and 2 nights. At least 7 hours of planned activity each day during the daytime, at least 4 of which (by foot: 16 km) must be spent journeying (Exploration: journeying effort at least like Bronze).
- **Gold:** 4 days and 3 nights. At least 8 hours of planned activity each day during the daytime, at least 5 of which (by foot: 20 km) must be spent journeying (Exploration: journeying effort at least like Bronze).

For more details visit [www.DofE.org/expedition](http://www.DofE.org/expedition).

### Mode of Travel

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> By Foot                     | <input type="checkbox"/> By Bicycle        | <input type="checkbox"/> On Horseback  |
| <input type="checkbox"/> By Boat (Rowing or Sailing) | <input type="checkbox"/> By Canoe or Kayak | <input type="checkbox"/> By Wheelchair |

### Programme Plan

How will you research what you can do for your expedition?

How will you research what you can do for your expedition? Please use the back side for more details!

How will this challenge you?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? E.g.: Who is going to help you prepare for the expedition? Who is going to supervise you? Who is going to assess you?

What evidence will you collect to show your progress? E.g.: How will you give your presentation?

**Expedition Details**



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## Skills Choice List

Skills Section

PARTICIPANTS LOGBOOK

Information

### Life skills

- Casualty simulation
- Committee skills
- Cyclist training
- Democracy in action
- Digital Lifestyle
- Driving - car maintenance
- Driving - car road skills
- Driving - motorcycle maintenance
- Driving - motorcycle road skills
- Event planning
- First Aid
- Health and Style
- Household (power saving included)
- Learning about Balanced Diet
- Learning about Civil Aid
- Learning about Lifesaving
- Learning about the Ambulance service
- Learning about the Coastguard
- Learning about Consumer Information/Protection
- Learning about the Emergency services
- Learning about the Fire service
- Learning about the Police service
- Learning about Lifeboats
- Library and information skills
- Model United Nations
- Money management
- Power saving
- Navigation
- Public speaking and debating
- Saving, private insurance and provision
- Skills for Employment
- Typewriting
- Young enterprise

### Performance arts

- Ballet appreciation
- Cabaret
- Carnival: show, speech, ... (NOT dance!)
- Ceremonial drill
- Cinema appreciation
- Circus skills and Clowns
- Comedy
- Conjuring and magic
- Dance appreciation

- Drama & Theatre skills
- Majorettes and 'Gardetanz'
- Pantomime
- Puppetry
- Theatre appreciation

### Science and technology

- Biology
- Chemistry
- Electronics
- Information technology
- Physics
- Young engineers

### Creative arts

- Basket making
- Batik
- Boat work
- Bookbinding
- Braiding
- Brass rubbing
- Broom making
- Cake decoration
- Camping gear making
- Candle making
- Canoe building
- Canvas work
- Carnival/Festival float construction
- Carpeting
- Car restoration
- Carving
- Ceramics
- Clay modelling
- Cookery
- Corn dollies and straw work
- Creative embroidery
- Crocheting
- Cross-stitch
- DIY
- Dough craft
- Drawing
- Dressmaking
- Egg decorating
- Enamelling
- Engraving
- Etching

- Fabric printing
- Felting
- Floral decoration
- French polishing
- Fretsaw
- Furniture restoration
- Glass painting
- Glass work
- Interior design
- Jewellery
- Knitting
- Lace making
- Leather work
- Lettering and calligraphy
- Marquetry
- Metal work
- Model construction
- Mosaic
- Origami
- Painting & Design
- Paper craft
- Patchwork
- Pewter working
- Photography
- Pottery
- Quilting
- Rope work
- Rug making
- Salt dough modelling
- Sculpture
- Sewing
- Silk painting
- Soft furnishing
- Soft toy making
- Stonemasonry
- Straw dolls
- Tailoring
- Tatting
- Taxidermy
- Textiles
- Tin figurines
- Turnery
- Weaving and spinning
- Wine making
- Wood engraving
- Woodwork

#### **Media and communication**

- Amateur radio
- Communicating with people who have a hearing impairment
- Communicating with people who are visually impaired
- Film and video making
- Journalism
- Languages
- Newsletter and magazine production
- Rhetoric

- Signalling
- Survey
- Writing

#### **Music**

- Composing
- Conducting
- Disc jockey
- Jazz - playing a musical instrument
- Music appreciation
- Music - playing an instrument
- Singing
- Church bell ringing

#### **Natural world (Working with animals and plants)**

- Agriculture (Keeping livestock)
- Aquarium keeping
- Beekeeping
- Budgerigars and canaries
- Cacti growing
- Conservation
- Dog training and handling
- Horses - handling and care
- Groundsman ship
- Forestry
- Gardening
- Insects
- Keeping of pets
- Orchid growing
- Pigeon breeding and racing
- Plant growing
- Reptiles
- Sheep

#### **Learning and collecting**

- Aeronautics
- Aircraft recognition
- Archaeology
- Architecture
- Astronautics
- Astronomy
- Bird watching
- Coastal navigation
- Collections, studies and surveys
- Costume study
- Criminology
- Ecology
- Fashion
- Forces insignia
- Gemstones
- Geology
- Genealogy
- Heraldry
- History
- History of art
- Local history
- Mapping
- Military history

- Philosophy
- Reading
- Religious studies
- Ship recognition
- Signs and symbols (defined topic)
- Stamp collecting
- Weather / meteorology

**Games and (recreative) sports\*)**

- Board Games
- Card Games
- Chess, Queen and other
- Clay target shooting
- Cycle maintenance
- Darts
- Fantasy games
- Fishing/fly-fishing
- Flying

- Gliding
- Historical period re-enacting
- Karting
- Kite contraction and flying
- Marksmanship
- Model construction and racing
- Motor sports
- Parlour Games
- Power boating
- Snooker, pool and billiards
- Sports appreciation
- Sports officiating
- Table games
- War games

\*) Activity must not be listed in the Physical section's list.





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## Skills Planner

Skills Section

PARTICIPANTS LOGBOOK

Worksheet

**Participant**

---

**Award Level**

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### Aim and Requirements

---

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. From pod casting to playing a musical instrument, fine art to web site design, cookery to learning to drive, the sky's the limit! The minimum time requirements are: Bronze: 6 months, Silver: 12 months (Bronze completed: 6 months), Gold: 18 months (Silver completed: 12 months). For more details visit [www.DofE.org/skills](http://www.DofE.org/skills).

### Activity Group

---

- |  |  |
|--|--|
| <input type="checkbox"/> Life skills                   | <input type="checkbox"/> Performance arts        |
| <input type="checkbox"/> Science and technology        | <input type="checkbox"/> Creative arts           |
| <input type="checkbox"/> Media and communication       | <input type="checkbox"/> Music                   |
| <input type="checkbox"/> Natural world                 | <input type="checkbox"/> Learning and collecting |
| <input type="checkbox"/> Games and (recreative) sports |  |

### Programme Plan

---

How will you find out how you can do this locally?

What are you specifically going to learn and do? Please use the back side of this sheet for more details!

What practical and/or social skills will you learn that are of personal interest to you?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? E.g.: Will you ask someone to teach/show you or will you learn on your own? Who will assess you?

What evidence will you collect to show your progress?

**Skills Activity Details**



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## Physical Choice List

Physical Section

PARTICIPANTS LOGBOOK

Information

### Individual sports

- Archery
- Athletics
- Biathlon/Triathlon/Pentathlon/Decathlon
- Boxing
- Carpet Bowling
- Croquet
- Cross country running
- Cycling
- Fencing
- Flat Green Bowls
- Golf
- Hill running
- Horse riding
- Nordic Walking
- Orientating
- Pet an que, Boccia, Boule
- Racewalking
- Running

### Fitness

- Aerobic
- Cheerleading
- Fitness activities
- Gymnastics
- Jogging
- Keep fit
- Medau movement
- Physical achievement
- Pilates
- Trampolining
- Walking
- Weight lifting
- Yoga

### Martial arts

- Aikido
- Judo
- Jujutsu
- Karate

- Kendo
- Kung-fu
- Self-defence
- Wrestling

### Extreme sports

- Bob run
- Caving and potholing
- Climbing
- Ice hockey
- Ice skating
- Mountain biking
- Parachuting/sky diving
- Skateboarding
- Snow sports (Skiing, snowboarding, snowshoeing)

### Racquet sports

- Badminton
- Real tennis
- Squash
- Table Tennis
- Tennis

### Dancing

- Ballet
- Boogie-woogie
- Folk-dance
- Historical dance
- Jazz dance
- Latin dances
- Modern dance
- Rock and Roll
- Standard dances

### Team sports

- American Football
- Baseball
- Basketball
- Boccia
- Bounce Basketball
- Camogie

- Carriage Driving
- Cricket
- Curling
- Dodgeball
- Fist ball
- Fives
- Football
- Handball
- Hockey
- Hurling
- Indiacca
- Kabaddi
- Korfbal
- Lacrosse
- Netball
- Polo
- Prellball
- Rounders
- Rugby Football League
- Rugby Football Union
- Softball

- Stool ball
- Street ball
- Tchoukball
- Ultimate Flying Disc
- Volleyball

#### **Water sports**

- Canoeing
- Diving
- Dragon Boat Racing
- Rowing and sculling
- Sailing
- Sub aqua (SCUBA diving and snorkelling)
- Surfing/body boarding
- Swimming
- Synchronised swimming
- Water polo
- Water skiing
- Windsurfing



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## Physical Planner

Physical Section

PARTICIPANTS LOGBOOK

Worksheet

**Participant**

**Award Level**

### Aim and Requirements

Doing physical activity is fun and it improves your health and physical fitness. From hockey to dance, rock climbing to swimming, wheelchair basketball to yoga – almost any dance, sport or fitness activity can count. The minimum time requirements are: Bronze: 3 months, Silver: 4 months, Gold: 5 months. For more details visit [www.DofE.org/skills](http://www.DofE.org/skills).

### Activity Group

- |  |   |
|--|---|
| <input type="checkbox"/> Individual sports | <input type="checkbox"/> Fitness        |
| <input type="checkbox"/> Martial arts      | <input type="checkbox"/> Extreme sports |
| <input type="checkbox"/> Racquet sports    | <input type="checkbox"/> Dance          |
| <input type="checkbox"/> Team sports       | <input type="checkbox"/> Water sports   |

### Programme Plan

How will you find out how you can do this locally?

What are you specifically going to do? Please use the back side of this sheet for more details!

How is this going to help you get more physically fit and healthy?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? E.g.: Who will coach you? Who will assess you?

What evidence will you collect to show your progress?

**Physical Activity Details**



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## Residential Planner

Residential Section

PARTICIPANTS LOGBOOK

Worksheet

**Participant**

**Award Level**

### Aim and Requirements

Going on a residential gives you the chance to learn how to work with people from different backgrounds and build confidence living in new environments. Participants could base their experience around an existing interest, for example taking part in a sailing course, developing their photography skills or working on a conversation project. Alternatively they could try something completely new – like working at a kids summer camp, learning French in Paris or helping to rebuild a school in the Gambia. The residential activity must take place over at least five consecutive days with a minimum of four nights spent away. For more details visit [www.DofE.org/residential](http://www.DofE.org/residential).

### Activity Group

Activity based

Service to others

Learning

Environment and conservation

### Programme Plan

How will you research what you can do for your residential?

What specifically will you do? Please use the back side of this sheet for more details!

What personal qualities do you have that you can bring to the team?

What do you want to achieve? What are your specific goals?

Who is going to help you complete your activity? E.g.: Who will support you whilst you are on your residential? Who will assess you?

What evidence will you collect to show your progress?

**Residential Activity Details**



