

## Section activity planning session

### Key learning outcome highlights:

<p><b>Volunteering (V)</b></p>	<ul style="list-style-type: none"> <li>• Must not replace paid labour. <i>Examples: vets, swimming pool, old people's home – there are options for variation where activity is over and beyond the services of the organisation: e.g. a special needs swimming club, reading, talking and playing board games with, or providing entertainment for, elderly people in a home.</i></li> <li>• 25% of the sectional activity time can be used towards the training for this activity.</li> <li>• Any activities for a charitable/not for profit organisation counts.</li> <li>• Participation can be as part of a group, e.g. fundraising for a specific charity (<i>participants are not able to fundraise for their own group</i>).</li> <li>• They must not be paid for the activity, but reasonable expenses are permitted.</li> </ul>
<p><b>Physical (P)</b></p>	<ul style="list-style-type: none"> <li>• Will the physical ability, strength and overall fitness improve with this activity?</li> <li>• check that contact sports/activities count; these activities must be recognised by an appropriate Sports Council or the Sport and Recreation Alliance. The participant must also have permission from their LO and parent/guardian in advance of starting the programme.</li> <li>• Does the activity make the participant hot and sweaty? Is it in the Olympics? <i>Examples: darts, fishing, gardening and motor sports do not count as Physical, but archery, sailing, and golf do – please check the difference between a Physical or a Skills based activity.</i> If in doubt please check the sectional lists in eDofE, on the DofE website, in the <i>Welcome Pack</i> or in the <i>Handbook for DofE Leaders</i>. Some eDofE roles display activities in green if a participant chooses an activity that is not in the drop-down lists in eDofE.</li> </ul>
<p><b>Skills (S)</b></p>	<ul style="list-style-type: none"> <li>• If participants choose an activity within the games and sports category, ensure they are not physically participating, but are (for example) looking at the rules, regulations or history. Although we recognise many sports require a great deal of skill, the activity itself will only count as a physical activity, for example, sport/dance appreciation are Skills section activities. Please check the difference between a Physical or a Skills based activity (see above). If in doubt please check the sectional lists in eDofE, on the DofE website, in the <i>Welcome Pack</i> or in the <i>Handbook for DofE Leaders</i>. If a participant chooses an activity that is not in the drop-down lists in eDofE then the category shows green as a warning to check that it is appropriate.</li> </ul>
<p><b>Expedition (E)</b></p>	<ul style="list-style-type: none"> <li>• Ensure the expedition meets the 20 conditions of the Expedition section.</li> <li>• Participants should plan their own route and identify their team aim which will form part of their presentation.</li> <li>• We would recommend the practice and assessed expeditions take place within a year of each other to ensure training knowledge is retained. However, it is also important to have a break between practice and assessment to give time for reflection and recovery.</li> <li>• Planned activity per day is not based on distance, it is based on hours to ensure it is achievable for all – Bronze: 6 hours; Silver: 7 hours; Gold: 8 hours.</li> <li>• Maximum of 50% of activity working towards aim, minimum of 50% journeying.</li> <li>• Presentations are in the format preferred by the team, e.g. verbally to the Assessor at the end, assemblies, in front of parents or PowerPoint.</li> </ul>

<b>Residential (R)</b>	<ul style="list-style-type: none"> <li>• Must not be paid.</li> <li>• Work experience and internships do not count.</li> <li>• No school trips or holidays.</li> <li>• DofE expeditions do not count.</li> <li>• Minimum of five days four nights within a residential environment, where participants remain together in the evenings too as the down time is as important as the structured daytime activities.</li> <li>• Must be participating with five or more delegates working towards a shared activity.</li> <li>• The Leaders/Assessor should be unknown to the participant and the majority of the delegates must also be unknown prior to the activity.</li> <li>• Unfamiliar environment – must not be a home stay or foreign exchange residential.</li> <li>• Your Licensed Organisation must approve the residential activity in advance.</li> </ul>
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<b>Points to remember</b>	
<b>Curriculum time</b>	Activities undertaken within the curriculum time for mainstream students will not count for their DofE. Activities should always be over and above the standard requirements. However, if your participants have an alternative curriculum, have special educational needs or are in the secure estate, flexibility can be applied. Please seek advice from your Regional/Country Office
<b>Sectional timescales</b>	Volunteering, Physical and Skills sections require long term commitment. The suggested guideline is a minimum of one hour per week for the duration of the chosen timescale. <i>Example: a participant has chosen to improve their local area for their Volunteering activity for three months - they have taken part in an environmental activity weekend which is six hours Saturday and six hours Sunday – <b>this will not count.</b></i>
<b>Evidence</b>	Please ensure the following information is provided for all sections: <ul style="list-style-type: none"> <li>• Information on the activity.</li> <li>• Activity start and end dates.</li> <li>• Who is the Assessor and what is their role?</li> <li>• Assessors report which should include their signature and date (which must be dated after the activity timescale and cannot be mid activity).</li> </ul>
<b>Recording activities</b>	Check how activities can be recorded and assessed. Example: parents/guardians are not able to assess activities, therefore if your participant is walking or running for their activity, who could be their Assessor? If no one is available, it is possible for the Leader to assess and monitor progress.
<b>Changing sectional activities</b>	Although discouraged, it is possible to change an activity once in each section at each level.
<b>Funding</b>	If funding is a concern, it is possible to minimise the costs of participation by choosing activities such as helping younger students at school (V) running/walking (P), reading (S), none of which require significant financial investment. There may be funding available to sponsor kit or participation, especially with the Expedition and/or Residential sections. Example: pupil premium, Rotary club applications, SERCO applications.
<b>EVIDENCE: Please remember</b>	<ul style="list-style-type: none"> <li>• Is it from an adult who is not a family member?</li> <li>• Does it show sectional activity dates?</li> <li>• Has it been signed and dated after the end of the sectional activity dates?</li> <li>• Does this count for the DofE section?</li> <li>• Does it include all the required information, such as contact details, Assessor IDs and expedition notification numbers for expeditions?</li> </ul>