

# Activity Ideas

for The Duke of Edinburgh's International Award and the Bridge Award

## Getting started

This document is a guide to help you choose your activities and check that you are using each activity in the right section. Before you get started on your Duke of Ed or Bridge Award, you should discuss your planned activities with your Duke of Ed Leader to ensure they meet the requirements of The Duke of Ed or Bridge Award. This is not an exhaustive list, so if you want to do an activity that is not listed and you're not sure if it's suitable, please contact the Queensland Award Operating Authority (AOA) on [qld.award.office@ged.qld.gov.au](mailto:qld.award.office@ged.qld.gov.au) to check.

Please note: For young people using The Duke of Ed Framework, all activities need to be pre-approved by your Duke of Ed Leader on the Online Record Book (ORB) before you can start logging hours. Read the ORB user guides (available in ORB itself) for more information on this process.

Level planning templates are available from the AOA for all levels of The Duke of Ed and Bridge Award. Young people completing the Gold Level of The Duke of Ed should discuss their Gold Level Plan with their Duke of Ed Leader who will submit this to the AOA before starting any activities. The AOA will confirm in writing that the activities are suitable, or advise if alternatives need to be chosen.

### For more information

Please refer to The Duke of Ed Handbook: <http://www.dukeofed.com.au/resource/handbook/> or the Queensland website <http://www.dukesaward.qld.gov.au>

## Physical Recreation

*Aim:* To get active and improve physical fitness and mental well-being.

*Ethos:* The Physical Recreation section offers young people the opportunity to participate in physical activity in a variety of ways. This can be training alone, undertaking non-competitive or competitive activities, participating in team sports, extending engagement in a current physical activity or sport, or undertaking a supervised fitness or training program.

### *Suggestions:*

Abseiling	Cycling	Hurling	Parachuting	Street luge
Acrobalance	Dancing (all types)	Ice skating	Pentathlon	Sumo wrestling
Acrobatics	Discus throwing	Indoor hockey	Personal Training	Surfing
Aerobics	Diving	Indoor soccer	Pétanque	Swimming
Aikido	Dodgeball	Irish dancing	Pickleball	Swing dancing
Archery	Dragon Boat	Javelin	Pilates	Synchronised
Athletics	racing	Jazz	Polo	swimming
Badminton	Endurance	Jogging	Power lifting	Table tennis
Ballet	training	Jousting	Power walking	Taekwondo
Ballroom dancing	Equestrian	Jujitsu	Quidditch	Tai chi
Baseball	Fencing	Judo	Quoits	Tap dancing
Basketball	Fitness training	Jugger	Rock climbing	Ten pin bowling
Belly dancing	Flamenco dancing	Kabaddi	Rogaining	Tennis
Bhangra dancing	Folk dancing	Karate	Roller blading	Tightrope walking
Biathlon	Football (all	Kayaking	Roller skating	Tissu / silks
Bocce	codes)	Kendo	Rowing and	Touch football
Body boarding	Free running	Kickboxing	sculling	Trail running
Body building	Free-diving	Kite surfing	Rugby league	Trampolineing
Bowling	Frisbee	Kneeboarding	Rugby union	Trapeze
Bowls	Futsal	Korfball	Running	Triathlon
Boxing	Gaelic football	Kung Fu	Sailing	Ultimate frisbee
Breakdancing	Goalball	Lacrosse	Scuba diving	Underwater
Calisthenics	Golf	Line dancing	Self-defence	hockey
Camogie	Gridiron	Long jump	Shot put	Underwater rugby
Canoeing	Group fitness	Marching	Skateboarding	Unicycling
Capoeira	Gym work	Martial Arts	Skiing	Vigoro
Caving / potholing	Gymnastics	Medau movement	Skipping	Volleyball
Ceroc dancing	Hacky sack	Modern	Skydiving	Walking
Cheerleading	Handball	pentathlon	Slacklining	Water polo
Chinese lion or	Handstands	Motorcycle racing	Snorkelling	Water skiing
dragon dancing	High jump	Motor sports	Snowboarding	Weightlifting
Climbing	Hiking	Mountain biking	Soccer	Wheelchair rugby
Cricket	Hip hop dancing	Netball	Softball	Windsurfing
Croquet	Hockey	Obstacle course	Speed skating	Wrestling
Cross country	Horse riding	racing	Squash	Yoga
Curling	Hula hooping	Orienteering	Stilt walking	Zumba

### **Does it fit under the Physical Recreation or Skills section?**

For Physical Recreation, the aim is to improve physical fitness and well-being, and to get active and engage in regular physical activity, whereas for Skills the aim is to broaden non-physical personal interests and skills. If you're not sure which section it goes in, please check with the AOA.

## Skills

**Aim:** To broaden the development of personal interests and practical skills.

**Ethos:** To encourage the development of new interests and practical skills or improve existing ones. These interests are typically not physically demanding and may be hobbies or life skills, vocational skills, or other social, cultural, or individual activities.

### Suggestions:

Acting	Card making	Enamelling	Leatherwork	Role playing games
Aerodynamics	Ceramics	Engineering	Life skills	Rope work
Aeronautics	Chemistry	Entomology	Lino block printing	Rug making
Agriculture/farming	Chess	Fabric printing	Macramé	Scrap booking
Aircraft recognition	Choreography	Fashion design	Marine biology	Screen printing
Amateur radio	Clay modelling	Film and video	Marksmanship	Sculpture
Anatomy	Clay target shooting	making	Massage	Sewing
Animal handling	Coding	Film studies	Metal work	Sign language
and care	Coin collecting	First Aid course	Model	Singing
Anthropology	Composing	Fishing/fly fishing	building/racing	Soft toy making
App design and	Conjuring and	Flower arranging	Mosaic	Speech and drama
coding	magic	Flying	Playing musical	Sports officiating
Aquarium keeping	Conservation	Foreign languages	instruments	Stamp collecting
Archaeology	Contact juggling	Furniture making	Music appreciation	Table games
Art history	Cooking	Gardening	Navigation	Tailoring
Astronautics	Costume making	Gemstones	Needle tatting	Taxidermy
Astronomy	Criminology	Genealogy	Newsletter	Taxonomy
Audio production	Crochet	Glass blowing	production	Textile/fashion
Backgammon	Cross stitch	Glass painting	Oceanography	design
Basket making	Cycle maintenance	Glasswork	Origami	Theatre
Baton twirling	Dance appreciation	Gliding	Painting	appreciation
Beekeeping	Dance theory	Go-karting	Paleontology	T-shirt painting
Billiards	Darts	Graphic design	Patchwork	Upholstery
Biology	Debating	Hair and beauty	Peer education	Vehicle restoration
Bird watching	Democracy and	Historical re-	Photography	Ventriloquism
Boat work	political studies	enactments	Physics	Weather/
Bookbinding	Dominoes	History of art	Pool/snooker/	meteorology
Botany	Dowsing and	Home science	billiards	Weaving and
Braille	divining	Horticulture	Pottery	spinning
Brass rubbing	Drama and theatre	Information	Power boating	Website and digital
Building catapults	skills	technology	Public speaking	communications
Cake decoration	Draughts	Interior design	Puppetry	production
Calligraphy	Drawing	Jewellery making	Quilting	Wine making
Campanology	Dressmaking	Journalism	Radio	Woodwork
Candle making	Driving	Juggling	presenting/DJ	Writing
Canoe building	Drone flying	Kite construction	Reading	
Canvas work	Ecology	Knitting	Religious studies	
Card games (no	Electronics	Lace making	Robotics	
gambling)	Embroidery	Languages	Rocket making	

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## Voluntary Service

**Aim:** To connect with the community and give useful voluntary service to others and their communities.

**Ethos:** Voluntary Service is all about young people giving back to their own community or to other people and their communities. Whatever passions young people may have, whether it's care and concern for the environment, a love of animals, a desire to make a difference to the lives of the less fortunate, or a wish to help the sick or elderly, the Voluntary Service Section offers a structure to fulfill these passions.

### Suggestions:

#### Environmental service

- Participating in a conservation project, e.g. clearing weeds, cleaning a river, or caring for threatened wildlife or trees.
- Caring for a public/school garden.
- Providing, maintaining, and encouraging the use of public wastepaper bins.
- Working in a clean-up campaign.
- Bush and natural environment regeneration.

#### Emergency services

- Helping an emergency service team, e.g. SES, RFS, CFS, St John's Ambulance, Royal Lifesaving.
- Assisting with local or national disaster operations, especially in the recovery phase.

**Note:** Completing training alone does not fully meet the requirements for this Section, e.g. a First Aid course or emergency skill (e.g. an SES Communications Course). Practical service must also be given such as attending events as a First aider.

#### Animal welfare

- Caring for animals under threat.
- Assisting at organisations who care for neglected and abandoned animals, such as the RSPCA or WIRES.
- Walking the dog of an elderly or disabled person.
- Wildlife rescue.

#### Charity work

- Fundraising for a charity – this could be through fundraising events such as organising a school fundraising drive.
- Producing a newsletter for a charity.
- Creating or maintaining a charity website.
- Helping out at a charity clothing store.

#### Youth work

- Acting in a leadership role in a youth club, school or uniformed youth organisation.
- Helping other young people use The Duke of Ed Framework and complete their Bronze or Silver Levels by acting as a leader or captain.
- Community education and health education.
- Teaching/assisting a person to read or write.
- Assisting in the teaching of primary school children.

**Note:** Undertaking school-based activities such as Student Representative Council or Peer/Buddy Programs must comply with the requirement that a substantial amount of the activity is to be undertaken in the young person's own time, e.g. lunch breaks, before or after school academic hours.

#### People in the community

- Visiting people in need, such as elderly or disabled people, on a regular basis to provide assistance with shopping, gardening or other domestic tasks, or simply to keep them company.
- Voluntary work in hospitals, libraries and care centres.
- Helping with a local community radio or newspaper.

**Note:** unpaid baby-sitting would not normally meet the requirements of this Section. However, if the baby-sitting was assisting at a local clinic or playgroup or providing respite baby-sitting / child care including in a private home, this would meet the requirements. There are important safety and carer requirements associated with this type of Service that need to be carefully considered.

#### Sports and leadership

- First aid – doing a course and then making their skills available to the benefit of the local community i.e. being a first-aider at football matches or dance competitions etc.
- Coach your local junior sporting team.
- Referee/umpire at sporting games for junior teams (unpaid).

## Adventurous Journey

*Aim:* To stimulate a spirit of adventure and self-discovery while undertaking a journey in a group.

*Ethos:* The Adventurous Journey (AJ) is all about getting out and going on an expedition or exploration in an unfamiliar and challenging environment with an agreed Team Goal. The AJ is about teamwork and social connection, creating the environment for group work through planning, task sharing, problem solving, role allocation, and team reflection. It is an opportunity for a young person to engage in activities that require determination, physical effort, perseverance, problem solving, and cooperation. It is intended that all who undertake this section of The Duke of Ed are rewarded with a unique, challenging, and memorable experience.

Although the AJ is most frequently undertaken in the outdoors in the form of a bushwalk, it may be undertaken with many different types of personal physical effort, in a national park, in an urban setting, or even in a virtual or partly virtual mode. Any proposed virtual journeys must be discussed with the AOA early in the planning stages.

### *Adventurous Journey Suggestions:*

- Bushwalking
- Canoeing
- Cycling
- Horse riding
- Rafting
- Sailing
- Scientific/geographic exploration
- Historical/cultural trips
- Flora/fauna studies
- Environmental studies
- Exploration of old cemeteries
- Historic train or paddleboat journeys

### *Adventurous Projects*

This option is for young people 18 years and over. These are AJs that do not meet one or more of the requirements. Adventurous Project proposals must be discussed with the AOA to determine their suitability prior to being approved by the Duke of Ed Leader.

### *Suggestions:*

Popular examples of Adventurous Projects with elements of expedition and community development are:

- Climbing a high mountain peak, e.g., in the Andes or Himalayas
- Following a trail of historical significance and undertaking a survey of degradation
- Retracing the path of an early explorer
- A geological survey in Central Australia
- Archaeological digs in remote areas
- Studying ecosystems in a remote area to assess human impact.

### *Inappropriate Adventurous Journeys*

- Going on a family/friend's camping trip or a family holiday is not considered to be an acceptable Adventurous Journey. Such trips rarely meet the Adventurous Journey requirements.
- School camps based on a medley/combination of outdoor activities are also usually not appropriate unless each of the requirements set out in The Duke of Ed Handbook (Section 6.4) can be met.

**NOTE:** Please ensure that Duke of Ed Leaders also refer to the Adventurous Journey Supervision Policy for further information on specific requirements. This is available from the AOA.



## Gold Residential Project

**This section is for young people completing the Gold Level only.**

*Aim:* To broaden experience through involvement with others in a residential setting.

*Ethos:* The Gold Residential Project offers young people unique experiences that truly broaden horizons, challenge their outlook, and extend their comfort zone. At the heart of the Gold Residential Project is undertaking a purposeful experience with people who are not the young person's usual companions, working towards a common goal. Added to this, the young person is also outside of their usual place of residence, often in an unfamiliar environment with unfamiliar people. It is hoped that the Gold Residential Project rewards Gold Level young people with a sense of personal achievement, enhanced social connection with new and interesting people, and a truly life-changing experience.

*Suggestions:*

### Personal and skills training courses

- Residential language courses
- Leadership training
- Skills development (e.g. music, art, craft)
- Ecology study course
- Youth camps
- Youth parliaments

### Environment and conservation projects

- Environmental clean up
- Habitat restoration
- Volunteer work with national parks
- Research on habitats and ecosystems
- Restoration projects e.g. buildings

### Service to other people and communities

- Provision of facilities
- Construction projects
- Assisting as a leader at a camp for young people
- Working with a local or an overseas aid charity
- Working in a care home or hospital

### Activity based

- Outdoor adventure courses
- Sports coaching course
- Sport skills development and sport representative tours
- Crew member on board a tall ship

### Got any other ideas?

This is not an exhaustive list, and there may be many other options available to you. For any of the sections, if you want to do an activity that is not listed, and you're not sure if it's suitable, please contact the AOA on [qld.award.office@qed.qld.gov.au](mailto:qld.award.office@qed.qld.gov.au) to check.