



The Duke of Edinburgh's Award Physical section

A session plan for DofE Leaders

What is this resource for?

The following pages provide you with guidance and ideas to help get the young people in your group excited about the Physical section of their DofE programme, to help them understand what is involved and choose an activity which is specific and relevant to them.

The resource contains three things:

- A 40-45 minute session plan exploring the benefits of the Physical section, ideas of what they could do and how to plan their activity using a DofE programme planner.
- A Leader's checklist (explained below).
- Case studies of other DofE participants who have completed this section, to inspire your group.

We encourage you and your group to adapt the session plan as you see fit – the activity suggestions allow plenty of scope for individuality.



The Physical section

The aim of the Physical section is to inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity.

Participants must choose an activity and with your help, set an appropriate challenge. They must do their physical activity regularly, for at least an hour a week, for the planned time.

So what is a physical activity?

In short, anything that requires a sustained level of physical energy and involves doing an activity. For example, playing a sport regularly and showing personal improvement would count. They can choose to carry on with a physical activity they are already doing or start something new, as long as they show progression and sustained interest over time.

Use the handy Leaders checklist on page three to ensure that the physical activity that your young people choose meet the requirements of the Physical section, rather than one of the other sections. For example, learning to become a coach in the same sport would be a Skills section activity, whilst being a volunteer coach would count for the Volunteering section.

Leader's checklist

This checklist is a quick and handy reference point for you to decide whether the young people in your group have chosen a programme of activity which meets DofE criteria.

It will help you ensure that the activity is balanced, enjoyable and fulfils the principles of the section. The checklist can be used as a guide for the other sections as well.

Achievable by all

As DofE programmes are achievable by all, it is vital that young people choose an activity that is interesting and challenging to them and suited to their needs. They don't need to be an Olympic athlete, professional footballer or prima ballerina to achieve the Physical section – they need to decide on a programme which reflects their own individual starting point and abilities, which they will enjoy.

Setting the scene

Before starting these sessions, it is a good idea for you to set the right atmosphere so that excitement is created in your group. Examples of how to do this are:

- Set up the room using different sports equipment, such as footballs, rugby balls, tennis racquets and swimming armbands.
- Play music chosen by young people or which relates to the session such as, *Match of the Day* theme, *You make me feel like dancing* (Leo Sayer) and *Dreadlock holiday* (10cc).
- Display stimuli on the wall, such as images of people doing different types of physical activities, newspaper articles of different sporting events or pages from websites on people's different sporting profiles or Olympic medallists.

Planning the physical activity

Physical

Aim

For your group to understand the benefits of the Physical section and to help them choose which physical activity they will do for their DofE programme.

Resources

Flipchart, coloured marker pens, Play Doh, foil, lots of pieces of paper cut into heart shapes, magazines and newspapers, scissors, glue.



Timing	Section	Activity
5 mins	Getting started	<p>Icebreaker</p> <p>Set the scene, as described on page one. Explain that physical activity is good for your heart and that when you exercise, your heart will get even better at its main job, delivering oxygen to all parts of your body and keeping you healthy. Give your group lots of pieces of heart shaped paper and get them to work in pairs to write down as many different physical activities as possible, with each activity written on a different heart. Give a healthy snack as a prize to the pair who comes up with the most ideas in the time set. Pin the hearts up around the room as a stimulus for the rest of the session.</p> <p>Sharing aim</p> <p>Explain that for the rest of the session the group will be exploring the benefits of doing a physical activity, and looking at what activity they may like to do to complete the Physical section of their DofE programme.</p>
30 mins	Group work	<p>Exploring the benefits of taking part in physical activity</p> <p>Split into two smaller groups for this activity. On the floor lay out pieces of flip chart paper and ask the groups to draw around a person. Tell the group in this activity they are going to think about the benefits and challenges of doing physical activity. On the inside of the person they need to write down all benefits, e.g. lose weight, improve fitness, make new friends, increase self-esteem. Around the outside of the person they need to write down all the challenges of doing physical activity, e.g. lack of confidence, find exercise boring, lack of facilities nearby, cost of equipment or activity. A discussion can then be had between the two groups identifying the common benefits and coming up with solutions for the challenges.</p> <p>Local provision session</p> <p>Gather lots of ideas, adverts and leaflets for physical activity that the young people could do in their local area (or ask them to bring in these items in preparation for the session), such as timetables for local leisure centres and adverts for sports clubs. Get young people to work in pairs to rate their favourite activity on offer. For each of their favourite activities, talk about the example goals they could set themselves if they did this activity, such as improve a grade at karate, learn a new technique in tennis, or learn new tactics in football.</p> <p>What activity will you do?</p> <p>Hand out some Play Doh, tin foil or a variety of magazines and newspapers and ask the young people to make a model or create a picture of the activity they would like to do. This could also act as a nice display in your DofE Centre.</p>
10 mins	Group work	<p>Introduce the DofE programme planners for the Physical section to the group, giving them one each. Get them to work in pairs to fill them out and to ask questions to their pair member or to you of anything they are still not clear about regarding the Physical section. You could put an enlarged version (e.g. A3) of the programme planner on the wall as a visual aid. Check that the activities they have chosen meet DofE requirements using the Leader's checklist.</p>
5 mins	Summary	<p>Find out from the group what they have learnt by playing word association with starter words like 'benefits', 'goals', and 'activities'.</p>

The checklist below helps you decide whether the young people in your group have chosen a programme activity which meets DofE criteria. For reference of the aims, principles, benefits and sectional categories, please see the Handbook for DofE Leaders (sixth edition).

Physical

Aims of the sections

Volunteering To inspire young people to make a difference within their communities or to an individual's life and develop compassion by giving service to others.

Physical To inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity the other for 12 months.

Skills To inspire young people to develop practical and social skills and personal interests.

Expedition To inspire young people to develop initiative and a spirit of adventure and discovery, by planning, training for and completing an adventurous journey as part of a team.

Residential To inspire participants through a concentrated involvement with people they don't know, who are usually from different backgrounds, and bring alternative views to the challenges they will face. The Residential section broadens their experiences by empowering them to make a difference in a team-based residential setting.

Age and Timescale requirements

Level	Age	Minimum time
Bronze	14+	3–6 months
The participant needs to do one of their Volunteering, Physical or Skills sections for 6 months, the others for 3.		
Silver	15+	6–12 months
If the participant hasn't achieved their Bronze Award then they need to extend their Volunteering or the longer of their Physical or Skills sections to 12 months.		
Gold	16+	12–18 months
If the participant hasn't achieved their Silver Award then they need to extend their Volunteering or the longer of their Physical or Skills sections to 18 months.		

Questions for all sections	Tick if 'Yes'
Does it meet the aim and principles of the section?	<input type="checkbox"/>
Does it enable the young person to meet some or all of the benefits of the section?	<input type="checkbox"/>
Does the activity fit into one of the sectional categories ?	<input type="checkbox"/>
Does it meet DofE requirements of age , timescales and undertaking a DofE programme in voluntary time ?	<input type="checkbox"/>
Has the young person chosen the programmes based on their personal interests and circumstances ?	<input type="checkbox"/>
Does the activity form part of a balanced and varied programme of activities?	<input type="checkbox"/>
Is there someone to support and assess the young person doing this activity?	<input type="checkbox"/>
Has the young person set themselves goals which are challenging and achievable ?	<input type="checkbox"/>
Is the young person improving existing skills or gaining new talents ?	<input type="checkbox"/>
Is the young person likely to enjoy and complete this activity?	<input type="checkbox"/>
Has the young person told their Assessor what they need from them and what their goals are?	<input type="checkbox"/>
Are you happy that the activity will be appropriately managed and that responsibility for the safety and welfare of the young person is clearly understood?	<input type="checkbox"/>

NB: All programmes should be considered with regard to the Licensed Organisation's health and safety policies and procedures.

Questions specific to each section	Yes / No
Volunteering Will training needed for the activity take no more than a quarter of the section duration?	<input type="checkbox"/>
Physical Is it a genuine physical activity that will improve the participant's fitness?	<input type="checkbox"/>
Skills Will the activity focus on a specific theme?	<input type="checkbox"/>
Expedition Will the expedition meet the 20 conditions (refer to the Handbook for DofE Leaders)?	<input type="checkbox"/>
Residential Please see the Guidance for DofE Leaders – advising on residential activities DofE.org/leaders	<input type="checkbox"/>

Below are some recent examples of physical activities which were undertaken by young people for their DofE programme, which you can use to help your group think of ideas.

Physical

Category: Team sports

“For the Physical section of my Bronze DofE I have been attending football training for the Northampton Town Multi Disabled Football Club. I train once a week at Moulton College.

The best thing about this is playing as part of a team - everyone on the team has become friends. I like getting the football coaching too, it is a lot of fun and I have improved my football skills at the same time.” – Ricky, DofE participant



Category: Water sports

The physical section at Burnley Community Sports Trust offers a diverse range of activities which includes JuJitsu, football and canoeing. The club has linked up with the local council to offer a large range of sports at reduced prices.

“This section is loads of fun, there are so many different sports to do. I have had a great time this year and am really looking forward to doing my Silver!” – Jessica, DofE participant



Category: Team sports

Stephen Birkett accepted a top honour from Headteacher, Mr Sheeran, at Cowley Language College, St Helens early this year. It was for playing cricket which he did for the Physical section of his Silver DofE programme

“Stephen is a very promising young cricketer. He has improved vastly over the course of this season.”

– Gary Greener, Assessor

“Cricket is half of my life. I played around three times a week last season. I really enjoy it and hope to improve as an opening bowler.”

– Stephen, DofE participant

