



DofE

THE DUKE
OF EDINBURGH'S
AWARD

YOUNG LEADERS PROGRAMME

Volunteering Portfolio: Example



Name: **Emlyn Jones**

Volunteering with: **Narbeth Youth Centre Bronze Participants** (Name of DofE Group)

Mentor's Name: **Ffion Morgan**

Email: **ffion.morgan@example.org**

Practical DofE Leadership

This module has four main learning outcomes:

- Show a regular commitment to the DofE in a practical leadership capacity.
- Develop a range of leadership skills.
- Plan, organise and initiate a programme of DofE activities.
- Understand and apply appropriate health and safety regulations when working on activities with the group.

What do I need to do?

- Complete a minimum of 14 hours of practical volunteering with a DofE Group (No more than half can be out on expedition). This could be planning, supporting and delivering sessions for any section of the DofE Award.
- Log each session in this Volunteering Portfolio and obtain a signature from your leader or mentor.
- It would be great if you could collect evidence of your practical volunteering. This could include photographs, session plans, letters, event reports or even links to relevant online material such as video/audio clips. There's a place to list the evidence in the back of this booklet

Remember, there are no right or wrong answers here. The assessor will want to see that you have taken the time to reflect on your experiences as a Young Leader and record the things you have learnt.

What should I send back?

- This Booklet which provides evidence that you have understood and achieved all the learning outcomes in the practical volunteering module.
- Evidence of your practical volunteering. Please either attach this to your volunteering portfolio or enclose in a separate folder with your name clearly marked.

Completed volunteering portfolios should be sent to:

DofE Wales,
First Floor, Plas y Fynnon,
Cambrian Way, Brecon, Powys,
LD3 7HP.

You will be contacted by email to confirm receipt and to let you know whether a Certificate in DofE Leadership can be awarded.

1: Regular Commitment

Aim: To show a regular commitment to the DofE in a practical leadership capacity.

Learning outcome: Act as a leader/helper at regular DofE group meetings.

Please record your volunteering here and attach any extra documents you think we might want to see. E.g. photos.

Date	Volunteering (What did you do)	Hours	Leaders Signature
31/10/19	Young Leaders Training Course in Glan Llyn	16	F. Morgan
11/11/19	Teamwork session and health and safety on an expedition	2	F. Morgan
18/11/19	Preparator map skills and compass skills	2	F. Morgan
25/11/19	First Aid Training	2	F. Morgan
03/02/20	Cooking skills and planning meals for the expedition	2	F. Morgan
17/02/20	Practicing cooking the meals planned	2	F. Morgan
2/03/20	Packing for expedition and putting up the tents, doing a stock check of equipment required.	2	F. Morgan
16/03/20	Night navigation using compass skills learnt on previous session.	2	F. Morgan
30/03/20	eDofE session - adding expedition details such as aims, personal goals, map co ordinates and starting/ finishing points.	2	F. Morgan
09/04/20 – 10/04/20	Volunteered on their expedition, meeting at checkpoints, checking on progress etc.	3 hours a day Total = 6	F. Morgan
26/04/20	Cleaning kit properly and putting everything away in the right place. Also catch up on how the expedition went and share thoughts for improvement.	2	F. Morgan
11/05/20	Helped put together a video to promote the DofE award which was part of their expedition aim. Gave tutorials on the video software and helped find audio for the video.	2	F. Morgan
12/05/20	Listened to their presentation ahead of their assembly and gave a few pointers for public speaking	1	F. Morgan

2: Leadership Skills

Aim: To develop a range of leadership skills.

Learning outcome: Demonstrate leadership skills for a particular activity.

Show an example of when you have demonstrated the following leadership skills in a session.

Date	Skill & Evidence	Leader
11/11/19	<p>Can you give us an example of when you have <u>lead by example</u> in a session or out on expedition?</p> <p><i>On the session on hazards and health and safety I made sure I was always complying with the regulations and leading by example. I made sure I worked in a safe way and did not cut corners. I replicated this on the expedition, where I guided the group and ensured they were always operating safely, for example being aware of livestock in the fields, using the cooking equipment safely and carrying equipment in a way that prevented injuries.</i></p>	F. Morgan
	<p>How have you <u>communicated effectively</u> with your bronze participants? (while arranging sessions or during training)</p> <p><i>I spoke to my group and we arranged to meet every other Monday in the school library at 4pm. When working with my groups I made sure I was very patient and took my time when explaining things and working through software such as eDofE and the video software. This way I feel I communicated clearly with my group and offered for them to ask me questions whenever they needed some help.</i></p>	F. Morgan
11/11/19	<p>Have you used any of the <u>team building</u> games you learnt on the course in activities with the participants? What were they, and how did they work?</p> <p><i>For the first session I did an introductory activity to help with teambuilding skills. I used the game 'robots' to demonstrate the power of communication and how working together is essential in order to overcome a challenge or barrier and succeed. By taking away one of the senses from each group member such as sight or speech, it meant that working together was critical and the team members needed to think outside of the box. This activity would be a good icebreaker for people who didn't already know each other.</i></p>	F. Morgan
09/04/20	<p><u>Persuading/Motivating</u> participants can be difficult, what have been the biggest challenges while organising, training and out on expedition.</p> <p><i>Having done the Young Leaders programme I had learnt a lot about the various ways you can motivate your group, particularly if they are being quite negative or are physically exhausted from their expedition. One of the ways I did this was by offering an incentive for individuals to complete a challenge, so with my bronze group if they reached the next checkpoint I would offer them a sweet or a biscuit. I also learnt that humor is a good method of keeping up team spirit, as when the group are laughing they're not thinking about the difficulties of the expedition.</i></p>	F. Morgan

Teamwork is a key part of any bronze group. Have you witnessed any of Tuckman's stages of team development with you groups? If so give examples :

1. **Forming** (High dependence on leader for guidance)

When working alongside my bronze group they were particularly struggling with their map reading skills. I gave them some gentle persuasion and hints and they managed to figure it on their own. However, from then on they also looked to me for guidance. Similarly, when working on the video where I had the most experience in video software, the group would often rely on me to help them when they either made a mistake or wanted something changed.

2. **Storming** (Some arguing and clashes of ideas)

One of the bronze DofE groups I worked with were extremely argumentative as there were two conflicting personalities and this often divided the group. For example, some team members would be frustrated with others because they were not keeping up, whilst those with a lower fitness level were upset with these members for not having any patience. I witnessed this from both sides and could sympathise with both sides of the group. However, luckily the conflicts did resolve by the end and the sense of achievement at completing the expedition would override these divisions and minor arguments.

3. **Norming** (when participants start to resolve their differences, appreciate each other's strengths, and respect your authority as a leader)

By the time I had been volunteering for a few weeks the team members got to know me quite well and became comfortable around me. I felt that they respected me and listened to my advice. Therefore, when I tried to remind them of the bigger picture of the expedition, they listened and began to resolve their minor conflicts which they realised were insignificant in the grand scheme of the accomplishment of their award.

4. **Performing** (When participants communicate and coordinate effectively and efficiently as a group)

Although there were conflicts within the group during the expedition, it became evident that after the expedition they were much closer and had established friendships through the expedition. During the task of making a video to promote the DofE award, the group worked very well together and seemed to really enjoy each other's company. They appeared to be looking back on the expedition with fond memories and were laughing about some of the situations that arose on the expedition.

Managing a group can be difficult, give an example of when you have had to resolve conflict.

At one stage of the expedition the group were really upset as they felt they were not going to make their final checkpoint in the time required. The members were falling out about one member who was struggling to keep up. At this stage I had to intervene, as this member of the group was unfairly in the firing line of the team's frustration. As I did not want one member to be single handedly blamed for the delay in their expedition, I explained to the group that the most important part of the challenge is the ability to work as a team and reminded them of the bigger picture and the fact that they had achieved a great deal in order to reach the expedition itself.

3: Planning

Aim: To plan, organise and initiate a programme of DofE activities.

Learning outcome: A delivered and well planned DofE activity.

You may not get the opportunity to plan every session, but we would like to see at least one example of a session you have planned, organized and initiated. You can attach your planning notes and review the session below:

Subject	<i>Packing for an expedition and doing a stock check</i>	Group Background	No. Participants Girls: 8 Boys: 5
Date & Time	02/03/2020 @ 4pm		
Focus of Session	<i>To advise participants on what to pack for an expedition and how to pack a bag efficiently and safely so that the most important items are easily reached and the weight is distributed in a way that is least likely to cause pain or lead to injury.</i> <i>We also wanted to keep a proper record of the kit we had available in order to make things as organised as possible.</i>	Learning Objectives	
		<i>M2 – to understand a model for planning activities/ events</i> <i>M5 – to understand record keeping processes</i> <i>P3 – to plan, organise and initiate a programme of DofE activity</i> <i>P4 – to understand and apply health and safety regulations when working on activities in a group</i>	
Prior Knowledge of the participants	<i>They had already received their kit list and some may have had experience with packing a bag if they had done outdoor activities outside of school.</i>	Success Criteria	
		<i>The participants would have a thorough understanding of how to pack a bag and be able to do so quickly and efficiently. We would also know exactly how much stock we had available.</i>	

Session Outline : What activities do you intend to do with the group?	
Introduction	<i>Key DOs and DON'Ts for packing a bag, ask the group what they think. Have three pre packed bags and have each group try one on and discuss which is the comfiest and easiest to carry, then present to the group why they think this is the case. I then revealed the answer as to which bag is appropriately packed.</i>
Main Body	<i>Initially start with a stock check and have each group decide which items they will need and how many of each item. Have the groups lay this out on the floor and then begin to work out the best way to pack the bag. They will need to group the items and can decide how to do this themselves, but careful consideration should be made to the weight of each item and how often they will need to be using it. I will then go around and assess whether the groups were correct in how</i>

	<i>they had divided the items and ask them a few questions about their decisions. I will then proceed to pack a bag in front of everyone and explain why each item is packed in that specific order. I will take a positive from each groups method and talk about that in my presentation. Once I have done this I would ask each group to pack a bag in the same way as I did.</i>
Plenary / Session Close	<i>To finish I will get each team member to model the bag on a pretend cat walk where they walk up and down and we can each see how to walk with the back pack on in a way that is the safest. During this time I would show them how to adjust their straps if they needed and encourage good posture, correcting any bad habits.</i>
Resources (What will you need?)	<i>A rucksack with a variety of contents including first aid kits, tents, roll mats, survival bag, sleeping bag, some food containers, water bottles, clothes such as jumpers and waterproofs.</i>

Managing risk is the responsibility of your group leader, but we would like you to have a go at identifying risk.

Assessing Risk

What are the main risks associated with your session?	<i>There are not many risks with this activity, but I did ensure that the floor was clear so that teams wouldn't be tripping over equipment, particularly when modelling the bags. I also made sure that the teams were carrying their backpack properly in order to minimize the risk of injury.</i>	
Tick the appropriate type of risk assessment that you have carried out.	<input type="checkbox"/> Generic	Leader's/Mentor's Signature to ensure checks have been carried out.
	<input type="checkbox"/> Dynamic	
	<input checked="" type="checkbox"/> Specific	<i>F. Morgan</i>

Evaluation

<p><u>Name 3 things that worked well</u></p> <ul style="list-style-type: none"> • <i>By asking the group to do certain activities for themselves, for example by asking them to choose which rucksack they thought was packed properly, or by categorising the items into what they saw as a priority, they were able to use teambuilding skills that would be useful for the expedition, and learn from their mistakes as well as what they did correctly.</i> • <i>By then getting the group to repack the bag themselves, they could apply the knowledge I had taught them and test themselves on how much they had learnt from my presentation.</i> • <i>Doing the catwalk was a nice light-hearted way to finish the session, and the participants had a laugh whilst doing it.</i> 	<p><u>List 3 things that you would change and why.</u></p> <ul style="list-style-type: none"> • <i>Whilst the groups were packing their bags there wasn't anything I could really do as I was trying not to give them too much guidance, so next time I would find something to do in the meantime such as checking their evidence on eDofE or making a start on the stock check.</i> • <i>The bags did not reflect exactly how a DofE backpack would be as I did not bring some items such as an accurate amount of food that they would need on an expedition, or the amount of clothes they would bring.</i> • <i>I would have music to do the catwalk activity.</i>
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Did you make any last minute adjustment to cater for some different needs?

Some groups had members that struggled to carry the same amount of weight as the others, so we redistributed the weight so that everybody felt comfortable with the amount of weight they were carrying. For example, one boy was struggling with the amount of weight he was carrying, so we removed his tent poles and pegs and distributed them into other people's backpacks.

Final Young Leader Review Sheet

Young Leader: When you have finished – take some time to reflect. Write a short report below on how you think you have done, what was of greatest value, what was more difficult, and how you think it will help you in your future leadership development.

Young Leader's personal review

I think since doing my Young Leaders course in October my leadership skills have developed enormously. Before doing the course I could not imagine being able to deliver a training session for something such as packing equipment for the expedition, as although I would have had the knowledge I wouldn't have been able to deliver the activity well for the young people to understand. I am no longer afraid to put myself forward and be pushed out of my comfort zone. The activities that I found the most difficult were also the most rewarding and helped to develop my leadership capabilities the most. From this experience I have thought seriously about going into a career in teaching, as I really enjoyed sharing my knowledge with the participants and felt they appreciated that I had given up my time in order to help them.

Young Leader's signature: *EJ*

Date: **31/05/20**

Action plan

Congratulations for completing this module. You will now have begun to recognise your leadership strengths and the areas you need to develop further. With your Mentor, list below the next stages of your development, with a time scale if possible.

As I am staying at my sixth form for the next year, I would like to carry on helping the next group of bronze participants with their DofE. Although there is a lot of pressure with A Levels and getting into university, I can see that this is a worthwhile way of spending my time and will be something that I can add to my university application or CV, and furthermore something I can talk about in interviews which will set me apart from other applicants. I think this will also help my DofE leader as it is an extra pair of hands to help with training and group sessions. I think if I could also get the qualifications to be a DofE supervisor or assessor it would be a good skill for going into teaching.

Training Available

If you would like to receive more information please tick appropriate box

DofE Supervisors

DofE Assessors

Lowland Leader

Hill Skills

Mountain Skills

First Aid

Young Leader's signature: *EJ*

Mentor's signature: *F. Morgan*

Date: **31/05/20**

Final Mentor/Leader Review Sheet

Ask your leader and/or mentor to write a short review of your practical volunteering and what you have done. If your mentor is also your DofE leader, then just complete one box below.

Leader Review

Emlyn has been a real asset to the team running the DofE at Narbeth. I have watched him progress as he has become more and more confident in working with the participants and leading activities. He is very patient and dedicates his time equally between all the participants. He has also been a real inspiration and good example to the participants and has progressed to have just finished his Gold.

Leader's/Mentor's signature:

F. Morgan

Date: **31/05/20**

Mentor Review

Emlyn has been an excellent extra pair of hands to have during this group of Bronze participants, and I think they would have really struggled without his help and guidance throughout. I think the group really benefitted from his session on how to pack a rucksack, as this prevented them from making mistakes when it came to their expedition. As time has gone on, Emlyn has worked increasingly independently from us as staff and has been delivering activities on his own, which gives us the chance to catch up on other tasks such as working on eDofE or checking routes. I'm really glad that Emlyn is staying in the area for sixth form and will continue to help us when we need it. I am very proud of Emlyn who has grown into a very confident and capable young leader.

Mentor's signature:

F. Morgan

Date: **31/05/20**

Evidence of Practical Volunteering

Please list the pieces of evidence that you have added to this volunteering portfolio. You could include photographs, session's plans, letters, event reports or even links to relevant online material such as video/audio clips



My young leaders course in Glan Llyn



First aid training



Navigation skills



Bronze participants setting off on their expedition

Congratulations on completing your Volunteering Portfolio

Sum up your experience in one sentence

The young leaders programme has encouraged me to achieve things that I believed were beyond my capabilities and I can now call myself a confident leader.



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