

Vimy Ridge and Duke of Edinburgh Teacher Resource Guide

*In Commemoration of the 100th year Anniversary of Battle of
Vimy Ridge and Canada's 150th Birthday*



Table of Contents

Introduction	Pg. 2
How to Get Started	Pg. 3
Duke of Edinburgh Award	Pg. 4
Physical Education Activities	Pg. 5 - 10
Math Activities	Pg. 11
Science Activities	Pg. 12 - 13
Social Studies Activities	Pg. 14 - 16
Art Activities	Pg. 17 - 18
English Activities	Pg. 19 - 21

****Please Note: The activities listed in this guide can be done independently but are most effective when used in a cross curricular fashion. A few of the interconnections have been highlighted at the end of the activity.***

Introduction

April 9th, 2017, marks the 100th anniversary of the Battle of Vimy Ridge. This anniversary will celebrate a First World War battle that paved the way to an Allied victory, and helped solidify Canada as an independent nation. There are many ways in which individuals can be involved in this celebration. Below, you will find activities ranging from physical education to art, which you may conduct in your classes so that you and your students can participate in this momentous event.

In addition to classroom resources, students and schools are also provided with information on how they can engage in the material outside of class time, as well as work towards receiving their the Duke of Edinburgh Award. The Award concept is one of individual challenge, to nurture inner pride, and empower young leaders. The Award offers all Canadian youth between the ages of 14-25, a balanced, non-competitive programme of extracurricular activities that encourages personal discovery, growth, self-reliance, perseverance, and service to the community.

In addition to the classroom and award components, schools also have the opportunity to engage in two national virtual events: the 100th Anniversary virtual ceremony (April 6th, 2017) and the National Virtual Remembrance Day ceremony (week of November 11th).

This resource was developed as part of a national youth engagement strategy by the following partners: Centre for Global Education, TakingITGlobal, the Duke of Edinburgh Award & the Alberta Distance Learning Centre.

If you have any questions about this resource or how you can take part in the national virtual ceremonies, you may contact Jessica Matthews from TakingITGlobal (jessica@takingitglobal.org).

How to Get Started

This resource has been developed for your independent use within your classrooms. The activities below have been created for teachers to implement within their lessons and supplement existing curriculum. There are activities for the following subjects: Physical Education, Math, Science, Social Studies, Art and English. These activities will allow for you and your students to engage in the centennial celebration of the Battle of Vimy Ridge.

If participating in the virtual video conference hosted by the Centre for Global Education, these activities are not a requirement, yet are highly recommended for preparing your students for this event.

The Duke of Edinburgh Award

(For more information about the Award, see Appendix 1)



School Information Package

Thank you for taking the time to review the enclosed information on The Duke of Edinburgh's International Award Programme. We hope the information provided will address your preliminary questions and encourage your future involvement.

The Award concept is one of individual challenge, to nurture inner pride, and empower young leaders. The Award offers all Canadian youth between the ages of 14-25 a balanced, non-competitive programme of extracurricular activities that encourages personal discovery, growth, self-reliance, perseverance, and service to the community. Young people challenge themselves by setting goals and working to achieve them in four areas; Service to the community, Skill, Physical Fitness and an Adventurous journey.

Participation in the Award offers a national certificate of recognition, a pin for the youth as well as attendance to local, provincial, and national Award ceremonies. There is a registration fee of \$30.00 per level which includes the record book, supplementary materials, and all ceremonies at the completion of each level.

Depending on which province or territory you reside in, completion of the Award may also allow Education credit to be received. Additionally, the Award enhances job, scholarship, and post-secondary school applications giving recipients a unique edge in today's highly competitive environment.

The Duke of Edinburgh and Vimy Ridge

If your students are taking part in the celebration of the 100th Anniversary of Vimy Ridge, activities that they are doing can count towards completing their Duke of Edinburgh Award!

Here are some suggestions on how Vimy Ridge activities apply toward the Duke of Edinburgh.

Community Service	Skill Development	Physical Fitness	Adventurous Journey	Residential Project
Visiting Veterans Volunteer at Military Museums	Model building of Vimy Ridge Bag Pipes Marksmanship Archiving of Historical records Scrapbook of veteran Grandparents photos Drama & play writing Set production Re-enact Vimy soldiers Journalism – record stories of veterans Documentary of Vets Poetry Historical Dance Survival skills Joseph Boyden: “Aboriginal History”	Marching Biathlon Archery Marksmanship Boot camp Training	Cross-country ski trip Hiking & Camping Canoe trip	Vimy, France trip Encounters War Museum Ceremony in November, 2017

Physical Education

Activity 1: *Fitness Standards for Canadian Soldiers*

Time: Half or full gym class

Materials: Jump ropes, Mats, Paper & Pencil

Activity Introduction

This activity will give students a first hand experience of one of the many components that consist of being a Canadian soldier. This exercise will put into perspective the physical demands Canadian Soldiers must endure today and allow for conversation around the potential difference between Canadian Soldiers today and those who fought during the Battle of Vimy Ridge (and other battles in WW1).

Lesson

This activity consists of 3 sections.

1) Students will participate in a warm up for 5 to 10 min. Exercises can include:

- a) Jump Rope
- b) Jogging
- c) Biking

2) Students will participate in aerobic fitness/strength training. Students will complete 4 exercises:

- a) Push Ups
- b) Sit Ups
- c) Chin Ups
- d) 2.4 Km Run

****Note: Please refer to chart under additional resources for numbers of each exercise student must meet to pass fitness test***

3) Students will discuss how they felt during this activity and identify any challenges they faced during this testing. In addition, they can discuss possible differences between today's fitness standards and what these standards were like for soldiers fighting in WW1.

Additional Resources

Check out the [Canadian Forces Physical Fitness Standards](#)

Check out the [Armed Forces Physical Fitness Guide](#)

Fitness testing standards chart below

[10 Golden Rules of Fitness for WWI Soldiers](#)

[World War II Fitness Standards](#)

Performance Objectives

The performance objectives to be met are shown below.

Test item	Men	Women
1. Push-Ups		
Under 35 years of age	19	9
35 and older	14	7
2. Sit-Ups		
Under 35 years of age	19	15
35 and older	17	12
3. Hand Grip (in kilograms) (Combination of your left and right hand scores)		
Under 35 years of age	75	50
35 and older	73	48

4. Aerobic Fitness

Acceptable rating for 2.4 km run will prepare you to meet the aerobic fitness standard.

2.4 km run – Fitness categories (time in minutes)

Men Age	Acceptable	Superior
Under 30 years	11:56 – 10:13	< 10:13
30 – 34	12:26 – 10:35	< 10:35
35 – 39	12:56 – 10:58	< 10:58
40 – 44	13:25 – 11:12	< 11:12
45 – 49	13:56 – 11:27	< 11:27
50 – 54	14:25 – 11:57	< 11:57
55 & over	14:56 – 12:27	< 12:27
Women Age	Acceptable	Superior
Under 30 years	14:26 – 12:36	< 12:36
30 – 34	14:55 – 12:57	< 12:57
35 – 39	15:25 – 13:27	< 13:27
40 – 44	15:55 – 13:57	< 13:57
45 – 49	16:25 – 14:26	< 14:26
50 – 54	16:54 – 14:56	< 14:56
55 & over	17:24 – 15:27	< 15:27

5. Chin-ups		
Under 35 years of age	6	3
35 and over	4	2

Activity 2: Carrying weight of standard equipment

Time: Half of gym class

Materials: Gym weights, backpacks

Activity Introduction

This activity will give students a first hand experience of one of the many components that consist of being a Canadian soldier. This exercise will put into perspective the physical demands Canadian Soldiers must endure today, and allow for conversation around the potential difference between Canadian Soldiers today and those who fought during the Battle of Vimy Ridge (and other battles in WW1).

Note: This activity can be used in combination with the **fitness standards activity.*

Lesson

This activity consists of 3 sections.

1) Show the class the following short clips:

- a) [The Gear Soldiers Carry](#)
- b) [How Much Weight do Soldiers Carry?](#)

2) Students will then attempt to carry a similar weight to what these soldiers carry (approximately 60 - 90 lbs). You can have students walk a loop with this weight to fully understand what it means to carry it.

3) Students will discuss the possible toll of this weight on the soldier both physically and mentally. In addition, they can discuss the differences between today's equipment and what soldiers had during WW1 and WW2.

Additional Resources

[Uniforms WW1](#)

Activity 3: Military Boot Camp/Obstacle Course

Time: Half or full gym class

Materials: Gym equipment, benches

Activity Introduction

This activity will give students a first hand experience of one of the many components that consist of being a Canadian soldier. This exercise will put into perspective the physical and mental demands Canadian Soldiers must endure today, and allow for conversation around the potential difference between Canadian Soldiers today, and those who fought during the Battle of Vimy Ridge (and other battles in WW1). *This activity can be used in combination with the **fitness standards** and **carrying weight of standard equipment** activities.*

Lesson

This activity consists of 3 sections.

1) Students will warm up by jogging in a group. They will line up in pairs, forming 2 lines. They will jog around the gym (or around the field if outside) staying at the same pace. They will jog for approximately 5 minutes. You can have 1 or 2 students be “leaders” of the group, leading everyone else in a chant or song while warming up.

2) Students will complete the obstacle course as a team, encouraging each other the entire time. This obstacle course can be constructed in any manner you see fit but should include the following exercises:

- a) Push ups
- b) Sit ups
- c) Squats
- d) Forearm crawling
- e) Going over obstacles
- f) Balancing on a beam
- g) Teamwork component
- h) Running between stations

3) Students can discuss some of the challenges they faced during the obstacle course in addition to the importance of teamwork for completing the obstacle.

Additional Resources

[How to Master Obstacle Courses](#)

[RMC Obstacle Course](#)

[The O Course](#)

Activity 4: Trenching Activity

Time: Portion of class time or overnight

Materials: Internet, shovels, blankets, warm clothing

Activity Introduction

This activity will give students a first hand experience of what it was like to be a soldier in WW1 living in a trench. This exercise will put into perspective the physical and mental demands that soldiers endured during trench life. This activity is an overnight activity, however, can be adapted to introduce students to trench life during a gym class.

Lesson

This activity consists of 3 sections.

1) Have students watch the following clips about life in the trenches:

- a) [Life in a First World War Trench](#)
- b) [Trench Life](#)

2) Students will then learn what it's like to dig a trench. Have students pair up, with 1 student digging at a time and the other on lookout. Students can switch when needed, until the trench is chest deep (or as deep as you are allowed to dig). If doing this activity overnight, students will take turns sleeping in 4 hour shifts, with one of them being on lookout, as the other tries to sleep. Students will only have 2 blankets to sleep with (dressed in semi warm clothes). Please refer to the articles in the additional resource section for extra information regarding other schools who have run this activity.

3) After this exercise is completed, students can discuss some of the challenges they faced. They can discuss what it was physically and mentally like to dig the trench and to sleep overnight if, this part of the exercise was completed.

Additional Resources

[A night in the trenches](#)

[Eglesham students take to the trenches](#)

[Eglesham school Remembrance Day Adventure](#)

[Eglesham students survive trench warfare history lesson](#)

****Note: This activity can also be done in a Social Studies class***

Math

Activity: Mathematics of the Battle Field

Time: 1 class or 15 min per exercise over multiple classes

Materials: Internet, calculators

Activity Introduction

This activity will give students a chance to put into perspective some of the daily life experiences soldiers had being a part of WW1. This activity will provide an opportunity for students to discuss what it might have been like for these soldiers and even civilians back home supporting them.

Lesson

Students will calculate the following numbers for the Battle of Vimy after doing some research online:

- a) Numbers Killed/Wounded
- b) Amount of ammunition used
- c) Distance travelled
- d) Number of soldiers killed per yard/metre
- e) Arch of mortar fire
- f) Velocity of shelling

Additional Resources

[Canadian War Museum for Vimy Ridge](#)

[Canadian Encyclopedia](#)

[Vimy Foundation](#)

****Note: This activity can also be done in a social studies class***

Science

Activity 1: Trench Foot

Time: 20 - 30 min

Materials: Internet

Activity Introduction

This activity will provide students with some insight around the living conditions for soldiers during WW1. This activity will allow students to discuss how things have changed from WW1 to today in regard to environmental challenges that soldiers face.

Lesson

This activity consists of 3 sections.

- 1) Have students research what trenchfoot is. Have them break down what happens to the body to cause this to happen. In addition, have them research what soldiers did during WW1 to prevent this from happening.
- 2) After researching about trenchfoot, have students discuss and research other occupations today that might encounter this health concern.
- 3) The final step is having students prepare short presentations (2 - 3 minute pitch) in groups about how they would prevent trench foot from occurring. Students must keep in mind what happens to the body and the environmental conditions in which these soldiers were exposed to.

Additional Resources

[Trench Foot: WW1 and Today](#)

[Online Trench Interaction](#)

[What causes Trench Foot?](#)

****Note: This activity can also be done in a Social Studies class***

Activity 2: Chemical Warfare

Time: 15 - 20 min

Materials: Internet, Periodic Table

Activity Introduction

This activity will provide students with an opportunity to learn about how chemical science was integrated into warfare. Students will explore how gases were created and used in WW1.

Lesson

This activity consists of 2 sections.

1) Have students research what chemical warfare was introduced in WW1. Have them look into the different poisonous gases that were created and how (using their periodic table and the internet). In addition, have them look into what purpose these poisons served during the war - how they were used by both sides and how soldiers protected themselves.

2) Have students discuss and compare chemical warfare from WW1 to present day tactics being used all around the world. Have them look into the equipment that soldiers use to protect themselves against these creations.

Additional Resources

[Dawn of Chemical Warfare](#)

[Canadian War Museum](#)

[Canadian Battlefields](#)

[The Battle of Vimy Ridge](#)

****Note: This activity can also be done in a Social Studies class***

Social Studies

Activity 1: Regimental History

Time: 30 - 45 minutes

Materials: Internet, Books (Library time)

Activity Introduction

This activity will provide students with an opportunity to see the impact of the Battle of Vimy Ridge upon Canada and Canadians during WW1 and today. They will learn about how this moment in history has shaped not only our country but the people who live in it.

Lesson

***Note while doing this activity:** One hundred years ago, in 1917, brave Canadian soldiers accomplished what had been thought impossible: they captured the hill of Vimy Ridge, France, taking it from the German army who had controlled it for much of the First World War. The victory at Vimy Ridge was a watershed moment for the fledgling nation of Canada: from this point forward, Canada- and Canadians- were seen as more than a British colony. We had become our own nation.*

This activity consists of 3 sections.

- 1) Have students form small groups and research the different regiments that make up the Canadian Armed Forces in present day and during WW1.
- 2) After students have researched the different components of the Canadian Armed Forces, have students pick one of these regiments and connect their history to the battle at Vimy Ridge. Have students focus on the role that this regiment played in the battle of Vimy Ridge.
- 3) Once students are done researching, have them create a presentation to share with their classmates what they have learned about this regiment and their significance in the battle of Vimy Ridge.

Additional Resources

[Regiments at Vimy](#)

****Note:** This activity can also be done in an English class*

Activity 2: Artifacts in Context

Time: 30 - 45 minutes

Materials: Internet, Books (Library time)

Activity Introduction

This activity will provide students with an opportunity to see how different the world was during WW1 compared to the present day. It will also provide them an opportunity to explore the similarities between the two time periods and what this means for Canada as a country and its people.

Lesson

***Note while doing this activity:** One hundred years ago, in 1917, brave Canadian soldiers accomplished what had been thought impossible: they captured the hill of Vimy Ridge, France, taking it from the German army who had controlled it for much of the First World War. The victory at Vimy Ridge was a watershed moment for the fledgling nation of Canada: from this point forward, Canada- and Canadians- were seen as more than a British colony. We had become our own nation.*

This activity consists of 2 sections.

1) Have students research an artifact of WW1. They can choose from the following list or come up with their own artifact:

- a) Equipment and Vehicles
- b) Weapons and Ammunition
- c) Archival Documents
- d) Art and Culture
- e) Propaganda
- f) Photographs
- g) Decorations and Memorials

2) Once students have picked their artifact and researched to find out more about it, have them explore its historical context (the purpose for it). Students will then create a short presentation to teach their classmates about their artifact answering the following questions: why it was important and if it would be useful in today's society.

Additional Resources

[Canadian War Museum Objects and Photos](#)

[Veterans Affairs Story Galleries](#)

****Note:** This activity can also be done in an English class*

Activity 3: Cenotaphs & Memorials

Time: 30 - 45 minutes

Materials: Internet, Books (Library time), Newspapers

Activity Introduction

This activity will provide students with an opportunity to see the impact of WW1 upon Canada and Canadians. They will learn about how battles such as Vimy Ridge has shaped not only our country but the people who live in it today.

Lesson

***Note while doing this activity:** One hundred years ago, in 1917, brave Canadian soldiers accomplished what had been thought impossible: they captured the hill of Vimy Ridge, France, taking it from the German army who had controlled it for much of the First World War. The victory at Vimy Ridge was a watershed moment for the fledgling nation of Canada: from this point forward, Canada- and Canadians- were seen as more than a British colony. We had become our own nation.*

This activity consists of 2 sections.

- 1) Have students research to see which cenotaphs and memorials exist within their area or province in relation to WW1. Once students have found a cenotaph or memorial have them research to learn more about why it was constructed.
- 2) Once students have found a cenotaph or memorial have them create a short presentation to discuss the significance of it (what it represented after the war and what it represents today). They can include facts about the memorial, how it was constructed and when and who it is honouring.

Additional Resources

[National Inventory of Canadian Military Memorials](#)

****Note:** This activity can also be done in an English class*

Art

Activity 1: Regimental History

Time: 30 - 45 minutes

Materials: Internet, Books (Library time), Art materials (of your choosing)

Activity Introduction

This activity will provide students with an opportunity to see the impact of the Battle of Vimy Ridge upon Canada and Canadians during WW1 and today. They will learn about how this moment in history has shaped not only our country but the people who live in it.

Lesson

***Note while doing this activity:** One hundred years ago, in 1917, brave Canadian soldiers accomplished what had been thought impossible: they captured the hill of Vimy Ridge, France, taking it from the German army who had controlled it for much of the First World War. The victory at Vimy Ridge was a watershed moment for the fledgling nation of Canada: from this point forward, Canada- and Canadians- were seen as more than a British colony. We had become our own nation.*

This activity consists of 3 sections.

- 1) Have students form small groups and research the different regiments that make up the Canadian Armed Forces in present day and during WW1.
- 2) After students have researched the different components of the Canadian Armed Forces, have students pick one of these regiments and connect their history to the battle at Vimy Ridge. Have students focus on the role that this regiment played in the battle of Vimy Ridge.
- 3) Once students are done researching, have them create a “coat of arms” or “logo” to represent all that they have learnt about this regiment in combination with depicting the regiment’s significance in the battle of Vimy Ridge.

Additional Resources

[Regiments at Vimy](#)

****Note:** This activity can also be done in a social studies or English class*

Activity 2: Artifacts in Context

Time: 30 - 45 minutes

Materials: Internet, Books (Library time), Art materials (of your choosing)

Activity Introduction

This activity will provide students with an opportunity to see how different the world was during WW1 compared to the present day. It will also provide them an opportunity to explore the similarities between the two time periods and what this means for Canada as a country and it's people.

Lesson

***Note while doing this activity:** One hundred years ago, in 1917, brave Canadian soldiers accomplished what had been thought impossible: they captured the hill of Vimy Ridge, France, taking it from the German army who had controlled it for much of the First World War. The victory at Vimy Ridge was a watershed moment for the fledgling nation of Canada: from this point forward, Canada- and Canadians- were seen as more than a British colony. We had become our own nation.*

This activity consists of 2 sections.

1) Have students research an artifact of WW1, looking at why it was important and if it would be useful in today's warfare. They can choose from the following list or come up with their own artifact:

- h) Equipment and Vehicles
- i) Weapons and Ammunition
- j) Archival Documents
- k) Art and Culture
- l) Propaganda
- m) Photographs
- n) Decorations and Memorials

2) Once students have picked their artifact and researched to find out more about it, have them explore its historical context (the purpose for it). Students will then create a representation of this artifact both during WW1 and it's equivalent in today's society. They can create a visual representation or a physical model of the artifact.

Additional Resources

[Canadian War Museum Objects and Photos](#)

[Veterans Affairs Story Galleries](#)

****Note:** This activity can also be done in a social studies or English class*

English

Activity 1: *Soldier(s) Biography*

Time: 30 - 45 minutes

Materials: Internet, Books (Library Time), Newspapers, Interview people

Activity Introduction

This activity will provide students with an opportunity to see the humanity of WW1 and those who fought during this war. It will remind them that these soldiers were people who had lives before the war and may or may not had lives after.

Lesson

Note while doing this activity: *One hundred years ago, in 1917, brave Canadian soldiers accomplished what had been thought impossible: they captured the hill of Vimy Ridge, France, taking it from the German army who had controlled it for much of the First World War. The victory at Vimy Ridge was a watershed moment for the fledgling nation of Canada: from this point forward, Canada- and Canadians- were seen as more than a British colony. We had become our own nation.*

This activity consists of 3 sections.

1) Have students research to see if a family or community member was involved in the battle of Vimy Ridge. While researching students should use the following information:

- a) Surname
- b) Given name(s)
- c) Regimental #
- d) Enlistment
- e) Casualty?

2) After students complete research about this soldier, have them brainstorm the type of life they might have lived after the war.

3) Have students create a piece of writing to represent all that they have learned/speculated about this soldier. They can do the following:

- a) Create a poem demonstrating all that they have learned about this soldier
- b) Write a letter to the soldier and/or their family thanking them for their services

Additional Resources

[First World War Personnel Records](#)

[Great Canadian War Project \(UVic\)](#)

***Note: This activity can also be done in a social studies or art class**

Activity 2: “Birth of a Nation”

Time: 30 - 45 minutes

Materials: Internet, Books (Library Time), Newspapers, Interview people

Activity Introduction

This activity will provide students with an opportunity to discuss the statement “Birth of a Nation” and how this applies to Canada, especially with Canada’s 150th anniversary occurring this July 1st.

Lesson

This activity consists of 3 sections.

- 1) Have students research the statement “Birth of a Nation” and how it applies to Canada in relation to the battle of Vimy Ridge. *See additional resources for websites for students to visit.*
- 2) After students complete their research have them discuss in groups their findings and what they feel and/or think about this statement. Have students also discuss this in relation to Canada’s 150th anniversary coming up this July 1st.
- 3) Have students create a poem, short story or skit to represent the what the statement “Birth of a Nation” means to them. In addition to the meaning of this statement, have students address how this applies to Canada’s 150th anniversary and what nationalism means to them (what it means to be Canadian).

Additional Resources

[Vimy Ridge and the Birth of a Nation](#)

[Governor General statement on Vimy’s 95th anniversary](#)

[The Great Debate](#)

[The Battle at Vimy Ridge](#)

[Vimy Centennial](#)

****Note: This activity can also be done in a Social Studies or Art class***

Activity 3: Soldier Story telling

Time: 30 - 45 minutes

Materials: Internet, Books (Library Time), Newspapers, Interview people

Activity Introduction

This activity will provide students with an opportunity to see the humanity of WW1 and those who fought during this war. It will remind them that these soldiers were people who had lives before the war and may or may not had lives after.

Lesson

This activity consists of 3 sections.

1) Have students research a soldier that fought in the battle of Vimy Ridge (hopefully from their community). While researching this soldier, have students gather all the information they can about this person.

2) After students complete their research have students create a composition telling the soldier's story. Make this piece personal, creating a historically accurate narrative about this person (not just sharing facts) and what they sacrificed in order to serve our country. Tell us about who they were, the things that they left behind, about the battle itself, their lives in the military and what happened to them, Have students focus on the following:

- a) Were they heroes on the battlefield?
- b) What was their role?
- c) What is their legacy?
- d) Why is their story one that needs to be told?

3) If there is time and students would like to, have them share their stories with the class.

Additional Resources

[First World War Personnel Records](#)

[Great Canadian War Project \(UVic\)](#)

[Regiments at Vimy](#)

[National Inventory of Canadian Military Memorials](#)

****Note: This activity can also be done in a Social Studies or Art class***

Appendix:

The Duke of Edinburgh Award



School Information Package

Thank you for taking the time to review the enclosed information on The Duke of Edinburgh's International Award Programme. We hope the information provided will address your preliminary questions and encourage your future involvement.

The Award concept is one of individual challenge to nurture inner pride and empower young leaders. The Award offers all Canadian youth between the ages of 14-25 a balanced, non-competitive programme of extracurricular activities that encourages personal discovery, growth, self-reliance, perseverance, and service to the community. Young people challenge themselves by setting goals and working to achieve them in four areas; Service to the community, Skill, Physical Fitness and an Adventurous journey.

Participation in the Award offers a national certificate of recognition and pin for the youth as well as local, provincial, and national Award ceremonies. There is a registration fee of \$30.00 per level which includes the record book, supplementary materials, and all ceremonies at the completion of each level.

Depending on which province or territory you reside in, completion of the Award may also allow Education credit to be received. Additionally, the Award enhances job, scholarship, and post-secondary school applications giving recipients a unique edge in today's highly competitive environment.

The Award's Ten Key Principles

- | | |
|-------------------------|--|
| Non-competitive | The Award is a personal challenge and not a competition against other individuals. Young people set their own objectives. |
| Available to all | There is no discrimination, so anyone can do it. |
| Voluntary | Young people make a free choice to enter the programme and must commit their own non-directed time. |
| Flexible | The Award programme can be geared to link in with other activities and resources that are already available and it is flexible enough to challenge every individual. |

Balanced	Through four Sections, young people gain new skills, develop physical fitness, volunteer to help others and learn to work as a team.
Progressive	Through the three levels of the Award – Bronze, Silver and Gold – an increasing degree of time, commitment and improvement is required.
Achievement Focused	Participation in the Award raises self-esteem, by recognizing individual achievement and improvement.
Marathon not a sprint	The Award demands and demonstrates persistence and commitment, and cannot be completed in a short burst of enthusiasm.
Personal Development	The Award is a process of personal and social development and is not just about gaining an Award.
Fun	The Award is fun. The activities that a young person selects reflect their own interests and passions.

The Award is a modular programme with four key activities undertaken at three different levels:

Levels	Sections
Bronze - for those aged between 14 - 25	Service - helping others
Silver - for those aged between 15 - 25	Skills - developing personal, vocational and social skills
Gold - for those aged between 16 - 25	Physical Recreation - encouraging physical fitness and an active lifestyle
	Adventurous Journey – undertaking an adventurous journey in a group
	**With the additional requirement of a Residential Project at the Gold Level.

The Duke of Edinburgh’s Award is designed to complement the curriculum, programs, and extracurricular activities already in place and recognizes youth for their involvement- this makes it a natural fit for the Vimy Ridge 100th Anniversary project. We offer resources and support including:

- Tailored presentations for staff, parents, and youth
- The provision of posters, brochures, and registration forms
- Assistance in implementing a Duke of Edinburgh’s Award Club
- Free training for all staff and parent volunteers interested in becoming mentors

If interested in offering the Award program to your students, please contact your local Duke of Ed Award Office below:

B.C. & Yukon

Tel: (250) 385-4232
1-888-881-7788
Email: bcyk@dukeofed.org

Alberta, NWT & NU

Tel: 403-237-7476
1-800-872-DUKE (3853)
admin@theaward.ca

Saskatchewan

Tel: (306) 780-9278
1-866-319-3853
Email:
saskatchewan@dukeofed.org

Manitoba

Tel: (204) 988-3016
Email: manitoba@dukeofed.org

Ontario

Tel: (416) 203-2282
1-800-929-3853
Email: ontario@dukeofed.org

Quebec

Tel: (418) 623-0187
Email: quebec@lpde.org

Nova Scotia

Tel: (902) 425-5454 ext 227
Email:
novascotia@dukeofed.org

Newfoundland & Labrador

Tel: (709) 753-0423
Email: nl@dukeofed.org

New Brunswick

Tel: (506) 453-3662
1-800-520-3853
Email:
newbrunswick@dukeofed.org

P.E.I.

Tel: (902) 368-6623
Email: pei@dukeofed.org

The Duke of Ed and Vimy Ridge

If your students are taking part in the celebration of the 100th Anniversary of Vimy Ridge activities that they are doing can count towards completing their Duke of Ed Award!

Here are some suggestions on how Vimy Ridge activities apply toward the Duke of Ed.

Community Service	Skill Development	Physical Fitness	Adventurous Journey	Residential Project
Visiting Veterans Volunteer at Military Museums	Model building of Vimy Ridge Bag Pipes Marksmanship Archiving of Historical records Scrapbook of veteran Grandparents photos Drama, play writing, Set production Re-enacting Vimy soldiers Journalism – record stories of veterans Documentary of veterans Poetry Historical Dance Survival skills Joseph Boyden book Aboriginal History	Marching Biathlon Archery Marksmanship Boot camp Training	Cross-country ski trip Hiking & Camping Canoe trip	Vimy, France trip Encounters War Museum Ceremony in November, 2017