

# ***BRONZE EXPEDITIONS HANDBOOK***



**venture out**

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# Teamwork & Personal Development

Learning about Teamwork and Personal Development are the primary aims of the Expedition Section– it is the only section of the award that cannot be done as an individual and requires you to participate in a team to succeed. Knowing how to put up a tent or use a map is not an essential life skill but learning about yourself and how you can function better when dealing with an unfamiliar challenge as a member of a team will help shape the rest of your life.

So, what is a team?

*“A team is a small number of people with complementary skills who are committed to a achieving a common purpose. They hold themselves mutually accountable for their failures, learning and successes.”*

## What makes a good team?

**Not every team is successful and not every DofE group is a good team.**

There are 7 important points that make a good team.

1. **Clear & agreed Goal.** The team agree clear goals and a direction to reach these outcomes. All DofE teams should have this.
2. **Open and honest communication.** Can the team talk to each other and all express opinions? We regularly find lost groups and there is a member who says “I knew we were going the wrong way but no one listened to me”. Listening is the most important part of communication. It’s not just a way of finding things out, it’s a sign of respect for the other members ideas. Everyone should be involved.
3. **Defined roles.** Everyone in the team has something to contribute. Everyone does not have to do everything. Examples from Expeditions, Timekeeper (uses the watch to track the teams progress, looks at times for each leg). Stove lighter (are you more confident doing this than others in the team?) Direction checker (uses the compass to ensure that the team are walking the correct direction) Morning motivator (encourages the team to get up on time, maybe starts breakfast). More than one person can do each role and people can have more than one role. Roles can be swapped around to allow others to learn. These are roles you can try, get feedback on, and get better at if others support that and do the same.
4. **Mutually accountable.** Teams accept responsibility as individuals and as a team. They don’t blame one another for mistakes. Individuals understand they need to help others learn if they are to do better as a team.
5. **Encourage differences in opinion.** Expect people in your team to be different to you, and to have different opinions. Good teams don’t agree all the time but you should encourage all to speak and you need to listen to each other, value their different ideas and reach a compromise.
6. **Collaboration.** Working together, rather than as individuals. Can you all cook together and eat one meal? – No. But some people can put up the tents while others get water and others get food ready. Ask each other to help with jobs or roles. If one person is doing something, then you all should be doing something.
7. **Team trust.** Good teams learn about each other and learn to trust each other. This is important when supporting each other when things get hard.

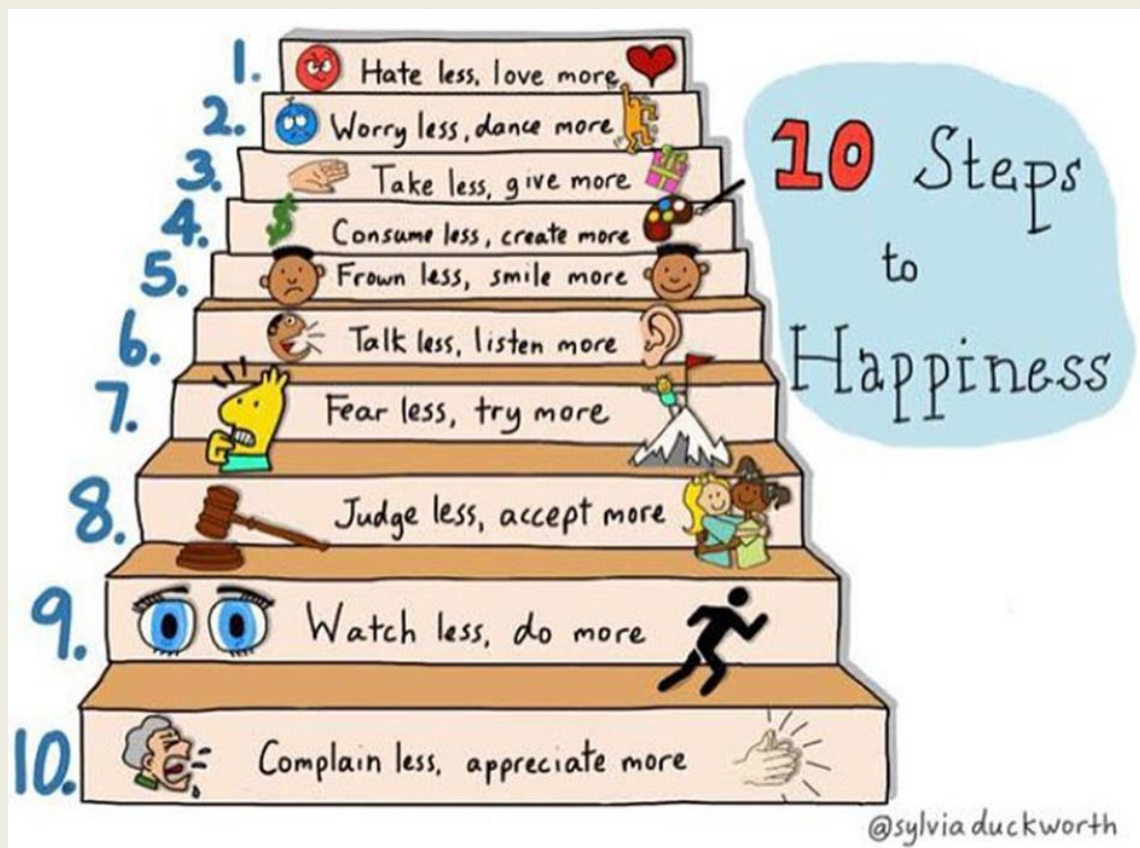
## Personal Development

**Good News!** *Personal development assumes that many things about our personalities and how we cope with the world are not set in stone. We can learn about ourselves and we can change the way we interact with others. We can adopt better strategies for dealing with our emotions, with challenges and with relationships.*

### Personal development activities may include:

1. **Develop Empathy.** Empathy is about being able to 'put yourself in someone else's shoes' and so understand their different perspective. This can help you understand people who are different to you and get on better with them. This is different to sympathy. Empathy is about understanding others: sympathy is where you try to feel the same as others.
2. **Develop Self Confidence / Self-esteem:** The three factors that are considered most important in being successful in life are: *self-confidence, goal setting, and perseverance*. Your self-confidence is basically what you feel about yourself. How you feel about your current level of ability and your ability to succeed at something. It can be situational. You can be confident in your ability to play in a band but this may not transfer into camping.
3. **Develop perseverance:** Challenges and outcomes that we find most rewarding are usually ones that have been difficult and have stretched our ability to cope or stick at it. Perseverance is where we stick at things even when we feel low in confidence, or overwhelmed or have had some setbacks. We focus on our goal and keep trying for ourselves or for our team. People who are good at this expect that there will be tough times and will keep going to find out what they are capable of.
4. **Listen Actively.** When others speak, learn to ask questions that demonstrate that you truly value their opinions and what they have to say.
5. **Learn how to cope with anxiety and fear.** To eliminate fear, you have to first be exposed to fear allow yourself to feel afraid and expose yourself to it. Once you are comfortable with the ambiguity and uncertainty of the situation, you can start working your way through it in a calm rational manner.
6. **Improve your body language.** Your body language is non-verbal communication which includes the gestures and movements you project. body language can help you connect effectively with others and get your message across more efficiently. It conveys your assertiveness, confidence, and openness.
7. **Get along with others.** You must always look for means to create rapport with others.
8. **Become more proactive.** Some of the traits of proactive people are :
  - They consider themselves to be the creators of their lives.
  - They don't consider themselves to be victims of external conditions.
  - They don't allow other to determine their fate.
  - They take responsibility for getting results and failures
  - They don't wait for someone else to tell them what to do – they look for things to start.
9. **Conflict resolution.** Conflict is a part and parcel of life. It is important to expect it when working in a team who all want to succeed. Don't take it personally or make it personal with others. You can learn to resolve conflicts rationally and settle disputes amicably, it will certainly make your life more successful and happier.

10. **Become more resilient.** Resilience is the ability to cope with any kind of adversity. It is the difference between feeling helpless or feeling brave when facing your problems and anxieties. We must learn how to bounce back from any kind of problem; and emerge as a stronger individual.
11. **Manage stress effectively.** Stress is good, it means we are alert and engaged but too much stress is called distress. It can cause our decisions to become slow or poor and our relationships to deteriorate. We must learn to recognise when we are becoming distressed and learn how to calm ourselves or ask for support.
12. **Ignore your limitations.** We must find out what our limitations are but not accept them. It is good to be honest with ourselves but also know that we can challenge those limits. Believing that your limits cannot be changed is called Limiting beliefs. They keep you caught up in your comfort zone and prevent you from trying out new things and stops you from taking risks for the fear of failure or getting hurt in the process. You can have limiting beliefs about almost anything ranging from money, relationship, success, and the list is endless. It is important to identify your limiting beliefs and replace them with positive beliefs that enable you to achieve your goals.
13. **Make better decisions and accept responsibility for the consequences.** Children are used to having a lot of important decisions made for them. They are also used to being protected from any negative outcomes of bad decisions or compromises. This is not the world of a responsible adult. To become a responsible adult, we need to make decisions for ourselves and accept that compromises are necessary or that negative outcomes will have to be lived with. Good decision makers accept the situation they are in and don't waste time getting emotional or complaining about things being unfair. Nor do they refuse to make a decision or look for others to make the decision for them (child-like behaviour). Instead they accept the situation, move quickly to gather ideas, make a decision and then get started on the tasks that will progress them towards a solution.



# Campcraft, equipment & hygiene

*You must read our separate 'Clothing & Equipment booklet' for all information on what equipment and clothing to bring and how to waterproof your equipment.*

*You will also need to read our Food & menus booklet*

*Also watch some videos on our [Youtube Channel](#)*

## What is Campcraft?

The term 'campcraft' refers to everything we need to do and think of when we are camping overnight:

**Tents:** where to put them up, how to put them up, how to use them correctly and prevent damage, checking them and packing them away.

**Food & water:** Storing & packing food to keep it good. Sourcing drinkable water. Preparing meals, cooking the meals and cleaning up. Looking after the equipment.

**Personal hygiene:** How we wash and go to the toilet and keep ourselves clean and well.

**Personal organisation:** How we organise our equipment and clothing inside our bags and inside or tent to make sure we can find everything when we need it. And stop it getting mixed up with other people's or left behind.

**Team organisation:** How we work in pairs or as a whole team to carry out different jobs at the same time to get everything done more quickly. Working together and taking on different roles or jobs is a great habit to get into. Getting tent up first before rain. Getting dinner on early to create time before dark to wash or relax. Later in year it gets dark early we've had teams finish walking as it was getting dark and so it's good to know how to work together to get things done quickly. Get up early and get breakfast and packing sorted. Early starts can be required to avoid the hot afternoons or to create more time at the end of the day in case you get lost or have an emergency.

## Campsites – what to expect

Teams enjoying the sun in the evening.  
Talking to other teams, singing, playing  
cards, making hot chocolate



Most campsites we use are Scout or Guide campsites or Farms that have a camping field and a small toilet block. All have drinking water taps. Some have showers. All have long, muddy grass, flies and other bugs that will get into your tent if you leave the door open. All have badgers and foxes that will come and steal food from your bags or coat pockets if you leave anything outside at night.

**When you get to the campsite,** find a leader to say you have arrived and to find out where the different facilities are and where you are supposed to put tents up.

**Teamwork:** Some of the group can put up the tents while the rest start preparing the meal. If anyone is feeling cold, tired or hungry then a good idea is for them to have a snack straight away. Everyone goes to the toilet before you start – no slackers disappearing off to the loo whilst everyone else works.

**What to do in the evenings?** On some expeditions by the time you have put your tents up and eaten you will be ready for bed, or it will be getting dark. On other expeditions you may have a lot of time before bedtime to socialise with the others. Some teams bring playing cards or frisbees etc. to give them something to do. We do not allow you to be listening to music on your phones – some of you might think that is unreasonable or find that difficult but what you will find is that you will enjoy just ‘playing and talking outside with other teams. We normally see other teams sitting in big groups talking or even singing together. Or smaller groups throwing a frisbee, playing cards or exploring the campsite area. It could be raining all evening so come prepared to have a tent party.

**Evening reviews:** Your Trainer or Assessor will want to speak to your team most evenings to review your day and your learning. It is a good idea to plan improvements for the next day’s walk at this time, you might also want to work on your aim/presentation while the group is all together.

**Consideration for other campers:** There will be other teams, other schools and other members of the public staying on campsites – they have all paid to be there and what they most expect is to be able to get a night’s sleep! Other people may want to go to bed earlier than you or

you may want to get up earlier than members of the public who are not going walking. All campsites have **Quite Time rules: No loud music at any time. No noise between 11pm and 7am.**

**Bedtime / wake up time:** We insist all teams are in their tents by 10pm and quiet by 11pm regardless of what age you are. This is because we will be waking you up at 6am. We all need at least 8 hours sleep to recover from exercise. Tired people make more mistakes, have more accidents and fall out with each other.

**Striking Camp (packing up)** can sometimes be more challenging than it sounds, especially if it is cold and raining. It is a good idea for the whole group to get up at the same time, have breakfast and then all pack up together. To help, try to get as much as possible ready the night before, leaving only the essentials for preparing breakfast and the last bit of packing for the morning.

**Litter sweep:** Once your group is ready to leave, do a litter (and food waste) sweep of the area where you camped, where you cooked and downwind of these areas if it has been windy. You should do this at breaktimes and lunch times too as this is when teams lose compasses, maps, drinking bottles and phones. Assessors will visit campsites after you have left to check that they are litter-free.

**Rubbish, litter and bins:** campsites have bins, usually near the exits for easy collection by lorries. You can keep your rubbish in rubbish bags and then bring them to the exit as you walk out in the morning. Rubbish bags will have to be kept inside your tent at night as their smell will attract badgers and foxes. All your food will need to be kept inside your tent. Teams that have ignored this advice have had badgers come into the porch of their tent and take their rubbish bags and throw them around leaving a big mess to clear up in the morning. One girl once lost her coat as it had snacks in the pocket.

## Setting up camp

First, choose exactly where your tent should go, you should consider:

**Shelter.** If it is very windy you may want to try and pitch out of the wind for a better night's sleep. Look for a hedge or wall to pitch along.

**Slope.** Try and find flat ground, if you can't then you will probably want to turn your tent so your head will be uphill. Work out which side of the tent is where your heads will be.

**Ground conditions.** You will want to avoid boggy areas or areas that may flood.

**Camp in a line - No tent circles!** often first-time campers imagine their team all camped in a circle with the doors all facing each other so they can see each other from inside. And imagine cooking in the middle of this circle. We don't allow this because cooking like this is dangerous. And it creates mud lines between tents as everyone walks between the tents making mud that then gets on everything: food, clothing, tents. Normally the field is sloped so if you all slept in a circle then some of the tents wouldn't have their heads facing upslope and sleepers will slide down hill at night crushing someone.

**Other campers.** Try and keep a reasonable gap between you and others tents – so you don't trip in the dark. And a really large gap between other teams – they may go to sleep earlier. And a huge gap between you and other schools or the public – they might complain.



## Using tents

**Check the site:** The ground underneath your tent is what you will be sleeping on. Your sleeping mat is very thin so if you want a comfortable night's sleep then check the ground before you put the tent on it. Check for twigs, stones, lumpy ground. Best way to do this is to just lie down on the ground and feel it! *If you don't check a sharp twig could puncture your tent floor and let water in.*

**Pitch the tent correctly** – You will be taught this on expeditions. Also see our Youtube channel video.

**Don't lose the bags for the tent parts.** It's common for teams to let these blow away or to not be able to find them in the morning. They then have to unpack their bags again to find them. As soon as you take the tent, poles or pegs out of their bags put the bags in your pocket so they don't blow away. Once the tent is up put all these bags inside the tent. *Make it one person's job to keep them safe for the morning.*

**Keep your tent clean.** Take off your boots, wet coat and over-trousers before you get in. If the inside gets wet and dirty it becomes disgusting to sleep in, and the mud gets on all your stuff. Do not eat inside the tent. Keep your stuff in small bags to keep it together and stay organised otherwise things disappear into someone else's bags.

**Keep flies and bugs out:** if you leave the inner doors open for a few minutes flies and spiders get in and will crawl on you at night for warmth.

**Open the tent vents at night:** If you don't then condensation from your breath will collect on the tent walls and on your sleeping bag. This will make you and the tent colder at night. So even if it is cold outside leave the vents open and a small gap in the fly door: you will be drier and warmer.

**Always dry the tent properly:** a wet tent is a heavy tent – First thing in the morning get all doors open and tie them back. let it air. Do not pack bags in the tent – it takes longer in such a small space and with everyone kneeling on your stuff. Drag all your own stuff outside into a little pile. If the outer sheet is wet inside, detach the inner and unpeg the outer. Then 2 people can pick up the tent outer (with poles still in) and shake the water off. Leave it up in the sun or in a breeze whilst you pack and have breakfast. *When you get to the end of the walk you will be asked to put the tent up again to dry it completely (zips and pole tubes take longer to dry).*

**Well organised team!** This is a Silver team at 7am. They set their own alarm clock for 6am. They have their tent drying with doors open, all their stuff is in separate piles outside. Some are packing, some are queuing for toilets and some are getting breakfast ready.



## Personal Hygiene & going to the toilet

**Showers:** All campsites have toilets but there may be 5 showers and 150 people staying. So, most campers don't bother showering as they have limited time in the evenings and don't want to sleep with wet hair. They can then save on weight by not bringing shower gel and a towel. You cannot show in the morning – there is no time.

**Peeing outdoors:** When you are walking there are no toilets and you will have to go for a 'Nature Wee'. This is legal as long as you go somewhere that no one else should walk up on you. Best way is to have one of your teammates go with you to keep 'look out'. Bring toilet roll and a rubbish bag for the paper and use hand sanitiser afterwards. If it is a pooh you should kick a hole then bury it with soil and rocks. Never go to the toilet close to streams or other water.

**Video:** [How to poo in the woods](#)

**Drinking from streams or lakes:** Don't do it, it's not worth the risk of getting ill. Most of the places we walk in the UK are farmland, even the upland areas have plenty of sheep who sleep and pee next to streams (or die in them). There are some acceptable water sources on very high mountains but even then we need to sterilise the water with tablets rather than risk sickness on a multiday walk.

**Backpacking when on your period:**

[Advice website:](#)

[Video 1](#)

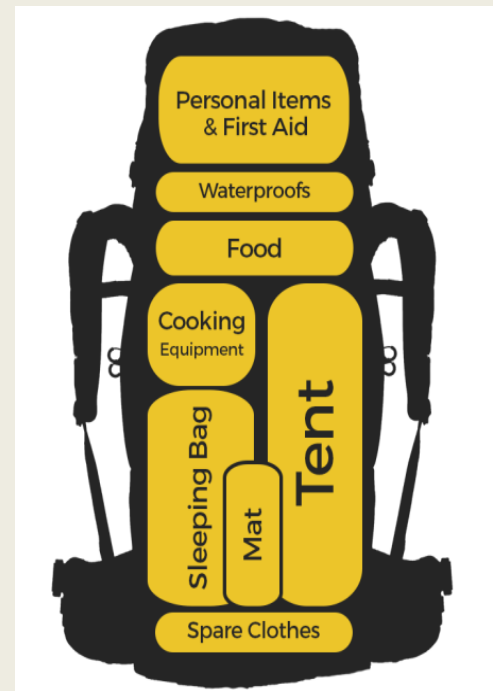
[Video 2:](#)

## How to pack your Rucksack to make it more comfortable and better organised

***If your rucksack isn't packed properly, it will be more uncomfortable to wear and it will be harder to find the things you want, when you want them, without pulling everything out in the rain. You will be more tired and can even be injured. Spending some time making sure that you've packed your bag properly will make your trip even more enjoyable.***

### Packing Your Rucksack

The diagram shows how to pack a rucksack for an expedition. Packing your bag correctly is all about weight distribution and ensuring that you have easy access to the items you'll need during the day and in an emergency. Packing too much heavy equipment towards the front of your bag will pull you backwards as you walk, making activities like trekking up hills more difficult, and if you have too much weight on the left or right, you'll be pulled to one side.



### How To Pack Your Kit

- Your heaviest/biggest item should go closest to your back to stop your bag feeling like it is pulling you backwards. And lowest down in your bag (to make you sway less)
- Your heaviest & biggest items should also go in first – for most of you this will be your sleeping bag and tent. Or 2L water bladder. Put your tent in your bag vertically, against the part of the bag that will be against your back. This will keep the weight of the tent close to your body, making it easier to carry.
- Put your sleeping bag in the sleeping bag compartment at the bottom of your bag (if it has one). Or beside your tent to balance the weight. Your sleeping bag should always be inside another waterproof bag.
- Bulkier items should go in the middle of the rucksack, such as cooking equipment.
- Keep your dry change of clothes in the middle in a waterproof bag. You may need to access this if you get really cold.
- Balance the weight of the side pockets with liquids: keeping them upright will prevent them from leaking. This can include water bottles and liquid fuel.
- Put your food at the top of the rucksack, with what you're going to eat next at the very top. This prevents you having to search through your bag for food and stops the food getting squashed.
- Put your waterproofs in last, so that you can get to them quickly if it starts to rain.
- Finally, fill the space in the lid of your bag with all the things you might need during the day – your first aid kit, snacks, sun-cream and head torch.
- Once you've packed your bag, check for loose spaces that you haven't filled.

**Tip** Check that you've packed your bag properly by putting it down on the floor. If the bag falls to the left or right, then the weight isn't evenly distributed on each side and the load will need adjusting. If the bag falls onto its front, with the straps up in the air, you have too much weight towards the front of your bag, which will mean that the load pulls you back as you walk.



# First Aid

## What are the risks? Is First Aid complicated?

First Aid means you are the first on the scene and first to assess the problem and start treatment. First Aid can be a wide and complicated topic when you start to consider all the medical conditions and accidents that are possible in life. But the good news is, that just because they are possible doesn't mean they are likely to be a problem for you and your team. In general, DofE teams are teenagers who are healthy and reasonably fit. Maybe someone in your team will have asthma or a strong allergy. We sometimes see deep cuts, burns from cooking, and twisted ankles and knees. And for all these and other major issues your first job is to contact your leaders for support. They are all qualified First Aiders and can decide to call emergency services. This means we focus your learning on all the other things that are more likely to go wrong for you and your team.

**On EVERY expedition, MOST teams experience some small medical issue, or a small accident occurs. Some of these require a student to go home**

## *Prevention is better than cure*

Most of these are avoidable and you can take action before they happen to avoid them. You must bring your own small First Aid kit and medicines to help you, and we will teach you how to avoid issues and how to use your kit if you need to.

## The most common expedition injuries and medical conditions

- Nettle stings.
- Sunburn.
- Weakness and Exhaustion. (poor sleep, dehydration, not fit)
- Blisters from badly fitting boots or boots not tied tight.
- Small cuts and thorns.
- Insect bites and stings.
- Hayfever.
- Bruising from falling over.
- Students coming already with a chest infection or cold virus.
- Students feeling sick and getting headaches. (usually, tummy bug or heat exhaustion)
- Mild hypothermia.
- Heat exhaustion – feeling sick from long exercise on warm sunny days (very common!)
- Asthma attack.

## Less common

- Allergic reaction to sting or food.
- Ankle sprain.
- Food poisoning or tummy bug from not cleaning hands or pots before eating.
- Cutting into themselves with penknife.
- Larger cuts from contact with barbwire, fences, gates.
- Falling over and being knocked out / broken collar bone or wrist.
- Knocked down by car.

## Stay healthy – it's up to you!

The list above shows that it is up to you to keep yourself healthy if you are to finish each expedition. Most of the issues can be prevented by wearing long-sleeves and sun cream, carrying lots of water, and having waterproof coat & trousers and 2 fleeces (hat and gloves).

Look through the rest of the list and think of how you can avoid the majority of these.

## Blisters



Prevention is definitely better than cure! Stop immediately if you begin to feel discomfort and apply blister plaster.

Boots made from fabric flex more comfortably when walking.

Waterproof boots are better – wet skin is softer and blisters more easily than dry skin.

Boots laced up tight so that your foot doesn't move inside them causing friction.

Socks: thick wool or two pairs. Try to keep them dry.

Cover affected area with blister plaster or thin tape.

## Sun burn



Sun cream and sun block don't last all day and are easily sweated and rubbed off. So we ask you to wear long sleeve tops and bring neck coverings, sun hats and sunglasses as these work all day. And bring cream as well!

Sun cream should be sun block factor 50 and never less than factor 30 – no matter what skin type or colour you are you still can get skin cancer and heat stroke. ([WHO](#))



These photos show serious sun burns – if these were water scalds you would expect to go to hospital. It is the same for sun burn. If you burn your shoulders, your rucksack strap will rub through the skin and you may have to go home. The spots on her arm are Heat rash.

Apply sun block every 4 hours.

Keep areas covered.

## Burns



This foot scald was caused by not wearing her waterproof boots whilst cooking, and by stepping across the cooking area to get something from her tent. She had to go to hospital.

No cooking at lunchtime – packed lunches only.

Always wear shoes when using the stove. No flip flops/bare feet

Avoid standing or walking near the stove (it is not a campfire)

Hair tied back or tucked into collar.

Place stoves in a stable position, away from tents. Preferably with a wall or a hedge on other side of pots.

Immediate cold running water for at least 10mins (time it)

Remove rings from fingers and watches and bracelets (if burn is on the hand)

Report to expedition coordinator

Cover with a cold, damp, sterile dressing (not fluffy)

## Hayfever



Mild hayfever at home/school can be considerably worse when you are outside all day with the wind blowing pollen and dust into your eyes and nose.

Make sure you bring antihistamine tablets and take them early each day.

Bring wrap round sunglasses and neck scarf to pull up over nose.

## Hypothermia



Very common because it can even happen on warm days when it is windy or you get wet.

Also, very common because walkers don't stop and put on enough layers or keep their hoods up. You lose a third of your body heat through your neck and head – that is why we insist you bring a beanie and gloves even in Summer.

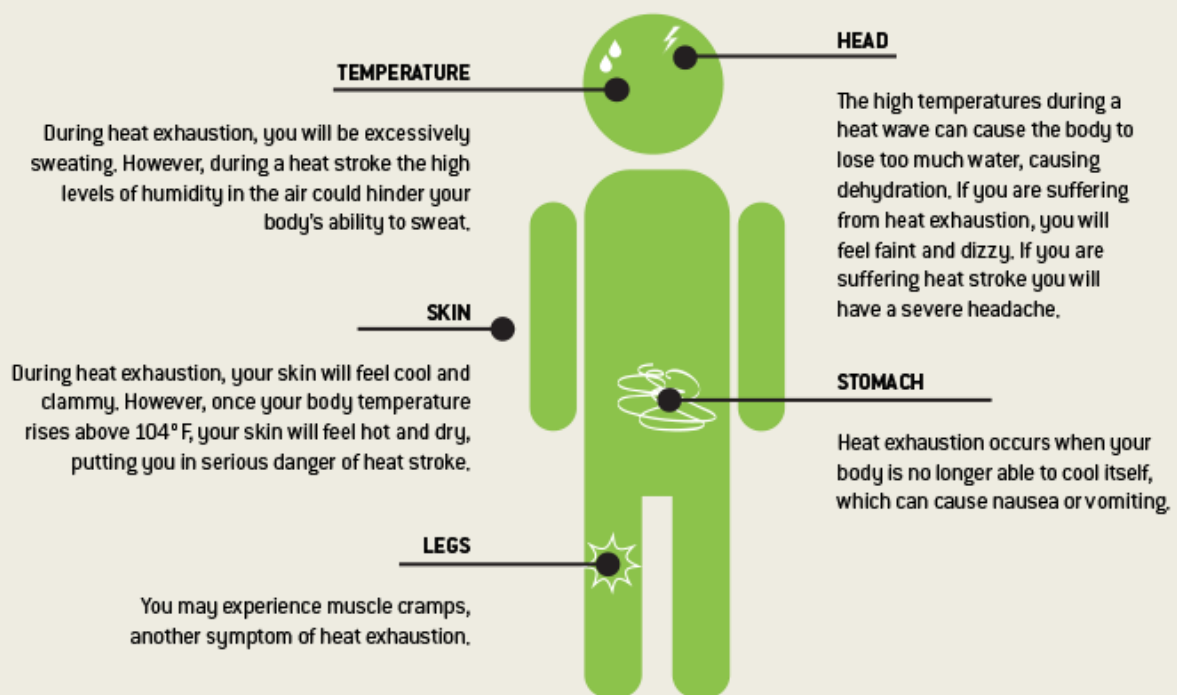
Bring all the clothing on the kit list. Stop and put it on. Eat plenty of snacks.

Check your team members to see if anyone is shivering or starting to mumble their words.

### Hyperthermia / Heat exhaustion

This is a lot more common on expeditions that you might imagine for British weather. It is common on a warm day for a lot of teams to suffer from mild heat exhaustion. It happens when the body gets too hot and can no longer cool down properly because the person is too dehydrated to sweat anymore. It's more common on hot days but it will happen on warm days because you are out walking for 6-8 hours with a heavy bag and can run out of drinking water. It can be so mild that you don't notice it but it makes you feel a bit sick so you don't eat your dinner or drink enough. You will sleep badly and maybe wake up with a headache. You will not recover very well at night and will be weak the next day. ***If your pee is yellow, then you are dehydrated and a risk of getting mild heat exhaustion – so drink more!***

### How does a heat wave affect humans?



### Prevention

Drink at least 1 Litre before you start walking each day. Carry 2 Litres of water to drink. When you get to a campsite drink another 2 Litres throughout the evening.

If you feel a little nauseous then start taking paracetamol every 4 hours.

Drink enough water to keep your pee clear (not yellow)

Wear long sleeve tops, sun hats with peak to keep sun off your face and stop sun burning top of your head. Wear neck covering. Wear sunglasses.



Monitor your team to check they are drinking enough and going to the toilet regularly. Check if anyone is getting weak or confused.

If someone needs help get them to sit in shade and put wet hat or t-shirt on their head and neck. Get them drinking and taking paracetamol. Contact supervisors.

## First Aid Kits



You are responsible for bringing your own first aid kit on the expedition.

This should be a small, personal first aid kit, not a large home/car one (no plastic box)

You want something small and light that contains the items you are most likely to need.

Restock it! check it before every expedition and top up anything you have used on the last expeditions (Blister plasters are commonly used)

Read our Clothing and equipment Advice booklet for examples of ready-made kits to buy.

## Medicines.

First Aid kits rarely come with any medicines or creams. So you will have to add all your own tablets, creams and personal medicines. Read our Clothing & Equipment Advice Booklet.

If you need an **epipen** you must bring 2 or you will not be able to participate.

## Midge repellent and bite cream

Midges are tiny flies that come in swarms and they bite and leave itchy marks. Every campsite has them and they come out at dinner time and spend hours biting you. Wear long sleeves and bring smidge cream to repel them and bite soothing cream. Keep your tent zipped up to stop them coming in.



[Smidge website](#)



## Asthma

Approx 1 in 10 people in the UK have some level of Asthma and so it is possible someone in your team will have it. Most people with asthma that come on expedition manage well but most need to use their inhalers more often than they would normally because they are exercising for hours, outside where the air can be colder, damper or dusty. The tents are cold and damp at night. Having an asthma attack when walking in the outdoors is a very serious situation as ambulances cannot go off tarmac roads and getting help with oxygen can take hours to come. It is important that anyone with asthma comes properly prepared and prepares their team to help. ***Those first 20 minutes of dealing with an attack are critical - how you and your team deal with an asthma attack for the first 20 minutes can be the difference between life and death in outdoor situations.***

### **If you suffer from Asthma:**

See your GP/asthma nurse to have a recent check and discuss your asthma plan for the expedition.

Make sure you have an exercise plan before the expedition and that your fitness is at an appropriate level.

Make sure you bring your inhaler, that it is in an accessible place in your bag and that your team know where it is. If your medical details say 'Asthma' and you come without your inhaler, then you will not be allowed to walk.

If you are needed to use your reliever inhaler a lot then let your supervisor know and we can reduce the weight of your bag and maybe shorten your route. You must not take any risks!

### **What to do if a team member has an asthma attack**

Stop, rest, and begin immediate treatment. Get casualty to sit up straight – try to keep them calm. *Do not move again until your supervisor has seen you.*

Take one puff of the inhaler (blue) every 30-60seconds for up to 10 puffs

*If they start to feel better you will still need to wait for your supervisor or meet them where they tell you to.*

If they feel worse or don't feel better after 10 puffs call for help.

**If someone has a full attack, supervisors must be called immediately and if they cannot be spoken to then 999 must be called.**

Repeat the puffs after 15mins while you wait for help.

## Dealing with emergencies

When you are on both expeditions your team will carry our emergency kit bag. It contains an emergency phone, a GPS tracker, a Group shelter, and 2 laminated cards with instructions to help you remember what to do. The information on the cards is here in case you are wondering about your safety. You are shown how to use this emergency kit on your Planning day and then again on your Training Expedition.

Is it an emergency? Not all your problems are emergencies, there are many problems that can arise that you will be able to manage yourselves. E.g. If you are lost, you will have to work out where you are and get back on track. Of course, you should always ring our staff (your Trainer or Assessor) to tell them you are having a problem and are sorting it out but will be late to checkpoint. They can come and check if you need help.

### Emergency Procedure

1. Make sure the group is safe, warm and easily seen
2. Find out what is wrong with the casualty and help them; rest, shelter, first aid.
3. If they are not well enough to continue in 15 minutes, call or text the supervisor's emergency numbers for help.

You will have an emergency calling for help sheet with you.

Emergency – Calling for help sheet

Remember:

Fill in the other side of this sheet before you make a call.

You must call your Supervisor first. If you cannot get through to them leave a message and text them too. Then try the Expedition Co-ordinators. They will ring 999 if they think you need it.

Only if someone needs an ambulance (vomiting / unconscious / broken bone / asthma attack) and you can't speak to Expedition staff immediately do you ring 999.

In rural country you may not get a signal or even if you do, the person you are ringing may not have a signal. You will need to leave a message.

A message you leave can be poor quality and miss detail because of the weak signal or wind noise - It is important to TEXT the message too. Text messages will go even if you have a very weak signal.

If you do need to ring 999 and you don't have signal bars then try anyway as other Network Providers will pick up and connect the call.

If you cannot get through then keep moving towards an area where you think you will get a signal and trying every 5 minutes as you walk there.

Emergency Numbers

Your emergency Phone number .....

Your Supervisor's mobile number .....

The Expedition Coordinator's numbers .....

## Accident or Illness procedure

### Is the rest of the group Safe?

If your group is involved with an accident or illness your first responsibility is the safety of the rest of the group - prevent others getting injured or sick.

Put on extra clothes, get the group shelter out if it is wet, windy or cold.

### What is wrong with the casualty? Can you help them?

If they are cold, or thirsty or weak you can get extra layers on them, get them inside the shelter, give them food and drink. They should improve within 15 minutes.

If they do not start to get better after 15 minutes, call supervisor's emergency numbers for help.

If all the group can walk then you should use the map to decide where the nearest road or farm is that you can walk. Keep trying to ring the Supervisor's emergency numbers.

### How bad are they? Do they need first aid?

If you know what first aid they need and you know how to give it, then get started. Give your supervisor a ring to tell them what is happening.

If you know they need serious first aid (and to go to hospital) then make an emergency call to your Supervisors and Expedition Supervisor. Their number is on the Emergency call card in this pack.

Examples of what serious means: broken bones, asthma attack, peanut allergy, epilepsy, unconscious patient, very hypothermic.

### Using a phone in an emergency

There is an emergency phone in your Team Emergency bag. It has a longlife battery and is left on so the staff can ring you. Phones should only be used for emergency purposes i.e. contacting your supervisor/assessor in the event of an accident, incident you need to discuss with them which will alter your route or if you are running very late.

Members of your team are allowed to have their own phones but only for emergencies. They must be kept in waterproof bags and switched off. In emergency get them out and switch them on.

If there is no network signal, then two people will have to walk to somewhere where you think you will get signal – use your map to decide where. The rest of the group stay and do first aid.

### FINDING A SIGNAL:

1. Check every team member's phone – some networks work when others don't or some phones have better internal aerials for reception.
2. Are there farms or buildings nearby that people may have landlines in? Be careful as some may just be empty buildings.
3. Is there high ground that may get a line of sight to a mobile tower?

**Use the incident record sheet to write down details before you go.**

### **Emergency Call – Incident record**

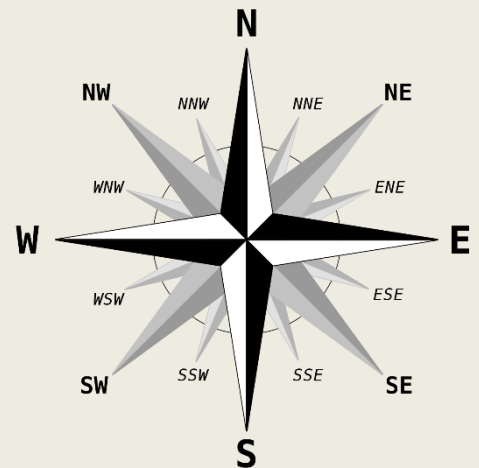
Use the pen in the Emergency kit to record the following details that you will be asked for when you call for help.

|  |  |
|--|--|
| Group Name:<br>Number in group:              |  |
| Grid reference for casualty                  |  |
| Describe location of casualty                |  |
| Name of injured / sick person                |  |
| What is wrong with them?                     |  |
| What time did the person get injured / sick. |  |
| What assistance or treatment have you given? |  |

# Map skills & route planning

## Map direction

- The points of the compass are North, East, South, West
- All maps are drawn so that they face North. That means that North is always at the top of the map. So, if you hold the map so that you can read the words on it correctly, then it is facing 'Up to North'
- Your route card will have a general direction for each leg that you completed on the training day.
- The direction you are walking *towards* is called the **Direction of Travel**.

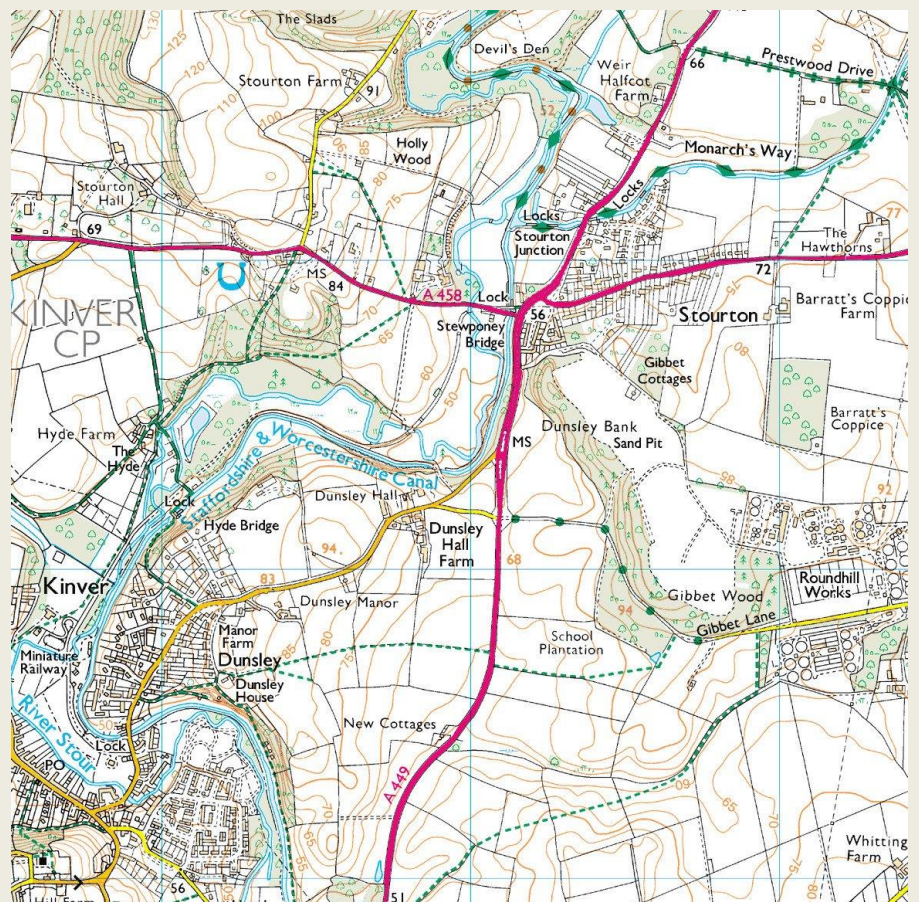


**N**EVER **E**AT **S**HREDDED **W**HEAT

**N**AUGHTY **E**LEPHANTS **S**QUIRT **W**ATER

## Map Symbols

Ordnance Survey uses different shapes, colours and symbols to show all the roads, buildings, rivers and other features of a landscape. Symbols are designed to be simple, often looking like the features they represent. This means things can be quickly and easily recognised as you look at a map.



# Map Symbols you will need



# Explorer™ series (1:25 000 scale) Explorer Map symbols

## ROADS AND PATHS Not necessarily rights of way

|  |   |  |              |  |                 |
|--|---|--|--------------|--|-----------------|
|  | Motorway  |  | Service Area |  | Junction Number |
|  | Dual carriageway                                |  |              |  |                 |
|  | Trunk or Main road                              |  |              |  |                 |
|  | Secondary road                                  |  |              |  |                 |
|  | Narrow road with passing places                 |  |              |  |                 |
|  | Road under construction                         |  |              |  |                 |
|  | Road generally more than 4 m wide               |  |              |  |                 |
|  | Road generally less than 4 m wide               |  |              |  |                 |
|  | Other road, drive or track, fenced and unfenced |  |              |  |                 |
|  | Gradient: steeper than 20% (1 in 5)             |  |              |  |                 |
|  | 14% (1 in 7) to 20% (1 in 5)                    |  |              |  |                 |
|  | (V) Vehicle; (P) Passenger                      |  |              |  |                 |
|  | Path  |  |              |  |                 |

## RAILWAYS

|  |  |
|--|--|
|  | Multiple track } Standard gauge                        |
|  |  |
|  | Narrow gauge } Light Rapid Transit System with station |
|  |  |
|  | Road over; road under; level crossing                  |
|  | Cutting; tunnel; embankment                            |
|  | Station, open to passengers; siding                    |

## PUBLIC RIGHTS OF WAY Not shown on maps of Scotland

|  |                            |
|--|----------------------------|
|  | Footpath                   |
|  | Bridleway                  |
|  | Byway open to all traffic  |
|  | Road used as a public path |

The representation on this map of any other road, track or path is no evidence of the existence of a right of way

## OTHER PUBLIC ACCESS

|   |  |
|---|--|
|   | Other routes with public access                          |
| The exact nature of the rights on these routes and the existence of any restrictions may be checked with the local highway authority. Alignments are based on the best information available. |  |
|   | National Trail / Long Distance Route; Recreational route |
|   | Permitted footpath } See note below                      |
|   |  |

Footpaths and bridleways along which landowners have permitted public use but which are not rights of way. The agreement may be withdrawn.

|  |                       |
|--|-----------------------|
|  | Off road cycle routes |
|--|-----------------------|

## BOUNDARIES

|  |   |
|--|---|
|  | National  |
|  | County  |
|  | Constituency (Const), Electoral Region (ER) or Burgh Const                                |
|  | Civil Parish (CP) or Community (C)  |
|  | Unitary Authority (UA), Metropolitan District (Met Dist), London Borough (LB) or District |
|  | National Park   |

## ARCHAEOLOGICAL AND HISTORICAL INFORMATION

|  |                            |
|--|----------------------------|
|  | Site of antiquity          |
|  | Site of battle (with date) |
|  | Roman                      |
|  | Non-Roman                  |
|  | Visible earthwork          |

**NB. Due to changes in specification there are differences on some sheets**

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## GENERAL FEATURES

|  |  |  |  |
|--|--|--|--|
|  | Gravel pit   |  | Triangulation pillar                         |
|  | Sand pit   |  | Mast   |
|  | Other pit or quarry  |  | Windmill; with or without sails              |
|  | Landfill site or slag heap   |  | Wind pump; wind generator                    |
|  | Current or former Place of worship } with tower with spire, minaret, or dome |  | Electricity transmission line                |
|  |  |  | Slopes                                       |
|  | Building; important building   |  | BP Boundary post                             |
|  | Glasshouse   |  | BS Boundary stone                            |
|  | Youth hostel   |  | CH Clubhouse                                 |
|  | Bunkhouse/camping barn/ other hostel (selected areas only)                   |  | FB Footbridge                                |
|  | Bus or coach station   |  | MP; MS Milepost; milestone                   |
|  | Lighthouse; disused lighthouse;  |  | Mon Monument                                 |
|  | Beacon   |  | PO Post office                               |
|  |  |  | Pol Sta Police station } selected areas only |
|  |  |  | Sch School                                   |
|  |  |  | TH Town Hall                                 |
|  |  |  | NTL Normal tidal limit                       |
|  |  |  | W; Spr Well; spring                          |

## HEIGHTS AND NATURAL FEATURES

|  |                         |
|--|-------------------------|
|  | 52 Ground survey height |
|  | 284 Air survey height   |
| Surface heights are to the nearest metre above mean sea level. Heights shown close to a triangulation pillar refer to the ground level height at the pillar and not necessarily at the summit. |                         |
|  |                         |
|  | Water                   |
|  | Mud                     |
|  | Sand; sand and shingle  |

## VEGETATION

Vegetation limits are defined by positioning of symbols

|  |                                   |
|--|-----------------------------------|
|  | Coniferous trees                  |
|  | Non-coniferous trees              |
|  | Coppice                           |
|  | Orchard                           |
|  | Scrub                             |
|  | Bracken, heath or rough grassland |
|  | Marsh, reeds or saltings          |

## ACCESS LAND

|  |                               |   |             |  |                |
|--|-------------------------------|---|-------------|--|----------------|
|  | Access land boundary and tint |   | DANGER AREA |  | MANAGED ACCESS |
|  | Access land in wooded area    | Firing and test ranges in the area. Danger! Observe warning notices |             | Access permitted within managed controls, for example, local byelaws |                |
|  | Access information point      |   |             |  |                |

Portrayal of access land on this map is intended as a guide to land which is normally available for access on foot, for example access land created under the Countryside and Rights of Way Act 2000, and land managed by the National Trust, Forestry Commission and Woodland Trust. Access for other activities may also exist. Some restrictions will apply; some land will be excluded from open access rights. The depiction of rights of access does not imply or express any warranty as to its accuracy or completeness. Observe local signs and follow the Countryside Code.

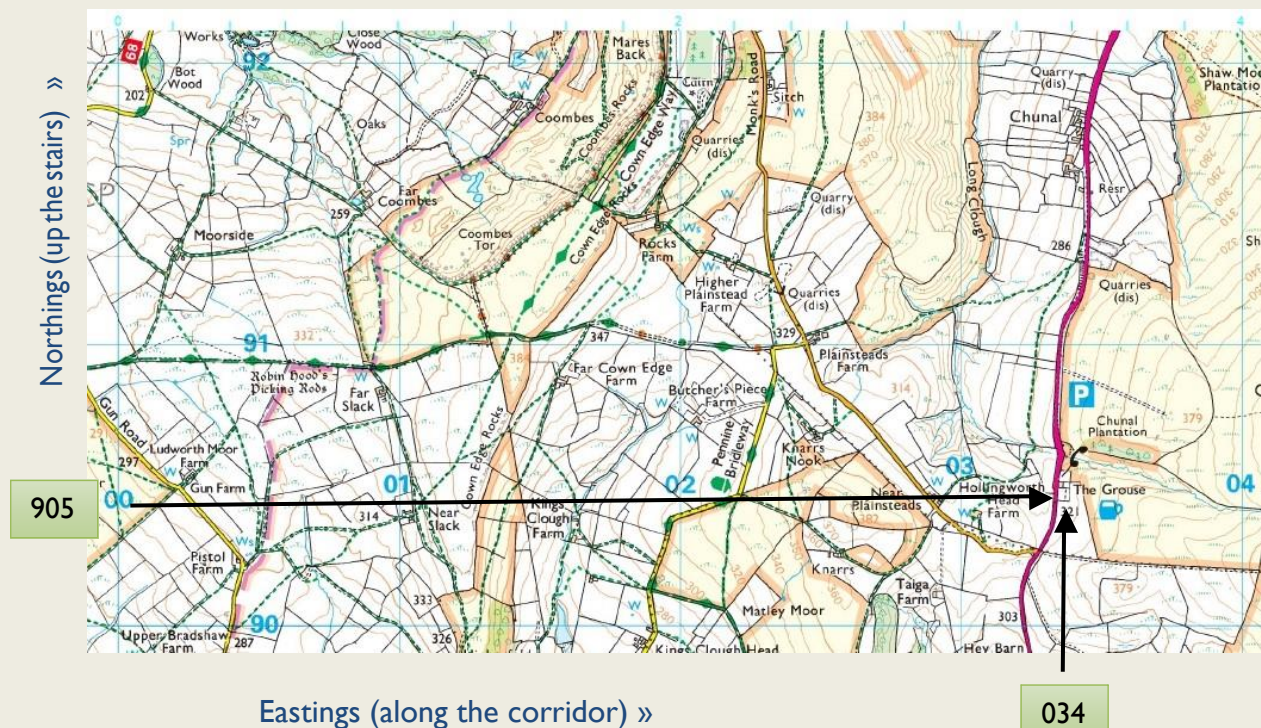
## TOURIST AND LEISURE INFORMATION

|  |                                    |  |  |
|--|------------------------------------|--|--|
|  | Building of historic interest      |  | Nature reserve   |
|  | Cadw (Welsh heritage)              |  | National Trust property                                |
|  | Camp site                          |  | Other tourist feature                                  |
|  | Caravan site                       |  | Parking  |
|  | Camping and caravan site           |  | Park and ride, all year / seasonal                     |
|  | Castle / fort                      |  | Pleasure site  |
|  | Cathedral / Abbey                  |  | Preserved railway                                      |
|  | Country park                       |  | Public Convenience                                     |
|  | Cycle trail                        |  | Public house/s   |
|  | English Heritage property          |  | Recreation / leisure / sports centre                   |
|  | Fishing                            |  | Slipway  |
|  | Forestry Commission visitor centre |  | Telephone (public / motoring organisation / emergency) |
|  | Garden / arboretum                 |  | Theme / pleasure park                                  |
|  | Golf course or links               |  | Viewpoint  |
|  | Information centre                 |  | Visitor centre   |

## Grid References

Ordnance Survey maps are covered in a series of faint blue lines that make up a grid. The lines have numbers accompanying them that allow you to accurately pinpoint your location on a map. Once you have located where you are, the grid system makes it simple to give others (such as mountain rescue) an accurate description of your location. This description, which will be a series of numbers, is known as a grid reference.

These numbers are along the edges of the map but also appear in places in the middle of the map to map it easier to find the numbers when the map is folded into smaller sections.



## 6-figure Grid references

Before you begin to look at grid references it is important to be aware that all the numbers going across the face of the map, for example, left to right, are called eastings (this is because they are heading eastward), and similarly, all the numbers going up the face of the map from bottom to top are called northings (again because they are heading in a northward direction).

When you write down your Grid Reference remember to first go along the corridor then up the stairs.

**Example:** The Grouse Pub is at GR 034 905

(not at 905 034 as that would approx. 90km away and if it's an emergency you don't want people going to the wrong place)



## Working out the distance of your walk – map scale

### What is scale?

The scale of a map shows how much you would have to enlarge your map to get the actual size of the piece of land you are looking at.

For example, your map has a scale of 1:25 000, which means that every 1cm on the map represents 25,000cm (250m) on the ground.

This means that every 4cm on a map = 1km in real life. To make it even easier, the grid lines are exactly 4cm apart, so every blue grid square is 1km by 1km.

If going diagonally the distance across the grid square is about 1½km.

### Why do we measure distance?

It is always important to know how far you have to travel and how long it is going to take you. If you know how long it will take you to get somewhere you can use a watch to time your walk so that you don't walk past it. By measuring a distance on your map, you can work out how far that is in reality.

### Measuring distance using string

When we walk in the outdoors it is rarely a straight line. Each section of your journey (called a leg) will be a winding route such as a country lane. You can measure between two points by using a piece of thin string. If you are following a road or track that's not straight, bend the string to follow the exact shape until you reach the second point.



Now that you have a distance in centimetres marked on your string place string against the ruler on your compass and work out what the length the route is on the map in cm.

### Using scale to convert cm on the map to distance on the ground

Suppose your string shows that the route on the map is 10cm long. You know that on your map the scales is 4cm = 1km, so the real route on the ground is 2.5km if you walk it.

## Working out how long your walk will take – walking speed & ascent.

### Walking Speed and Distance

Most Bronze teams at about 3Km/h with a backpack on. This means that:

- In 1 hour, you can walk 3 km
- In 20 minutes, you can walk 1km (across one of the blue grid squares)
- To walk 12 km would take you 4 hours

### How does walking uphill or downhill affect my walking time?

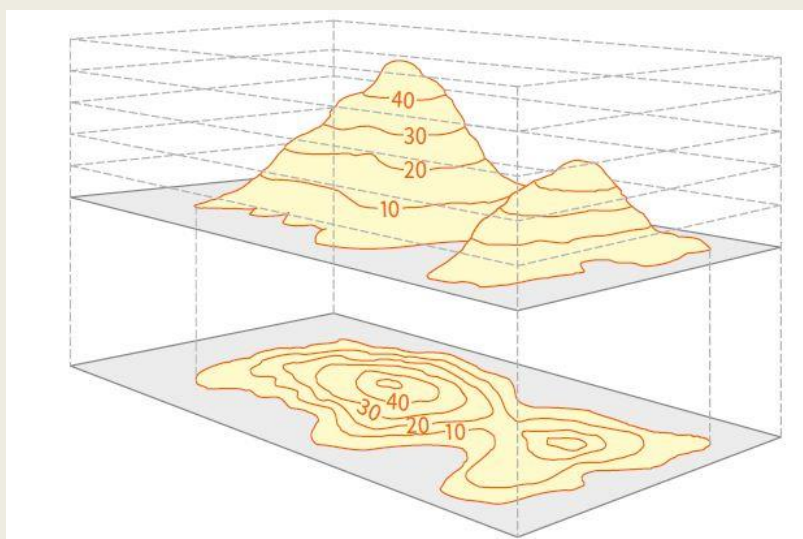
#### How are hills and mountains shown on a map?

The ability to understand the shape of the ground from a map is a useful skill to learn, particularly if you are walking in mountainous landscapes.

The height and shape of the ground is shown on maps by brown contour lines. A contour is a line drawn on a map that joins points of equal height above sea level. For 1:25 000 scale maps the interval between contours is usually 5 metres, although in mountainous regions it may well be 10 metres.

Tip:

Remember contour numbering reads up hill – in other words the top of the number is uphill and the bottom is downhill. Also remember the closer contour lines are together, the steeper the slope. The examples below illustrate this:



#### Add for going uphill but not downhill

For every 10m of uphill we add 1 extra minute to our journey up the slope.

But going downhill will not be faster than walking on a flat path – we don't start to run with heavy bags on our backs and the paths are uneven or slippery.

#### How long will I be walking for each day?

The DofE 20 Conditions says each team must plan to walk for at least 3 hours and plan an extra 3 hours taken up by navigating, getting lost, stops to drink and change layers, have lunch and 2 breaks. Of course, if you are slow walkers or get lost a lot then you will take a lot longer than 6 hours to get to the end each day. Most Bronze routes are at least 10km of walking each day and 300-400m of going uphill. So, get fit before you come.

## Navigation – Following a route in rural country

Your route will be planned along public paths – keep an eye out for signs, markers and stiles.



**Footpath** – open to walkers only, waymarked with a yellow arrow



**Bridleway** – open to walkers, horse-riders and cyclists, waymarked with a blue arrow



**Restricted byway** – open to walkers, cyclists, horse-riders and horse-drawn vehicles, waymarked with a plum coloured arrow.



**Byway Open to All Traffic (BOAT)** – open to walkers, cyclists, horse-riders, horse-drawn vehicles and motor vehicles, waymarked with a red arrow.



**National Trail Acorn** – identifies 15 long distance routes in England and Wales. All are open for walking and some trails are also suitable for cyclists, horse-riders and people with limited mobility.



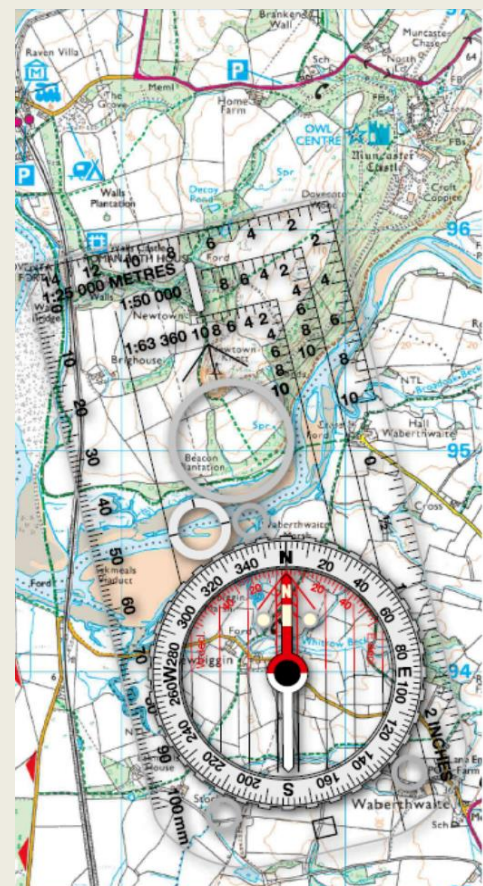
## Orientating the map to North

Orientating the map means turning the map so that the top of the map points North. This is also called 'Setting the map'

Remember that all the words and the blue grids point North.

Use landmarks: if we can find long features, like a road or a stream or a valley or a walk, we can turn the map to match the direction of the real road to the direction of the road on the map.

Use a compass: The red end of the compass needle always points north (when we hold it flat). If we put the compass on the map and get the red arrow to line up with the blue Northing lines on the map then the map will be pointing North.



## Navigating a Leg – The 4 D's

Your route card will split your day's journey into sections, called 'legs'. You can create a description of each leg that is detailed enough to help you navigate.

The description must include all four D's of Navigation:

**Direction** What direction should you start walking towards for this leg? Orientate your map with your compass and don't guess. As you walk you should check every 15 minutes that you are still walking towards that direction.

**Distance** How far is this leg? Use your compass string and ruler – it's important to be accurate.

**Duration** How long will it take you to walk that distance? You will need to start timing when you set off walking so that you will know when you are getting close or have gone too far. Work out how long it would take you to walk the leg if it was flat, then add on 1 minute for every 10m of uphill, and add at least 10 minutes for navigating and breaks.

**Watches** – everyone in your team must bring a watch to time your legs. A watch is as important as a compass – if you can't tell how long you have been walking for then you will get lost!

**Description / Details:** What does the map say you should see as you walk along? What does it say you should expect to see when you get to your destination?

Details you should be able to add are:

Uphill? Downhill? Flat?

What will you be walking on? Path? Lane? Grass in a field?

What will be on your left side and right side? Wall / hedge / forest / field / stream / cliff

Tick off features? Are there things that you can count or 'tick off' as you go along. How many walls will you cross or is there a farm you should see along the way?

Hand-rail features? Will you be following a long, linear feature? If there is supposed to be a stream on your left-hand side to keep you on track.

**Make sure the entire team know how long you should be walking for and what features you are looking for along the way.**

## What to do if you are lost

1. Stop and look around, what features can you see?
2. When did you last know where you were? How long ago? What have you passed? How far might you have walked? What direction do you think you walked in?
3. Look at the map, try to work out where you might be.
4. If that doesn't work, backtrack to where you knew where you were, look around for features and restart.

## Walking as a team

### **Its Lonely at the back: How to keep together**

Within your team there will probably be differences in your natural walking speed. Some may be fast on the flat or particularly careful over rough ground. Some people are fast uphill but slow on the downs, some the other way around. It is important that you keep together so that you can all keep an eye on the wellbeing of your entire team and to stop anyone is getting separated and lost.

If someone is always left behind by the team then their morale can plummet. Being left at the back often leads to people not enjoying the expedition and then walking slower and slower. Keeping together is everyone's responsibility and in everyone's interest. There are things that everyone can do to help make it happen.

### **The teams' responsibility**

- Don't leave anyone at the back by themselves. People will walk faster if you engage them in conversation.
- If you wait for someone don't just get up and move off when they arrive. A simple question of 'do you want to take 5 or just keep going' can make a massive difference to the morale of a slower walker.
- Some people who are struggling prefer to walk at the front for a bit, others will feel more pressure if they are up front. Try mixing it up and see what works for your team.
- Can you help in a practical way by re-distributing some of the kit from the slower member of the group, offering them walking poles or making sure they are hydrated and fed.

### **Individual's responsibility**

- If you are asked if you want to stop or just plod on then think if you really do need to stop.
- Don't moan and complain unduly. If you are miserable to be with then people won't want to be with you and you will get left behind.
- When you stop to rest don't just switch off. Think about what will help you, do you need a snack or a drink? Will removing a jacket help? Do you need to replenish your pocket snack supply?
- Eat and drink. If you are feeling tired it may be due to low fuel levels.
- Think of other ways that you can help your team. If you are at the back then you are probably not doing much of the navigating. Maybe you can help more at camp.

# The Countryside Code

We live on a heavily populated island and the wild areas are not huge. So, we all need to share the outdoors and help look after it for each other. The countryside that you will be visiting is vulnerable to overuse and misuse by those who visit it. By taking a few precautions and following some common rules we can drastically minimise our impact on the environment.



1. Don't drop litter: litter isn't just sweet wrappers and drinks bottles, it is also food waste like apple cores and banana skins. Take all your litter with you to campsite.
2. Take care on roads: Many country roads are narrow and cars travel fast along them. Make sure you walk single file on any roads, generally facing the oncoming traffic.
3. Leave gates as you find them: If you are at the front of your team and you open a gate make sure that the last person knows to close it. If a gate is open when you get to it then leave it that way, unless it is obviously a mistake (a cow field on to a road for example)
4. Don't go to the toilet close to streams, lakes or watercourse: Make sure you are at least 50m away from a stream if you go to the toilet. If you need to poo make sure you bury it (20cm deep). Take any toilet paper you use away with you.
5. Think about erosion: If you are on a small footpath through a meadow (for example) then walking single file will cause less damage to that area. Don't widen the footpaths.
6. Look but don't touch: don't pick flowers or kill insects, they are important to the ecosystem – you are the intruder, not them.
7. Take care around animals: Especially if they have young with them. Walk slowly and as a group through any fields containing livestock. Do not scream or run.
8. Do not damage walls, fences or hedges – only use gates and stiles to cross through them.

A good link to the country code is here.

<https://getoutside.ordnancesurvey.co.uk/guides/the-countryside-code/>



# The 20 Conditions of the Expedition section

| DofE qualifying expedition conditions                     |  |  |  |   |  |
|---|--|--|--|---|--|
| Planning the expedition                                   | 1  | The team must plan and organise the expedition; all members of the team should be able to describe the role they have played in planning.  |  |   |  |
|   | 2  | The expedition must have an aim. The aim can be set by the Leader at Bronze level only.  |  |   |  |
|   | 3  | All participants must be within the qualifying age of the programme level and at the same Award level (i.e. not have completed the same or higher level of expedition).  |  |   |  |
|   | 4  | There must be between four and seven participants in a team (eight for modes of travel which have tandem)  |  |   |  |
|   | 5  | <p>The expedition should take place in the recommended environment.</p> <table border="1"> <tr> <td><b>Bronze:</b> Expeditions should be in normal rural countryside – familiar and local to groups.</td> <td><b>Silver:</b> Expeditions should be in normal rural, open countryside or forest – unfamiliar to groups.</td> <td><b>Gold:</b> Expeditions should be in wild country (remote from habitation) which is unfamiliar to groups.</td> </tr> </table>   | <b>Bronze:</b> Expeditions should be in normal rural countryside – familiar and local to groups.           | <b>Silver:</b> Expeditions should be in normal rural, open countryside or forest – unfamiliar to groups.          | <b>Gold:</b> Expeditions should be in wild country (remote from habitation) which is unfamiliar to groups.     |
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|   | 6  | Accommodation must be by camping or other simple self-catering accommodation (e.g. camping barns or bunkhouses).   |  |   |  |
|   | 7  | <p>The expedition must be of the correct duration and meet the minimum hours of planned activity.</p> <table border="1"> <tr> <td><b>Bronze:</b> A minimum of 2 days, 1 night; 6 hours planned activity each day.</td> <td><b>Silver:</b> A minimum of 3 days, 2 nights; 7 hours planned activity each day.</td> <td><b>Gold:</b> A minimum of 4 days, 3 nights; 8 hours planned activity each day.</td> </tr> </table>  | <b>Bronze:</b> A minimum of 2 days, 1 night; 6 hours planned activity each day.                            | <b>Silver:</b> A minimum of 3 days, 2 nights; 7 hours planned activity each day.                                  | <b>Gold:</b> A minimum of 4 days, 3 nights; 8 hours planned activity each day.                                 |
|   | <b>Bronze:</b> A minimum of 2 days, 1 night; 6 hours planned activity each day.  | <b>Silver:</b> A minimum of 3 days, 2 nights; 7 hours planned activity each day.   | <b>Gold:</b> A minimum of 4 days, 3 nights; 8 hours planned activity each day.                             |   |  |
|   | 8  | All expeditions must be supervised by an adult (the Expedition Supervisor) who is able to accept responsibility for the safety of the team.  |  |   |  |
| 9   | Assessment must be by an accredited Assessor. At Bronze level only, the Assessor may also be the Expedition Supervisor.  |  |  |   |  |
| 10  | Expeditions will usually take place between the end of March and the end of October. They may take place outside this period, if so, non-camping accommodation options should be considered. |  |  |   |  |
| Training and practice                                     | 11   | <p>Participants must be adequately trained to safely undertake a remotely supervised expedition in the environment in which they will be operating.</p> <table border="1"> <tr> <td><b>Bronze:</b> Teams must complete the required training.</td> <td><b>Silver:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights.</td> <td><b>Gold:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights</td> </tr> </table> | <b>Bronze:</b> Teams must complete the required training.  | <b>Silver:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights. | <b>Gold:</b> Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights |
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| During the expedition                                     | 12   | All expeditions must be by the participants' own physical effort, without motorised or outside assistance. Mobility aids may be used where appropriate to the needs of the participant.  |  |   |  |
|   | 13   | All expeditions must be unaccompanied and self-sufficient. The team must be properly equipped, and supervision must be carried out remotely.   |  |   |  |
|   | 14   | Teams must possess the necessary physical fitness, first aid and expedition skills required to complete their expedition safely.   |  |   |  |
|   | 15   | Groups must adhere to a mobile phone use policy as agreed with their Expedition Supervisor and Assessor. This agreement should also include use of other electronic equipment.   |  |   |  |
|   | 16   | Participants must behave responsibly with respect for their team members, Leaders, the public and animals.   |  |   |  |
|   | 17   | Groups must understand and adhere to the Countryside /Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).  |  |   |  |
|   | 18   | Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal on each day. This is optional on the final day.   |  |   |  |
| Post expedition   | 19   | Participants must actively participate in a debrief with their Assessor at the end of the expedition.  |  |   |  |
|   | 20   | At Silver and Gold level, a presentation must be prepared and delivered after the expedition.  |  |   |  |

# Expedition Training Framework - Bronze

## Teambuilding & Personal Development

Venture Out expeditions considers Teambuilding and Personal Development to be the primary aim of the Expedition – it is the only section of the award that cannot be done as an individual and requires participation as a team. Knowing how to put up a tent or use a map is not an essential life skill but helping participants learn about themselves and teamworking will help shape the rest of their lives.

Do not assume participants will learn about this without you explicitly teaching it. Teambuilding should permeate all expedition training and can be enhanced through team-building exercises and regular reviews so that when the group sets out on the qualifying expedition, participants are able to work together as an effective and cohesive unit. Participants must be taught about team roles, practical ways to support each other and contribute to teamwork. Individuals must be repeatedly asked about their individual challenges and how they are overcoming them, and how they are helping or hindering. Refer to the support resources in the Trainer folder.

## Campcraft, equipment and hygiene

- Choosing suitable clothing, footwear, rucksack, and food. Check all compulsory items on Kit List
- Packing a rucksack, waterproofing the contents, keeping weight down to a minimum.
- Rucksack safety: safe lifting technique (buddy up), and safe weight. Only mats on the outside.
- How to adjust a rucksack to carry the weight through the waist straps instead of the shoulders. Other adjustments to stabilise loads. (Buddy check)
- Pitching tents: Choosing a sheltered site to pitch, sleeping with head up slope; why **we do not have tent circles**.
- Arrangements for water, cooking and sanitation, refuse disposal, fire precautions.
- What to do if sick in the night. (Buddy up)
- Pitching and striking tents. Full demonstration of how to pitch. Ensure full demo of Strike and pack is done to whole team in morning. Teams must not take tents down unsupervised on Training Expeds.
- How to keep them clean and damage free, how to clean & pack them.
- Doing a 'Dummy Check' of an area after every stop/sit down. Look for litter and equipment.
- Teamwork – how to decide and allocate jobs. Nobody is finished until everybody is finished! If you have nothing to do look for a job, ask for a job or offer to help. Take turns at being the coordinator. Decide time targets. How quickly can you get this done?

## Food and cooking

- Cooking and the use of stoves. How to avoid burns, spills, burning pot. Trangia strap goes on the gas can.
- Safety procedures and precautions which must be observed when using stoves and handling fuels.
- Cooking area minimum of 3m for any tent. Preferably against a wall or hedge (to prevent someone stepping over cooker) Not with a circle of people sitting around cookers.
- Trangia safety cooking with and keeping clean/Hygienic. Washing pots before and after use – bugs grow during the day on 'clean' pots.
- Never allow Trangias at lunch times. They carry their gas in case of emergency.
- Cooking substantial meals under camp conditions. Appropriate foods and amounts of.

## First aid

- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters.
- Recognition and treatment of hypothermia and heatstroke. How to avoid.
- The treatment of small wounds and bleeding – check they all have an individual first aid & medical kit.
- Deal with an asthma attack and how to put someone in the recovery position when they go unconscious.



## Emergency procedures

- Action in an emergency – is it an emergency? Who to call first. When to call emergency service first. Take them through emergency card prompter.
- Teamwork approach
- Summoning help – using the emergency card to record details, telephoning for help, importance of texting and adding time sent to messages.
- Getting help: where to go for help or a signal. Self-help and waiting for help to arrive, keeping group safe and warm, helping people to find you. How to use group shelter.

## An awareness of risk and health and safety issues

- Identifying and avoiding hazards. (Roads, non-drinking water, slow effects of the weather)
- Keeping together. Identifying support roles (morale, time keeper, water and snacks monitor, sun-creamer weather forecaster etc)
- How to stay healthy on exped (water, food, cleanliness, avoid sun burn etc)
- Dressing for exercise in the changing environment. All change layers at the same time; change layers early.
- Weather forecasts – knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

## Checkpointing and how to communicate with Assessors.

- Practice texting Assessors with their Grid reference and ETA at a checkpoint.
- Practice contacting staff to tell them they are late.

## Preparatory map skills and route planning

Teams will use maps to plan routes and complete route cards on a Planning Day. However, on Training Expedition this will need a complete refresh of important concepts:

- Different Rights of Way and choosing the easiest to walk on or follow. Trails on the ground.
- Breaking up journeys into legs and then estimating time taken to travel a leg by calculating the distance and ascent and walking pace. Groups should be made to repeatedly do this calculation for every leg (or even half legs).
- Description & Destination (4Ds): Identify some information from map relevant to each leg that will allow them to track progress. And allow them to confirm they have reached their Destination.
- Review why they are not walking to 'plan' and suggest improvements or allowances.
- Conventional map signs and symbols relevant to Bronze (paths, field boundaries, road priorities & safety countours)
- Direction (4Ds): Map directions: i.e. grid points North. Text is orientated to North. Cardinal Directions: NNW etc.
- The 1km blue boxes of the National Grid with numbers around the edges or on map.
- Grid references don not include the National Grid Tile reference letters (do at Silver)
- Scale and distance, measuring distance with a compass (ruler, Romer, string). Converting to 'real distance'
- Introduction to contours and gradient and relating that to the shape of the land around them.
- Estimating the time of leg: 'flat' walk (3km/hr) + ascent + additional time for nav, route finding, breaks.

## Navigation: Using map & compass to find your way

Please remember not to over-extend teaching on this subject – we must only train them for the expedition that they are actually going on (Bronze, on paths and lanes, closely supervised). Time is precious and should be spent on constantly repeating the simple process of using the 4Ds and simple strategies and avoid confusion with more complex tips and strategies.

## Practical map skills

- Setting the map using surroundings (Bronze) and using compass (Bronze/Silver) Path bearings are left until Silver.

- Locating position from the map. Farms and lanes marked often have signs/plaques.
- Determining geographical direction and direction of travel from the map. Cardinal Directions.
- Checking the direction of paths using the set map.
- Identifying features in the countryside by using the map.
- Locating features marked on the map in the countryside.
- Relating the map to the ground and estimating speed of travel and arrival times.
- Planning a route, preparing a simple route card (get the group to write one for each day on back of map. Can be done during the day at rest stops or overnight).

### Compass skills

- The care of the compass: Not to be tied to map case – it swings and bangs and demagnetises.
- The influence of ferrous objects and electromagnetic fields.
- Compass ruler, magnifying glass and Romer are to be used.
- Direction from the compass in terms of the cardinal and the four intercardinal points. i.e. NW, NNW Not bearing numbers.
- Using compass to determine North: Show how to turn base-plate arrow to match Bevel arrow and then just get Red end of needle inside Bevel arrow so everything (plate/bevel/needle) points north
- Setting the map by the compass (magnetic variation may be ignored). Then standing on the correct side of flat map and looking in the correct direction of travel.
- **Magic Finger Technique:** With map set correctly and them standing on the correct side of map, they can then use their 'Magic Finger' to draw a line along the path and off the map to point in the direction they want to go. It's best if they shuffle their feet around to have the path pointing along their mid-line.
- Checking the direction of travel of a footpath in front of them to check it matches. (Magic Finger technique)
- Common sense check – what direction are you generally walking? SE? Are you?

### Following a planned route

- Description: The ability to give a verbal description of a route linking two places from the map. How to Confirm their position is correct. Plan the next leg, describe the journey and how long it will take, what they will see along the way, what they will see when they get there.
- Duration: Using a watch to monitor their progress against estimated Duration to turning point.
- Evaluate why inaccuracies or why not walking to plan.
- Route finding / way finding (on the ground) requires observation and alterations. Identify instances when route varies or is problematic.
- 2 navigators at all times, on all days. Rotate the role to ensure everyone could go for help if necessary.
- Simple strategies for success: Tick off features; Catching feature; Handrailing linear features

### Countryside, Highway Safety Codes

- Understanding the spirit and content of the Countryside Code.
- The avoidance of noise and disturbance to rural communities.
- Safety whilst walking along rural roads and crossing main roads.
- Respect for campsite and other campsite users. Bins, toilets, wash-up areas, nothing out at night (animals into rubbish)

### Observation recording and presentations

- Choosing an Expedition Project and Aim.
- Developing observation skills and different methods of recording information.
- Skills relevant to the method of presentation.
- Researching information relevant to their expedition project and the area they are visiting.
- Teamwork: share the roles and tasks to complete the project and carry out a presentation.

# Mobile Phone Policy

## What the DofE says about Mobiles

*“Using mobile phones on expedition can destroy the sense of isolation and solitude core to the learning and self-reliance of the Expedition section. While useful additional safety tools, and in many cases a useful means of capturing evidence, the DofE strongly recommends that mobile phones be used for emergencies only. The expedition team, Supervisor and Assessor should agree in advance the policy of use during their expedition, for example their use as a camera to record evidence for eDofE and not as a means of communication. Mobile phones must always be considered an unreliable safety tool due to possible lack of reception etc.”*

**Condition 15:** Groups must adhere to a mobile phone use policy as agreed with their Expedition Supervisor and Assessor. This agreement should also include use of other electronic equipment.

## Challenge yourself – see what you are capable of!

As you can see the Duke of Edinburgh Organisation recommend that we do not allow participants (you) to use mobile phones whilst on expedition (day or night). We understand that for some students (and parents) this will seem unreasonable or too hard. But we need your cooperation so we will explain many of the reasons for this recommendation in the hope that you can appreciate how a ‘Digital Detox’ will improve your Expedition experience.

**A more real and fulfilling experience for yourself.** Participants are strongly encouraged to ‘un-plug’ from the outside world and focus on becoming part of your team by socialising and supporting each other. To do this you will need to break strong habits of using Snapchat and other apps to constantly contact others throughout the day. Constantly being distracted by the need to keep up contact with others can mean that you are not fully present when with your team and miss so much about them or the experiences around you. Do an internet search for ‘Digital Detox’ and find out why people do this sometimes.

**Mobile phones are unreliable and easily damaged and lost.** Mobile phones get damaged in wet pockets. Phones have been crushed in tents when someone has knelt on them. Phones have been dropped on campsites and lost. There are no charging facilities on campsites.

**There is patchy network coverage in the countryside.** Many of the networks that work in towns and cities don’t work in rural areas. You will find that there will be dead spots for phone signal and 4G. So your apps will not work. Better to concentrate on other things and speaking to people who are with you.

**Creates pressure on the participants and worry for parents.** If you agree to ring your parents every night but then can’t because there is no reception, or you are too busy with cooking and team review, (or forget) you can get stressed and they can get worried that there is something wrong. They get anxious for no reason. We understand that for some parents it will be hard to wait until you come home to hear all about your experiences but as you grow up and become more independent you will both learn how to cope with that. So start now!

**Inappropriate communication during emergencies.** Sometimes during emergencies participants will be unable to speak to their supervisor immediately because the Supervisor is out of

reception but nearby, and so they panic and ring home to get reassurance from their parents. This does not work out well – we have had emotional participants speak to parents who then get very upset, especially because they are miles away and can do nothing to help. The participant then gets more upset. We have had similar things happen when a participant rings home and finds that their parent is missing them and wants them to come home.

**Leaving messages.** We train participants and staff in how to leave messages (voicemail and text) that include the time they were sent and their location. You must not assume a message was received until they hear from or see each other. You can assume that each other will constantly be moving in and out of signal and will keep checking for messages. You are not far from help and they will be with you soon, but not as soon as you might want.

### **Safety & Supervision**

we have always run and supervised expeditions in such a way that mobile reception is not required for supervision or safety:

The group are given an emergency phone with the supervisors' numbers and have been taught what to do as a group in an emergency. We assume that they won't be able to use it and so our supervisors trail the groups and meet up with them every hour to check in on them.

We have a GPS tracker on every team that allows us to see where teams are and so we can stay close in case of emergencies and to intervene if they get too lost or are sitting still for a long time.

On Training Expeditions each team has a trainer who works with them or 'shadows' them all expedition. On Qualifier expeditions each assessor has 2 teams to shadow. Both teams will be walking the same route and near each other. There are extra staff 'floating' in case a team needs more help.

### **Personal Phones**

At the start of each expedition you must let your supervisor know that you have your phone and give them the number in case of emergencies. You will have to agree to the points below:

1. Your phone is turned off and kept in a waterproof bag and in a safe place, to preserve battery.
2. You can register your phone with the 999 service (see [www.emergencysms.org.uk](http://www.emergencysms.org.uk)) and download a Grid Reference app for use in an emergency.
3. Participants' mobiles may get wet. They will be responsible for the damage or loss.
4. Parents of participants who do not carry mobiles must accept that other participants will be carrying mobile equipment, which may give unrestricted access to the internet.
5. We do not allow you to be listening to music on your phones – some of you might think that is unreasonable or find that difficult but what you will find is that you will enjoy just 'playing and talking outside with other teams.
6. All staff reserve the right to remove mobiles from participants where irresponsible use is suspected.
7. If your team need a smartphone to take photos, make videos for your project and presentation then this phone must have its SIM card removed. Check that the SIM is kept dry and safe. Check that the apps you intend to use do not need the SIM card to work or save files. You will need a small powerbank as your supervisors will not be charging it for you.