



HAMPSHIRE SCOUTS



Expedition Training Support Pack (February 2016 update)

This Expedition Support Pack is designed to have activities and useful resources to help you train your DofE Participants. This may be run over a series of evenings, a day or a weekend – depending on the previous knowledge and skills of the group.

The pack is divided into seven modules.

The modules

- Module A – Introduction to the Expedition Section & Team Building
- Module B – Campcraft, Equipment and Hygiene
- Module C – Stoves & Cooking
- Module D – Navigation & Route Planning
- Module E – First Aid, Emergencies and Risk Assessments
- Module F – Weather and Countryside Code
- Module G – Projects & the expedition

Delivery methods	Each module has a number of activities you can choose from along with some additional worksheets and resources to support it. You can of course create other different ways of covering the objectives, which have been lifted from the Bronze, Silver and Gold Training Frameworks. If you have any good ideas, please feed them back as below.
Participants Notes	There is a set of participant notes which can be downloaded, printed and distributed. These are more condensed than before with links to useful resources participants may refer to as necessary.
Useful Links	Each module has a number of useful links you may use, several are links to videos, websites or factsheets.
Feedback	Please send any feedback to Mike Baxter michaelkeithbaxter@gmail.com – this pack will continue to evolve and be updated on regular basis, please refer back to www.hsdofe.org for the latest version.

HSDofE version 14 – January 2016

Hampshire County Scout Council

Assistant County Commissioner (Duke of Edinburgh's/Queen's Scout Award)

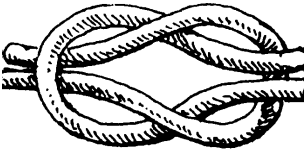
Michael Baxter, 5 Farnborough Street, Farnborough, GU14 8AG

Tel: 01252 403890 Mob: 07979 334679

Module A – Introduction to the Expedition Section & Team-Building

The Expedition section involves participants working together as a team in order to complete the expedition. 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.

<p>Objectives You will</p> <ol style="list-style-type: none"> 1. Understand the expedition process. 2. Understand the importance of working as a team on the expedition. 	<p>Useful Links</p> <p>Expedition Framework documents http://www.dofe.info/go/expeditiondownloads/</p>
---	---

Activity	What you need to do	Resources
The Expedition Process	Cut out the five stages of the expedition process and ask the group to put them in order.	A1 - Expedition Process sheet
Who am I?	On each person's forehead stick a label with the name of a famous person. The person has 10 questions to work out who they are, but the questions can only have the answers: "Yes", "No" or "Maybe" for example – "Are they male?"	Labels / Post Its Marker Pens
Human Reef knot 	The team(s) should be split into half. A rope should then be put around an immovable object (e.g. a chair with someone sat on it). Each half of the group is spread out along one half of the rope, holding the rope with one hand. They are then "glued" there. The group must then tie a Reef Knot without letting go!	Rope Chair
Blind Trail	Split the group into pairs and blindfold one of the participants. An assault course out of chairs tables etc. should then be constructed and the non-blindfolded person should lead the blindfolded person around the course. You could also use an existing assault course (if available).	Blindfolds
The Human Knot	In teams of 6 to 10 people, each person stands in a close circle. Then they put their hands in and join with someone else in the circle. There should be a jumble of hands, all attached to someone different. The task is then to unravel into a circle (or two) by stepping over arms etc.	Nothing!
Get in order!	Stand everyone on chairs in a circle. Reorder them by first name, birthday, shoe size, age etc. without talking.	Nothing!
Sitting in a circle (be aware to check group is happy to do)	Stand in a very close tight circle (10 people ideal) and then sit down into a circle on each other's laps. Everyone must work together!	Nothing!
Egg Drop	Using resources provided protect their egg when dropped from a height.	Egg, 6 straws, 3 bits card, tape etc.
Skin the snake	Team stands in line behind each other. Each person puts their left hand between their legs and holds the person in front's hand with their right hand. The team has to untangle the snake without breaking grasp or stepping over hands.	Nothing!
Tent pitching activity	For more experienced groups you could get them to pitch a tent with all but one member of the group blindfolded and the one who can see cannot touch the tent.	Blindfolds

Module B – Campcraft, Equipment and Hygiene

This module covers the correct choice of equipment, everything to do with camping and keeping things hygienic while on expedition.

<p>Objectives You will know how to:</p> <ol style="list-style-type: none"> 1. Choose and use expedition equipment. 2. Pack, waterproof and keep a rucksack under quarter of your bodyweight. 3. Choose a campsite, collect water, maintain hygiene, dispose of waste and keep safe from fire. 4. Pitch and strike tents 	<p>Useful Links</p> <p>Expedition Kit List & Guidance Leaflet http://www.dofeshopping.org/expedition-kit/expedition-kit-list</p>
--	---

Activity	What you need to do	Resources
Expedition Equipment Masterclass	Ask young people in five minutes to list everything they would need to take on an expedition. Go through all the items looking at key things to look for in each.	Expedition Kit List B1 - Exped Equipment notes
How to pack a rucksack	Ask the group to draw a rucksack and a person on a sheet of flipchart paper. Give them photos of items to cut out from activity sheet and ask them to put the relevant parts of the rucksack/person.	B2 - Expedition Packing Activity Sheet
True or False	<p>Label one end of the room True and the other False. Read out statements and participants move. You also do using cards or putting hands up.</p> <ol style="list-style-type: none"> 1. Rucksacks must be less than ¼ of your bodyweight? (True) 2. You can attach the tent to the outside of your rucksack? (False – try and avoid this) 3. Rucksack covers will keep the contents of your bag dry? (False – everything must be in bags) 4. Squash bottles are OK for keeping drinking water in? (True – you don't have to use hydration systems) 5. You have to carry all the water you need for your venture? (False – you can fill up on route or get from your supervisor) 6. You can buy stuff from shops if you forget anything? (False – you must be self-sufficient) 7. The heaviest things should be near your back? (True – the further away the more strain) 8. Rollmats are waterproof so don't need putting in a plastic bag? (False – they might not let water in – but laying on wet mat is not fun) 9. Sleeping bag compression sacks are waterproof? (False, in a rubble sack unless you want a wet night's sleep!) 10. The weight of a rucksack should be taken by tightening the hip belt? (True and the back system should be adjusted properly) 	True or False sign Statement (left)
Pitching a tent	In groups pitch the tent they will be using on their expedition. For more experienced groups to make it harder, they can be asked to do it in silence or with all the group blindfolded except one who can instruct.	Tent Blindfolds Participant Notes
Choosing a campsite	Give the group the activity sheet and discuss the best place to pitch the tent. The suggested answer is B4, but discuss the relevant features e.g. boggy ground, access to river (if collecting water), shelter from wind, not under trees etc.	B3 - Activity Sheet
Typical Camp Night	Create a list of dos and don'ts when at your campsite, compare to the participants notes.	Participants Notes

Module C – Stoves and Cooking

This module covers the correct use of cooking stoves, planning menus and cooking on camp.

<p>Objectives You will know how to:</p> <ol style="list-style-type: none"> 1. Cook and use stoves safely. 2. Understand safety precautions when using stoves and handling fuels. 3. Cook substantial meals under camp conditions. 	<p>Useful Links</p> <p>Stove Safety leaflet (DofE)</p> <p>http://www.dofe.info/go/expeditiondownloads/</p>
---	--

Activity	What you need to do	Resources
Planning a menu	Using the “Make a Menu” cards, create a menu for a two/three/four day expedition adding up the calories for each day aiming for around 3,000 per day.	C1 - Make a menu cards
Planning a menu	Use the suggestions in the Participant Pack to plan a menu using the template in the pack.	C2 – Menu planning sheet Participant Pack
Setting up a Trangia stove	Give each group a stove with one person blindfolded – the rest of the group have to instruct them how to assemble the stove. Another person blindfolded can take it apart!	Trangia Blindfolds
Stove Safety and using a Trangia	Use the participant pack to go through the safe use of the Trangia. Ask the groups to boil water to make hot chocolate or cook a meal on a stove. Each group could cook a different meal and compare the results.	Participant Pack Hot chocolate or meals to book
Trangia Quiz	<p>Undertake the Trangia Quiz to refresh safe use of the stoves. Group challenge – write the answers then mark. Correct Answers are <u>underlined</u>.</p> <ol style="list-style-type: none"> 1) What fuel does a Trangia Stove use? a) Petrol b) Twigs <u>c) Gas</u> d) <u>Meths</u> 2) What is a Trangia made out of? a) Steel <u>b) Aluminum</u> c) Wood 3) Where do you use your Trangia Stove? a) Inside your tent <u>b) Away from flammables</u> c) Next to bushes 4) How do you handle the lid and pots while cooking? a) Using a glove <u>b) With the handle</u> c) Use your hand 5) What is the recommended no of people per stove? <u>a) 1 – 4</u> b) 4-6 c) 7+ 6) Which of these are not valid reasons for the Trangia being returned to you? <u>a) Grumpy leaders</u> b) It’s not clean c) It’s not dry <u>d) It is raining</u> e) It’s incomplete 7a) How should you light Gas stoves? (Gas only) a) Turn on the gas, let it run and light it <u>b) One person turns on and the other carefully lights with a match, ideally with windshield off.</u> c) Under your tent porch if windy and rainy. 7b) Where do you store meths? (Meths only) a) Plastic bottle <u>b) Trangia Fuel bottle</u> c) Kettle 7c) How would you refuel your Trangia burner? (Meths only) <u>a) When the burner is burnt out and cool</u> <u>b) Using a spare burner</u> c) Fuel running low d) immediately after lighting the burner 	Quiz (left) or C3 - Quiz Sheets Paper/Pens

Module D – Navigation and Route Planning

This module covers the use of a map, compass and planning routes. Map skills are best practices in the field and therefore evening/day hikes are recommended to practice the skills, rather than in the classroom.

<p>Objectives You will know how to:</p> <ol style="list-style-type: none"> 1. Interpret a map including direction, scale, symbols, grid references, contours and descriptions 2. Use a map including setting, relating to the ground, checking the direction of paths, identify features, planning a route and following a route. 3. Use a compass to set a map, check direction of travel and travel on a bearing. 	<p>Useful Links</p> <p>Ordnance Survey Map Reading Resources https://www.ordnancesurvey.co.uk/resources/map-reading/</p> <p>Various routecards available at: www.hsdofoe.org (expedition page) http://www.dofe.info/go/expeditiondownloads/</p>
---	---

Activity	What you need to do	Resources
Map Symbol Quiz	Use the "Map Symbol Quiz". If the group doesn't know the symbol, they can guess then refer to the legend on a map to check the symbols. You could also cut out the symbols from the answer sheet and use this as a matching activity.	D1 – Map Symbol Quiz sheet + coloured pens
Grid References, Bearings & Distance	Use the "Participant Pack" to go through these skills and use the Map Skills Quiz either with the Map Extract or New Forest map to check the skills. This also covers some open access questions to.	Participant Pack D2 – Map Skills quiz D3 – Map Reading made easy
Map Story	Get the group to plan a route of about 10km (no route cards needed). Get members of the group in turn to talk through what they expect to see as they walk – emphasise the importance of keeping all the group engaged and the route description on the routecard. Even better... why not do this during the hike (below)?	Laminated Card Permanent Pens Meths to remove route
Day Hike	Go for a day hike to develop the skills and knowledge including the skills above as relevant to the DofE level (see training frameworks). At Gold level, also incorporate bad weather navigation techniques.	Map Compass Route Plan
Route Planning	Use the routecard to plan the practice and/or qualifying route. Complete one leg with the group to show the detail needed. Work in pairs on different sections/days of the route.	D4 - Routecard (paper or self-calculating) Pens or Laptop Compass Example routecard
Micro Navigation and Night Hikes	At Gold level, you will need to cover more advanced skills such as pacing, leap frogging, aiming off and navigating in bad weather. This can be practiced by an evening hike going into the evening going from feature to feature, finally navigating in the dark!	Maps Compass Pacing for 100m

Module E – First Aid, Emergencies and Risk Assessments

This module covers basic first aid skills, emergency plans and keeping safe.

<p>Objectives You will know how to:</p> <ol style="list-style-type: none"> 1. Deal with first aid emergencies during your expedition and implement the emergency procedures. 2. Manage risk on the expedition including fitness, managing hazards and reacting to changing conditions. 	<p>Useful Links</p> <p>Red Cross First Aid for young people www.redcross.org.uk/youngpeoplefirstaid</p> <p>St John Ambulance www.teachthedifference.org.uk</p> <p>Emergency SMS www.emergencysms.org.uk</p> <p>Risk Assessment www.hsofe.org (exped page)</p>
---	---

Activity	What you need to do	Resources
First Aid Masterclass	Give each group a card containing a particular condition they might come across on their expedition. Using the first aid manual and/or participant pack they need to act out to rest of the group using the equipment provided how they would deal with the scenario. Discuss minor injury cards and any medical conditions within the group.	E1 – First Aid situation Cards First Aid Manual Hiking / First Aid equipment
Emergency Procedure Exercise	Use Scenarios 1 or 3 (or both one with each group) first and then get the groups to choose the cards to decide what to do. You can then discuss the other scenarios, using the guidance notes provided with the cards.	E2 – Emergency Procedure Cards (Lupine Adventure)
Getting Help when there is poor mobile signal & emergency texting service	Play the clip of the group with an allergic reaction emergency and discuss with the group about texting as well as calling to get the message through. A useful emergency text service is offered by the 999 service, details can be found at www.emergencysms.org.uk and you can set this service up by texting “register” to 999.	E3 – Answerphone message clip (Lupine Adventure) Emergency SMS info
Managing risk on expeditions	Around the room have flipchart paper with some risks on which participants might come across during their expedition. Do one example as a group and ask them to add some control measures to minimise the risk. Compare this to the DofE Expedition Risk assessment. Choose the most relevant 6 risks from this list: <ul style="list-style-type: none"> ➤ Hypothermia due to wet weather/cold ➤ Heat Exhaustion due to dehydration/heat ➤ Crossing fast flowing rivers after heavy rain ➤ Walking along roads, risk of being injured ➤ Crossing roads ➤ Stoves – risk of burns/explosion ➤ Food/water poisoning ➤ Getting lost ➤ Injury from animals biting ➤ Fire in tents 	Flipchart paper Pens E4 – Risk Assessment

Module F – Weather and Countryside Code

This module covers basic first aid skills, emergency plans and keeping safe.

<p>Objectives You will know how to:</p> <ol style="list-style-type: none"> 1. Obtain a weather forecast, relating them to observed conditions and signs that indicate weather will change. 2. Implement the countryside code, water sports or mountain code. 	<p>Useful Links</p> <p>County Code video: https://www.youtube.com/watch?v=a2x1eVLI154</p> <p>Met Office website: http://www.metoffice.gov.uk/learning/weather-for-kids</p>
---	---

Activity	What you need to do	Resources
Weather Forecasting	<p>Give the groups 5 minutes to study the participants notes or go through the Powerpoint Presentation before undertaking the following quiz:</p> <p>Weather Quiz:</p> <p>Q1) Name three places you can get a Weather Forecast from? Met Office, Tourist Info, Internet, Newspaper, TV, Radio, Self Forecast, Supervisor.</p> <p>Q2) For every 100m you go up on a clear & dry day, how many degrees does the temperature drop? A) 1deg B) 0.5 deg C) 2deg</p> <p>Q3) What weather would you expect when High Pressure is reported on the forecast? Warm in summer, cold in winter. Clear skies, calm and sunny.</p> <p>Q4) What weather would you expect when Low Pressure is reported on the forecast? Colder, cloudy, windy and rain/snow.</p> <p>Q5) What weather would you expect when the Isobars are close together? Closer – more windy</p> <p>Q6) What weather would you expect with Cumulo Nimbus Clouds in the sky (the big black ones)? Rain or thunderstorms – get to lower ground</p>	<p>Participant Notes Powerpoint F1 – Quiz sheets</p>
Countryside Code Charades or Pictionary / Stop Motion video	<p>Give the group one element of the countryside code, mountain or water sports code and get the group to act it out to the rest of the group to guess what it is.</p> <ul style="list-style-type: none"> ➤ Keep gateways clear from minibuses! ➤ Slow down on bikes for horses. ➤ Be careful on rural roads. ➤ Leave gates as you find them. ➤ Keep to paths, don't trespass. ➤ Use stiles rather than climbing fences. ➤ Take litter home with you/don't drop litter. ➤ Be careful with naked flames e.g. cigarettes, stoves. ➤ Keep dogs under control. ➤ Make sure you are prepared for your hike. <p>You could also do a Stop Motion video of one aspect of the code which could link to a expedition aim.</p>	<p>List of Country Code points</p>
Country Code video	<p>Watch the Countryside code video above</p>	<p>F2 – Video Laptop Projector Speakers</p>

Module G – The Project and 20 conditions

This module covers basic first aid skills, emergency plans and keeping safe.

<p>Objectives You will know how to:</p> <ol style="list-style-type: none"> 1. Choose a project to complete during the expedition and different ways you can report back. 2. Complete an expedition which meets the 20 conditions. 	<p>Useful Links</p> <p>DofE Example projects http://tiny.cc/dofeprojects Or look on You Tube</p>
--	---

Activity	What you need to do	Resources
Meet the 20 conditions	<p>Cut out the 20 condition cards and give them to the group. Explain these are what the assessor will be looking for. First, ask them to put all the conditions they already meet into a pile and then discuss what things they need to do to ensure they meet the other conditions that are not already met.</p> <p>Discuss the following, with reference to the 20 conditions:</p> <ul style="list-style-type: none"> ➤ What would happen if they got lost? This is fine, as long as they get themselves back on track. If they cannot navigate then this would be condition 6 – not properly trained. ➤ What would happen if they were a group of 4 and one drops out due to injury? The expedition would have to stop on safety grounds (condition 10) ➤ What would happen if the group don't follow the Countryside Code? This would be against the spirit of the award and the group would not complete on condition 6 – not properly trained. ➤ What happens if the group only complete their journey/project and arrive at the campsite after 5 hours on their expedition and 1 hour setting up camp and cooking? The group would need to do between 1 and 3 hours of planned activity (condition 18) – camping is not included in this –just journeying and project work. ➤ What if the group buys an ice cream at the car park? The group would not be self-sufficient (condition 2) ➤ What is the group fill up their water from a tap on the side of a pub (with permission)? This is fine – you can be topped up with water, use a tap or collect from a stream. 	G1 – 20 condition cards
Project Planning	<p>Show the group one or two projects that previous groups have done from the resources. Let the group have a list of suggested projects and time to discuss as a group what they would like to do.</p> <p>As a group, complete the project planner:</p> <ul style="list-style-type: none"> ➤ The aim of their expedition. ➤ What they need to do before, during, after and to present their project. 	G2 – Project Ideas G3 – Project Planner Example projects – download from link above .