

# Bronze DofE Award



Dalkeith High School

# How to use this booklet

This booklet provides **important** information about completing your DofE Award.

If you have a question, please refer to this  
or visit the DofE website

**[www.dofe.info](http://www.dofe.info)**

If you are still stuck then ask a DofE leader but you should try to find the answer out yourself first.

**Please ask a member of staff in person.**

**Do not email unless absolutely necessary.**

**Bring this  
booklet to every  
DofE session.**

\* There is a copy of this booklet on the school website\*

A printed replacement booklet will cost £3.00

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# Welcome to your DofE Award!

A DofE programme is an adventure from beginning to end. It doesn't matter who you are or where you're from. You just need to be aged between 14 and 24 and realise there's more to life than sitting on a sofa watching life pass you by.

## Levels

You can do programmes at three levels, Bronze, Silver or Gold.

A Duke of Edinburgh's Award is so much more than a 'pat on the back' for completing a programme of activities. It is recognition of a young person's successful journey of independence and self-development. It is renowned by employers and universities alike for the qualities young people have who achieve a DofE Award.

**Participation does not guarantee success; the Award must be earned.**

## Sections

You achieve your Award by completing a personal programme of activities in four sections - Volunteering, Physical, Skills, and an Expedition. You will need an independent assessor to verify you have completed the requirements for each section.



**Prince Philip**  
**The Duke of Edinburgh**

The DofE is a charity organisation founded in the UK in 1956 by Prince Philip. It has since expanded to 140 other countries.

Achieving your DofE shows an ability to take on a range of challenges and it evidences high levels of commitment and responsibility, over a sustained period of time.

# Bronze Award Costs



The course fee covers the following:

DofE Enrolment fee and Welcome Pack

Expedition provider expenses

Assessor Fees

Insurance for all activities

Campsite fees

Orienteering days

Course resources

Use of kit store

The total cost of the Award is £100 and should be paid by the end of the Autumn Term. It can be paid online or by cheque. It may be paid in instalments with the agreement of your DofE Manager.

There will be additional costs for expedition food, (personal) equipment and transportation to and from the expeditions, plus any costs incurred from the different sections of the Award.

## Important Notice:

**Some of the course fee is used to pay for expeditions. If payment has not been made by the time of the first practice then unfortunately you will be withdrawn from the expeditions, with no refund for any money already paid.**



# Important Dates



To achieve your Award you **MUST** attend and complete both the practice and qualifying expedition. The expedition areas are quite local and you will need to organise your own transportation to drop you off and pick you up. If possible car share with other participants. If you do have any problems with transportation then please let your group leader know as soon as possible.

## Expedition dates:

**Practice Expedition:** .....

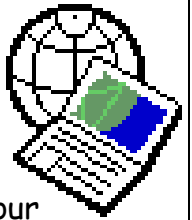
(Pentalnd Hills)

**Qualifying Expedition:** .....

(Lammermuir Hills)

**Every effort will be made to ensure dates do not change but please understand that there may be circumstances, beyond our control, which could result in a change to the published dates.**

# Enrolment & eDofE



Edofe is an online system that helps you manage your DofE Award. It also enables your leader to check your progress. **You cannot complete the Award unless you have submitted evidence for each of the sections using eDofE.**

**Enrolment:** You will have an account set up by Mr Duncan at your first training session.

**Welcome Packs:** These contain helpful information about doing the Award but they also contain the assessor pages, which must be signed once you have completed a section.

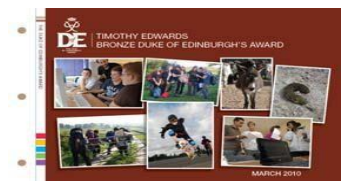
**User name:** This is usually your first name and surname in capitals with no spaces. If another participant already has enrolled with the same name, you will also be given a number to include.  
**Example: John Smith = JOHNSMITH24**

**Password:** This is initially your date of birth - DDMMYYYY. You will be able to change this when you first log on. Your Leader will not know your new password so if you must choose a memorable one. If you do forget you will need to follow the forgotten password link.

**Edofe sign in link:** <https://www.edofe.org/>

**Edofe user guide link:** <http://www.dofe.org/en/content/cms/Leaders/eDofE/eDofE.aspx>

**Achievement Packs:** If you would like to create an achievement pack, for all the memories you have had doing the Award then you can upload lots of photos and evidence so a photo book can be printed. This is optional though and there is an additional cost for this.



My eDofE user name is:

# Sections Guidance & Getting Started!



- **4 sections need completing** – Volunteering, Skills, Physical and Expedition.
- All activities must be completed as **extra-curricular**, not as part of a lesson. The only exception is expedition planning and training.
- **1 activity for 6 months, 2 activities for 3 months.** You choose which activity for each timescale. You can do all the activities at the same time or spread them out over the year. Aim to complete all sections before breaking up for the summer holidays.
- **1 hour/week on each activity** (you must continue for the timescale stated e.g. you cannot attend 4 times a week for only a month, as the Award is looking for sustained commitment. If you miss a week or the activity is only 45mins each week then add on an extra couple of weeks.
- **Set yourself a goal** for each activity to show what you want to achieve by taking part. Be specific e.g. be able to swim 20 lengths in 15 minutes is specific, whereas, be able to swim better is too vague.
- **Choose an assessor** who can validate that you have taken part regularly and who has sufficient knowledge of your activity so they can record the progress you have made. **Your assessor must be someone who is independent so NOT a family member or friend.** Joining a club is helpful as there tends to be the same person monitoring you each week but if you are using the sports centre to go swimming for example and not as part of a timetabled lesson, I would recommend you speak to the Centre Manager and have your attendance signed each week at the entrance desk. At the start and end of your timescale ask if a member of the Sports Centre will assess you.
- **Use the section attendance record pages** to record your attendance each week. Keep this as evidence that you have completed the timescale required. Additional sheets available on the O Drive in the DofE folder.
- **Record on edofe** your progress and assessor reports. You will be sent a link to this once you have been registered and a member of staff will check your progress regularly. It is highly recommended that you send the information on what you are doing, via edofe, before you start to make sure your activity is valid for that section.
- **If you want to change an activity** when you have already started, you may change once again through edofe.
- **Completion of an activity:** Ask your assessor to write in your welcome pack, on the appropriate section page that you have met the criteria for the DofE Award. Show them the Assessor guidance sheet for what information they will need to provide. Scan or photograph the page and then upload this, as well as the attendance sheet onto edofe and submit for approval. **Other evidence can also be uploaded** such as photos, certificates, newspaper articles, etc. and you will have the option to make and buy an achievement pack. This is optional though.



## Example Activity Log

Activity logs for each section can be printed from the school website

Example:

PHYSICAL SECTION  
ACTIVITY LOG

NAME:	LEVEL (Bronze, Silver or Gold):	TIMESCALE (No. of months for this section):
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**Notes:**

- If extra space is needed, use an additional log.
- This *Activity Log* is only a personal record of the time you spend on your activities for each section.
- Remember to add this information, along with scans, photographs etc. (as high resolution jpegs) as evidence into eDofE to ensure that your *Achievement Pack* will be a real reflection of your DofE activities.
- Download extra copies of this *Activity Log*, plus logs for the other sections, from [www.eDofE.org](http://www.eDofE.org) or [www.DofE.org/go/downloads](http://www.DofE.org/go/downloads)
- For Expedition/Residential records, please refer to the *Keeping Track* booklet.
- You can ask your Assessor, Leader, instructor, trainer, coach, mentor etc. to initial each entry.

[illegible]

## Sections - Choosing an activity

Below are some examples of what type of activity can be undertaken for the different sections.

There is a more extensive list of activities available to view on

<http://www.dofe.org/en/content/cms/doing-your-dofe/activities-sections/>

**VOLUNTEERING** gives you the chance to make a difference to people's lives and use your skills and experience to help your local community. It gives you the opportunity to become involved in a project or with an organisation that you really care about.

Examples of volunteering:

- Coaching, teaching and leadership - e.g. you can help teach younger children at cadets, brownies, sporting activities or school based clubs.
- Helping people - e.g. helping the elderly, young children or working with St. John's Ambulance
- Helping a charity or community - e.g. raising money for charity, this could be events you organise in school or at a charity shop. Other ideas are the local library, youth club, serving a faith community, life guarding, Park Run. Being a school prefect also counts towards this.
- Working with the environment or animals - e.g. animal and conservation charities, litter picking! You can set up your own project to help the environment but you will need to find an appropriate assessor.

**SKILLS** help you get better at something you are really interested in and gives you the confidence and ability to use this skill both now and in later life.

Examples of skills:

- Care of animals - e.g. caring for an animal at a stable, zoo, farm or animal sanctuary.
- Creative arts - e.g. music, art, drama, photography, circus skills, DJing
- Science & Technology - e.g. website design, IT, astronomy, engineering
- Games & sports - e.g. chess, fishing, umpiring, Warhammer
- Life skills - e.g. first aid, driving, library skills, event management, cookery
- Learning & collecting - e.g. research and do a presentation on a topic of your choice

**PHYSICAL** activity is fun and it improves your health and physical fitness.

Examples of physical:

- Individual sports - e.g. golf, cycling, athletics, archery, horse riding, bowling
- Dance - e.g. ballet, street dance, bhangra, break-dancing
- Team sports - e.g. rugby, netball, cricket, basketball
- Water sports - e.g. swimming, sailing, windsurfing, canoeing
- Martial Arts - e.g. karate, judo, tae kwon Do
- Fitness - e.g. gym, running, trampolining, yoga
- Racquet sports - e.g. tennis, squash, table tennis, badminton

## Section Planning



### Volunteering

This needs to show you helping a community which could include volunteering at a library, a children's centre, brownies and cubs, in a subject area in school e.g. Art, drama, PE, D&T or helping younger students in an activity you already do e.g. karate or dance. Be careful not to confuse this with work experience and skills - the focus is helping others.

### Skills

This usually includes any activity where you are learning how to do something such as playing an instrument or performing in a play. If a lot of physical exertion is required it is no longer a skill but a physical activity e.g. archery is physical NOT a skill but darts is a skill as less physical effort is required.

### Physical

Any activity where physical effort is required.

### IMPORTANT

Please check the programme planners carefully to make sure you are completing an activity for the correct section.

	Volunteering	Skills	Physical
Activity			
Where it will be done			
Timescale (3 or 6 months)			
Personal goals/aim (What do you want to achieve by taking part in this activity? Be specific).			
Who will assess it			
Assessor's position (Do they have appropriate skills and qualifications?)			

**\*It is YOUR responsibility to organise these activities and to complete them\***

## Common Questions



### **I would like to do cookery at home as a skill, can my mum be my assessor?**

No, your assessor needs to be someone who is impartial and has a particular skill or knowledge of the activity you have chosen. You can do cookery but would need to choose someone else to assess you. You would need to decide with your assessor what sort of foods you would like to cook and then take photographs of you making them. You should be able to explain each stage of making, confidently.

### **My club has stopped running but I still need to complete another month?**

You are allowed to change your chosen activity once, whether your club has stopped or you aren't happy with the activity. You will need to log onto edofe and send a change of activity request to your Leader. The new activity will need to be approved as appropriate for the section again.

### **I would like to do swimming for physical but do not want to join a set swimming lesson?**

Speak to the leisure centre manager and explain you are taking part in the DofE. Explain what goals you would like to achieve (e.g. I can swim 15 lengths in 30 minutes at the moment but I would like to be able to swim over 25 lengths). Every time you swim you will need to get your Activity Record sheet signed at Reception as evidence you have attended. Keep a note on this of what you did in the time e.g. how many lengths you swam). At the end of the timescale, talk to the manager again and explain whether you have met your target or not. Your report can still be signed, even if you didn't manage to reach the target, as it is the effort of trying that they are rewarding you for. This approach could also be taken if you are wanting to use a gym.

### **I am learning First Aid with St Johns Ambulance, can this count as Volunteering?**

No, learning first aid is a skill. If you are a trained first aider and you use these skills to help at St John's Ambulance then that would count as volunteering.

### **I have been unwell and not been able to attend my music lesson for 2 weeks?**

Add an extra couple of weeks to your completion date for that section.

### **I have a French tutor each week; can this count as a skill?**

If you are taking French as a school subject then no, this would not count. If you are learning French as an extra - curricular activity then yes, it would count.

### **I help out every Saturday in a friend's shop but don't get paid, can this count as Volunteering?**

No, this is work experience. The only exception is a Charity shop as you are helping to raise money for a good cause.

### **I have lost my Welcome Pack?**

There are blank assessor reports on the school website. Alternatively photocopy a blank page from a friend's pack.

### **Can looking after my pet cat count as a skill?**

No, this wouldn't be challenging enough. You could do a project about cats and looking after them though. You would still need to find someone to assess your project but a member of staff, maybe your form tutor would be happy to do this. Ensure you record what you have done on a weekly basis as evidence you have spent an hour each week on this activity.

## Sections Support

You are responsible for deciding what and where you are going to do the different sections. Your DofE Leader can give guidance as to whether your chosen options are suitable but it is not for them to tell you what activity you should do. You should take part in things you are interested in, so they will be fun rather than a chore.

You may choose to pay to join a club or have lessons but there are a wide range of free activities within school that will support your DofE Programme. Look at the Extra Curricular notice board for what is happening or ask departments or staff around school if they need any help, on a regular basis.

### Completing a Section



Once you have completed the timescale for an activity then you will need to ask your assessor to complete a report confirming this. The assessor reports are in your Welcome Pack but can also be completed by the assessor electronically. Below is a letter you might want to print and give to your assessor. Don't forget to sign it and include your edofe number.

### Assessor Guidance



Dear Assessor

Thank you for your support with my Duke of Edinburgh's Award.

It would be much appreciated if you could complete the assessor report as evidence that I have completed this section to the required standard.

Please include in your report the following information:

- How long I have taken part in the activity (the requirements are approximately 1 hour/week for either 3 or 6 months)
- What I have learned and how I have progressed since starting the activity.
- Please sign and date the report

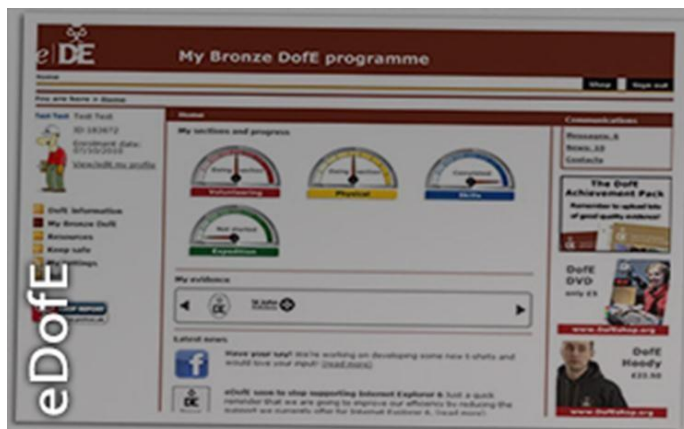
Alternatively you may prefer to complete my report electronically. Please log on to <http://www.dofe.org/assessor/> and enter my edofe number: \_\_\_\_\_

Many thanks for all your help

(Signature)

# eDofE Help Sheet

- ✚ Edofe records the progress you are making with your Award.
- ✚ Once your enrolment form has been processed you will receive an email (at the email address you put on the enrolment form) which has a link for you to sign in to edofe.
- ✚ You will be given a username and a password in the email
- ✚ Once you have signed in you can change the password but **YOU** must remember this. Once your password has been changed, if you forget what it is, you must go to the forgotten password link on the sign in page.
- ✚ You will need to click on each section and fill in the information about what you are planning to do. Make sure you fill it in fully or it will be sent back to you from your assessor and consider the aim carefully - What do you hope to learn? How do you want to improve? What are you going to be able to do that you couldn't do before?
- ✚ This information can then be sent for approval to make sure you are doing the right type of activity for each section. (You will be allocated a member of staff to monitor your progress and any information you send will be sent to them through edofe.)
- ✚ If you have already started an activity it can be dated back to the 1<sup>st</sup> September 2019.
- ✚ Once you have your activity approved, the progress indicator arrow will move and you can continue with the activity you have chosen.
- ✚ Each time you do the activity, complete the activity log each as evidence
- ✚ At the end of your chosen timescale you need to ask your assessor to sign your section report in the Welcome Pack. Scan or photograph this, as well as your activity log and upload on to edofe.
- ✚ Send the information for approval of having completed this section.
- ✚ You may choose to send photos too to show what you have been doing - this is optional but it might be nice for the staff who is monitoring you to be able to see what you have been doing 😊
- ✚ When all 4 sections are complete you will have achieved your Award! 😊😊😊



More advice and information can be found on the DofE website:

[www.dofe.org](http://www.dofe.org)

Did you know....You can also now manage your eDofE from your smart phone?!!!

<https://m.edofe.org>



# DofE Sessions



## What to expect

Preparation for your expeditions will be done as part of your evening meetings. Your Leader will give you guidance on how to do each of the tasks but it is the responsibility of each individual team member to ensure the required skills are learnt. It is essential you listen to instructions and fully make the most of the time available, in order to practice the skills.

**Remember you will be assessed by an independent assessor, not by the school.**

**Participation does not guarantee success; you must show the relevant skills to the required standard in order to pass.**

Many schools complete all the training outside of lessons. If you have not met the deadline dates for the tasks given then you will have to make up the time in your own time.

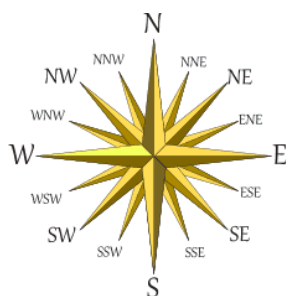
I am hoping this will not apply but if there are any concerns over behaviour in meetings then parents will be contacted and you may be withdrawn from the expeditions, with no refund of any money paid 😞

## Topics to be covered



**First Aid & Emergency Procedures**

**An awareness of risk and health & safety issues**



**Navigation & route planning**

**Preparatory map skills**

**Practical map skills**

**Compass skills**

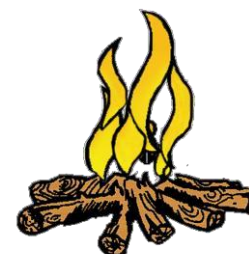
**Campcraft, equipment & hygiene**

**Food & cooking**

**Countryside & highway safety codes**

**Observation recordings & presentations**

**Teambuilding**



## **The 20 Conditions of a DofE Expedition**

- 1: Your expedition must be by your own physical effort, without any motorised or outside assistance
- 2: Your expedition must be unaccompanied and self-sufficient.
- 3: Your expeditions must be supervised by an adult who is able to accept responsibility for the safety of you and your team.
- 4: Your expedition must have an aim.
- 5: You must be properly equipped for your expedition.
- 6: You must have completed the required training and practice expeditions.
- 7: You must undertake at least one practice expedition at each level of the programme. You should do this in the same mode of travel and in a similar environment to the qualifying expedition.
- 8: You and your team must plan and organise your expedition.
- 9: You must be assessed by an approved accredited Assessor to the DofE.
- 10: There must be between four and seven people in your team
- 11: You must be within the qualifying age of the DofE programme level.
- 12: All the people in your team must be at the same level of assessment.
- 13: Your team must not include anyone who has completed the same or higher level DofE expedition.
- 14: Your overnight accommodation should be camping.
- 15: Your expedition must be the minimum number of days required for your DofE level.
- 16: Your expedition should normally take place between the end of March and the end of October.
- 17: Your expedition should be in the recommended environment for your DofE level.
- 18: You must do the minimum hours of planned daily activity for your DofE level.
- 19: You should cook and eat a substantial meal each day.
- 20: You must create and deliver a presentation after your expedition to complete the section.

**\*IF YOU FAIL ANY OF THE ABOVE CRITERIA YOU WILL NOT PASS THE EXPEDITION SECTION\***





## Observation recordings & presentations

### The Purpose of the Expedition



As part of a DofE expedition you will need to have a purpose to your journey. The majority of the day is spent travelling but a portion of time must be allocated to the 'purpose' of travelling. This can vary greatly and as a team you can choose what interests you most. Here are some ideas to get your thoughts going:

- Studying the insects, animals, birds or plant life that you see while journeying
  - Creating a photo guide to the Countryside Code.
  - Photograph and describe interesting old buildings along the route.
  - Produce a video to promote the DofE Award within your school.
  - Record your different emotions over the expedition and produce a diary for the team.
  - Use your funniest expedition moments to create a play and perform it as your presentation.
  - Produce a survey to find out where other walkers you pass have travelled from and purpose of visit.
  - Monitor the levels of litter/pollution on your route and plan how you could campaign to reduce this.
  - Record the different weather conditions you see and how this affects walking
- 
- You need to choose a purpose as a team but present your information individually.
  - You can present your findings in a variety of ways - through drawings, photographs, writing a poem, making a sculpture or video, baking a decorative cake, producing a PowerPoint, writing a song, performing a play, etc.
  - The final presentation may be a collaboration of work from individuals **but** it must be very clear who has done what to ensure all members of the team have contributed equally.
  - Evidence of your presentation should be uploaded onto edofe. You cannot pass the expedition section without a presentation.

## Choosing a Purpose Task

You will need to decide what you would like to research, as a team, during your expedition.

**Task 1:** Individually, write down 3 topics that interest YOU the most. Give this some thought and try to be creative. Remember, this is part of your assessment.

	Topic you are interested in researching
1	
2	
3	

**Task 2:** With your team, discuss what each of you are interested in. Decide which topic is the most popular or look to see if different topic areas can be merged together to create a new topic.

**Task 3:** Write in the box below your chosen team topic.

Team topic choice	
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**Task 4:** Explain what you hope to learn and find out by researching this topic.

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**Task 5:** Write down 3 possible methods of presenting your research findings (remember you will be expected to produce an individual presentation. Use a presentation method that you will enjoy doing. Indicate which is your preferred method of the 3 stated.

	Possible methods of presentation	Preferred method
1		
2		
3		

**Task 6:** Neatly complete the team sheet and hand it in to your leader.

## The Duke of Edinburgh's Bronze Award Kit List

Item of kit (equipment)	Provided by School	Can be borrowed	Student to provide
<b>Clothing:</b>			
Base layer tops - breathable and dry quickly e.g. t-shirts x 2			*
Mid Layer e.g. Synthetic fleece/jumper for warmth			*
Outer layer - <b>waterproof</b> jacket with taped seams			*
Trousers - need to repel water and dry quickly - <b><u>NOT cotton or jeans</u></b>			*
Spare clothing for warmth / emergencies			*
<b>Thick</b> walking socks x 2 & clean underwear			*
Hat/cap - for warmth or sun protection			*
Gloves (optional)			*
Waterproof trousers ( <u>optional</u> )			*
Boots - strong walking boots <b>with ankle support</b> - ensure they fit well			*
Small, lightweight shoes e.g. flip flops for at the campsite			*
<b>Walking Equipment:</b>			
Rucksack ( <b>65 litre minimum</b> ), lined with a strong plastic bag/bin liner		*	
Sleeping bag - lightweight and not too bulky but warm (2-3 season)		*	
Compression sack for sleeping bag (optional and most come with these now)		*	
Roll mat		*	
Tent& pegs		*	
Torch			*
Map and route card	*		
Compass		*	
High visibility jacket & survival bag	*		
Emergency whistle (one/group)		*	
<b>Cooking:</b>			
Trangia and fuel		*	
Small bottle of washing up liquid, brillo pad/sponge			*
Matches & striker (in a waterproof container)			*
Meals, snacks & emergency rations			*
Plastic bowl, cup,			*
Water bottle (minimum of 2 litres to be carried e.g. 2 x 1litre squash bottles filled with water)			*
<b>Personal equipment:</b>			
Toiletries (travel size and essential items only) & <u>small</u> towel			*
Personal medications (inhaler/hayfever medicines) & <u>small</u> first aid kit (plasters, insect repellent/antihistamine, antiseptic wipes, <b>blister repair kit</b> , tweezers, triangular bandage, wound dressing)			*
Sun cream (travel size)			*
Sun glasses (optional)			*
Tennis ball or pack of cards for entertainment at the campsite (optional)			*
<b>*NO ELECTRONIC GADGETS*</b> , other than a small camera (optional)			
Charged mobile <b>for emergency use only</b> (optional)			*

# Packing a Rucksack 1

Packing your rucksack can make the difference between a good or bad expedition. Everyone will have their own routine on packing his or her rucksack but the basics remain the same:

- Rucksacks are not 100% water tight so put a **sturdy** polythene bag inside it to keep everything dry. Individual bags can also be used for items put into the rucksack.
- Use a **minimum** of a 65litre rucksack with waist belt and chest belt.
- The total weight should be no more than a third of your body weight, approx. 15kg.
- Make sure the rucksack fits properly and has a rigid back support frame.
- Decide what is essential, such as maps, waterproofs, hats, food and first aid kit; ensure they are easily accessible - top of rucksack or side pockets. Any items attached externally must be fully secured and waterproofed.
- Heavier items should go at the top of the rucksack but not on top of the essentials, in order to place the load on your legs and not your back.
- Items not needed during the walk should be placed near the bottom of the rucksack e.g. spare clothes, sleeping bag and Trangia cooking stove.
- Make sure your food and fuel are kept separate from each other, in case of leakages - seal fuel bottles in a plastic bag.
- Ensure the rucksack is neatly packed with all items, except the roll mat, which can be strapped to the outside of the rucksack.
- When walking as a group, divide up the weight of the shared items e.g. the tent, cooking stove and food, as evenly as possible. Consider the size and strength of individuals too.

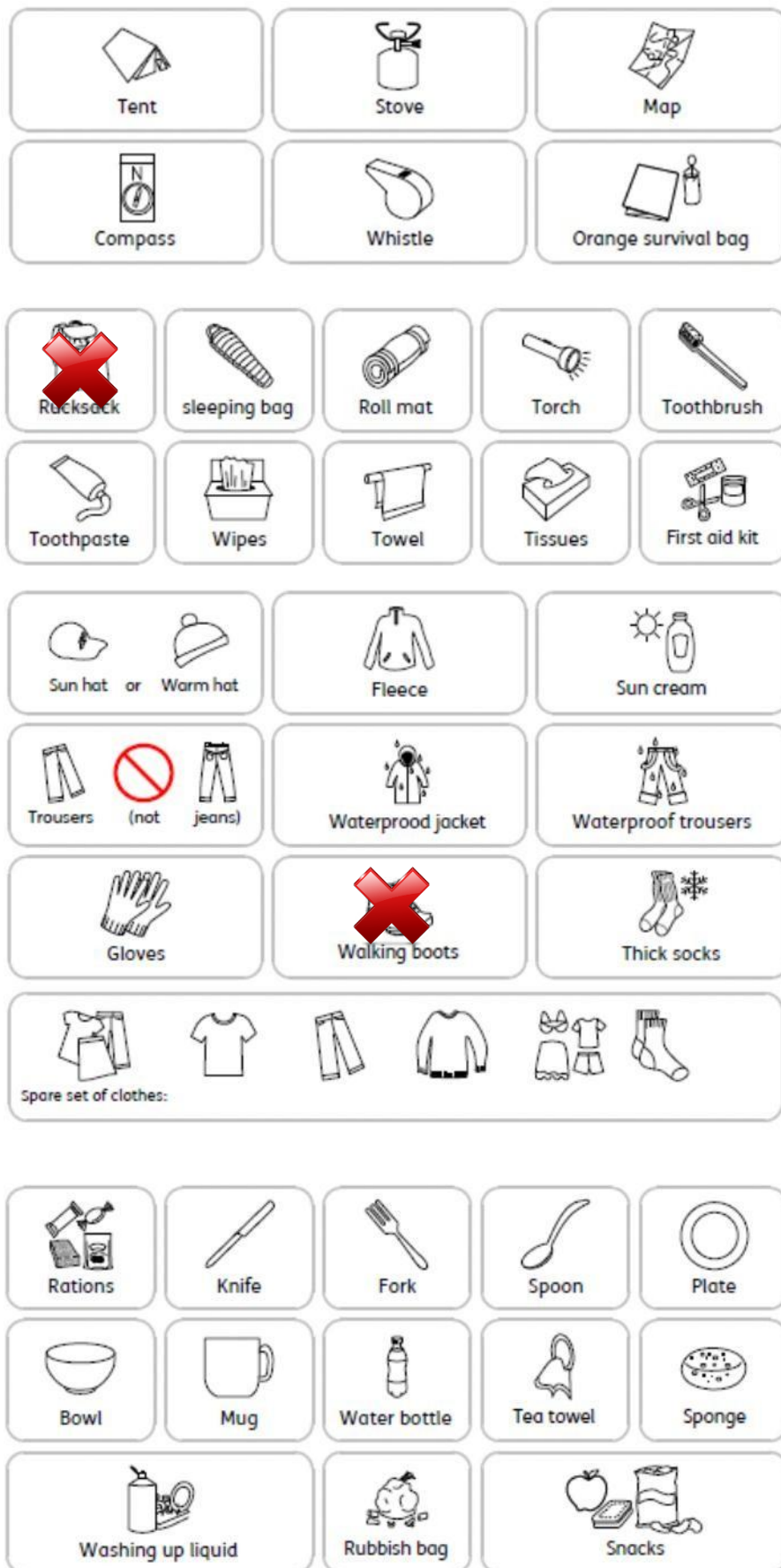
backpacking rucksack 55-75 litres

1. Bits & pieces bag – suncream, camera, lip salve, sunglasses
2. Notebook and pencil
3. First aid kit
4. Energy bars, dried fruit
5. Maps
6. Tent poles (under side compression strap)
7. Trekking poles (optional)
8. Water bottle
9. High energy snack food
10. Stove fuel
11. Stove cleaning kit, matches



12. Valuables on hip belt, e.g. money
13. Sleeping bag and liner
14. Roll mat
15. Spare base layer clothing and socks
16. Trangia, utensils and food
17. Share of tent with waterproofs on top for easy access in wet weather
18. Spare midlayers, hat, gloves
19. Wash kit
20. Lightweight shoes
21. Small accessory e.g. tennis ball, pack of cards

## Packing a Rucksack 2



Colour code each of the symbols to show where in the rucksack you would position the items of kit.

Side or top pouch



Inside rucksack - top



Inside rucksack - middle



Inside rucksack - base



Items that could be securely attached using the straps on the outside of the rucksack





## Team Kit Planning Sheet



Team Number:

Names of team members:

Use this sheet to help organise who will provide and share the team equipment. Remember - communicate and work as a team in order to reduce the amount of weight each of you needs to carry.

You will be borrowing some items of equipment from school. Any items not returned after the expedition, the cost of replacement will be divided equally between every member of the team.

### Tents:

Size of tent (2 or 3 man)		Names of people who will stay in the tent

### Team Kit (not including food)

Make a list of all the items that will be shared during the expedition, this could even be a tube of toothpaste so think carefully about what you all need to bring.

Item of Equipment	Who will provide and carry this?
Example: Matches	



## Tips for Fitting a Rucksack

Correct fitting is very important to the comfort and fit of a backpack, it's not simply a matter of throwing the pack on your back and fastening all the straps.

The weight should be carried on your hips and not on your shoulders



### Step 1

Loosen all the straps.



### Step 2

Position the hip belt and tighten. The middle of the hip belt should lie over the hip bones and not above as it might constrict the stomach



### Step 3

Tighten the shoulder straps, but not too tight, because you want to make sure you are carrying the load on your hip belt.



### Step 4

Tighten the hip belt stabiliser straps if you have them.

These are mainly found on larger backpacks.



### Step 5

Also tension the shoulder stabiliser straps to pull the load closer to your back and your centre of gravity.



### Step 6

Close the chest strap to optimise the location of the shoulder straps and make the backpack more stable.



# Map Reading

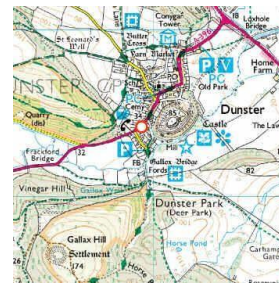


## The Legend

Key features on the map are represented by symbols to keep the information simple and easy to understand. The symbols are placed in a key with explanations. The key is known as the Legend.

## Scale

- \*Maps need to be drawn to a scale in order to put the information into a workable size.
- \*1:25000 - short distance or complex route, 4cm=1km (1cm=250m)
- \*1:50000 - long distance or following a path or trail, 2cm=1km (1cm=500m)
- \*The larger the scale the smaller the details



Green paths = public rights of way

## Rights of Way

It's a common misconception that we now have the right to roam anywhere we like in the countryside. The 2000 Countryside and Rights of Way Act does give us the right to walk freely on certain designated areas or 'open access' land. Even then there are some restrictions. The good news is that the country is covered by a network of footpaths. These are often unsurfaced and cross fields, but the landowners and local authorities have duties to make sure that they remain passable.

There are several different types of path; public footpaths, bridleways, 'Byways Open to All Traffic' ('BOATs'). They have different rules, but all are open to walkers. Ordnance Survey maps show paths with rights of way as green dotted lines.

A black dotted line denotes a path that has been identified by Ordnance Survey, but not necessarily a right of way because the status is not defined or known.

Generally, there are gates and stiles where the path goes in or out of a field or through a hedge. There will often be a disc with an arrow showing you the general direction of the path, but the only way to be sure that you stay on the right of way is to use a map.



# Grid References

- These help us to locate a specific area on a map.
- 4 figure grid references only direct us to one square on the map - 1km square!
- We can narrow our search to 100m by using a 6 figure grid reference (8 figure grid ref = 10m)
- The Romer Scales on the compass can help you read accurate grid references

## TASK:

Write down what is at the following grid references; use the legend to help you:

\*687 699 \_\_\_\_\_

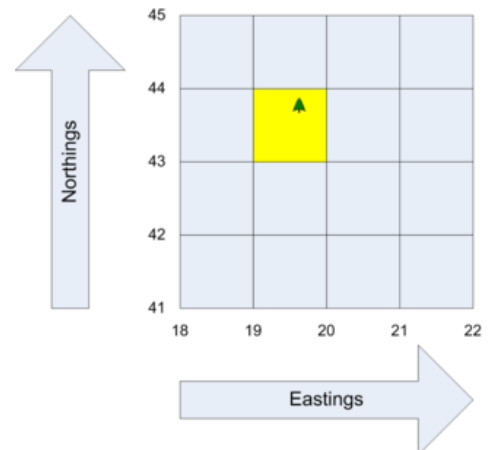
\*566 852 \_\_\_\_\_

\*649809 \_\_\_\_\_

\*677 919 \_\_\_\_\_

\*736 827 \_\_\_\_\_

\*514 925 \_\_\_\_\_

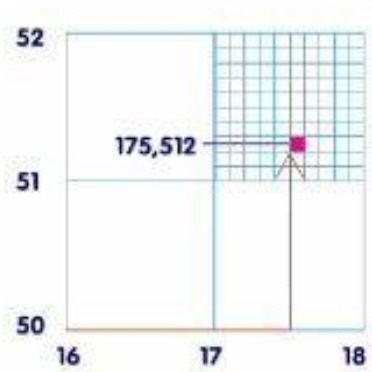


(OS Explorer Map OL15 - Purbeck and South Dorset)

## Extension task:


Test each other by writing down your own grid references and asking someone else to say what is at that point.

You could even have a go at writing an 8 figure grid reference!



(Along the corridor and up the stairs)

# Contours

- Contours join points of even height from above sea level.
- They are spaced every 5 or 10m depending on the scale of the map.
- Index contours are bold contour lines drawn at set intervals.
- They can appear closer or further apart depending on the gradient of the land. The closer they are the steeper the incline.
- A spot height or trig (triangulation) point marks the top of a hill. 

**Task: Estimate the height of points A to H.**

1. If you are looking at a map and travelling downhill the numbers shown on the contour lines for where you are will

- A) Increase      B) Decrease

2. If you are looking at a map and travelling up a mountain the colours shown between the contour lines for where you are will

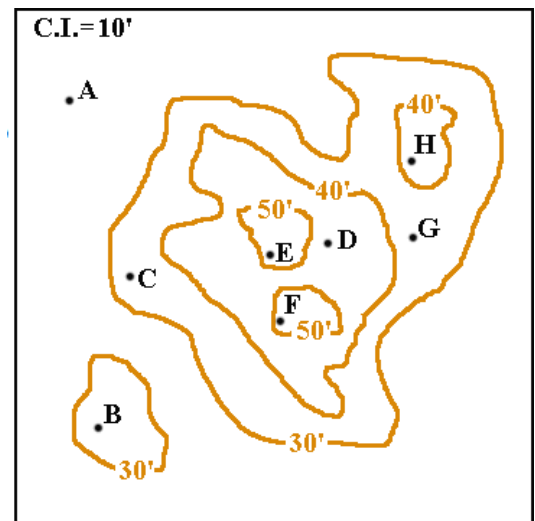
- A) Become a lighter shade      B) Become a darker shade

3. We can see if land is rising or falling by looking at the course of a river. This is because water flows

- A) Downhill      B) Uphill

4. When contour lines meet a river and form a V shape we know the V shape will always point

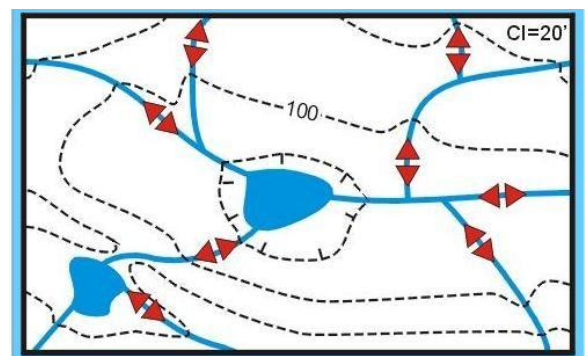
- A) Towards lower ground      B) Towards higher ground



A:	E:
B:	F:
C:	G:
D:	H:

## The Rule of V

When contour lines meet a river they form a V shape which always points upstream, therefore uphill. Circle the **direction the water is flowing** at each set of arrows.

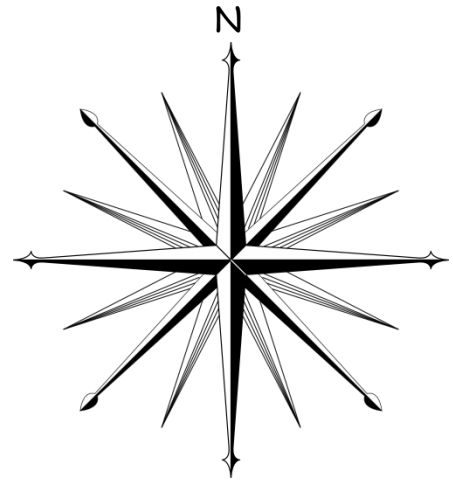


# The Compass

A compass can be used to help you know what direction you are walking e.g. North or South. It can also be used to help walk on a bearing. A bearing is the number of degrees from North you are.

Use your Mathematical skills to

- A) Name the points on the compass rose
- B) Write the number of degrees each point is from North

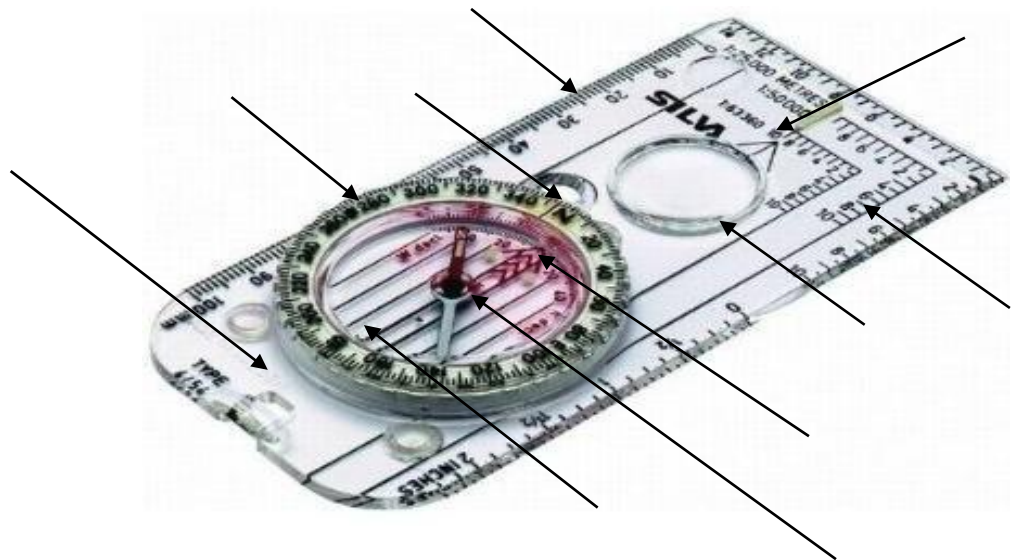


1. Baseplate - the plastic base.
2. Compass housing - also known as the compass wheel, with a mark every two degrees covering 360 degrees, and N-S-E-W (the 'cardinal points').
3. Magnetic needle - red end for north, white for south.
4. Compass lines - on the bottom of the baseplate - also called 'orienting lines'.
5. Orienting arrow - fixed and aligned to north within the compass housing
6. Index line - extension of the direction of travel arrow.
7. Direction of travel arrow - the big arrow at the end of the baseplate.
8. Map scales 1:25 000, 1:50 000 and metric measurer (known as Romer scales).
9. Ruler
10. Magnifying glass

## Task:

Number the arrows to name the parts of the compass.

Start with the obvious ones and then work out the harder ones.



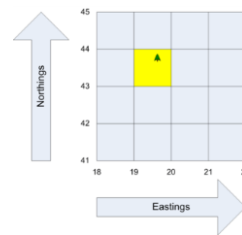
# Using the Compass

## North

**Grid North** - The grid lines (Easting) drawn on a map

**Magnetic North** - Where the needle of a compass points to

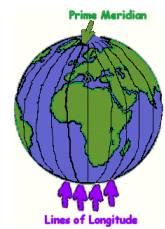
**True North** - Where the lines of longitude meet on a map



Grid



Magnetic



True



## Orienting the Map

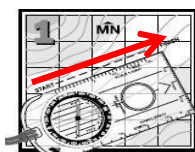
A map represents the real world. By orienting a map, you are positioning it so grid North is actually facing magnetic north. When you orient a map and know where you are on the map, you can look in a certain direction and see a real landmark and find it on the map.

1. Place your compass on your map so the Direction of Travel arrow lines up with the longitude lines on the map.
2. Line up the Orienting lines also (rotate the dial until the red arrow is parallel to the grid lines)
3. Rotate yourself and the map until the magnetic needle points to North.

## Taking a Bearing

A bearing is used to help us stay on course for reaching our destination. A compass shows 360 degrees and the bearing is the direction/angle from North (0 degrees) that we want to travel.

- Step 1: Place the compass on the map in the direction you want to travel (join A to B with the edge of the compass)
- Step 2: Line up the orienting lines with the Eastings on the map.
- Step 3: Look for the index line on the degree dial and read the bearing.
- Step 4: Do a mental calculation to check if your bearing degree is roughly right.
- Step 5: Lift the compass off the map, turn until magnetic needle aligns with the orienting arrow and look at the direction of travel arrow for which way to walk.



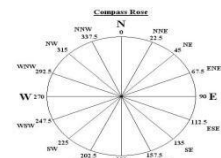
1



2



3



4



5

# Writing a Route Card

**Blank route cards are on the DofE website. Use this sheet to help fill them out.**

1. Route cards must be very accurately calculated and word processed for ease of use.
2. Ensure you have completed ALL the information in the information box; your assessor will need this.
3. Plan your route on the map - use the traffic light system to avoid roads as much as possible.
4. Ensure you have plenty of checkpoints, in logical places, e.g. where a road and path intersect
5. **Checkpoints** - Number and name each checkpoint, record this and the grid reference
6. **Direction of travel** - approximate direction of travel between two checkpoints e.g. North, South west, etc.
7. **Magnetic bearing** - this is not essential at Bronze level but helpful to be able to check this when navigating. Take the bearing from the direction the path starts from the checkpoint, not as the crow flies between checkpoints,
8. **Distance in KM** - measure the distance between checkpoints, using the edge of paper method
9. **Height climbed** - look at the contours you will cross over as you walk between checkpoints, are you walking up or downhill? Only record height climbed i.e. walking uphill. Put in 0 if walking downhill.
10. **Time for walking** - Estimated walking pace = 3KM/hour E.g. 0.5km = 10 mins walking time
11. **Time for height climbed** - Walking uphill slows down your walking pace. For every 10m **climbed** add 1 minute to your time. E.g. 30metres climbed = 3mins of extra time. Round up contours to the nearest 10metres.
12. **Time for stops** - Plan when you want to take rest breaks and try to stick to these when walking. Consider the distance of the leg and the height climbed to plan your rest breaks. Calculate approximately 5 mins rest for every km walked. You will also need to plan a lunch break, which should be between 30-50 minutes.
13. **Total time for leg** - Add up the time for walking, time for height climbed and time for rests.  
**Handy hint** - try to keep your timings easy to calculate E.g. if you are walking for 16mins, have a 10m climb (1min), have a 3min rest, to round up the timings to 20mins ( $16+1+3 = 20$ mins)
14. **Estimated time of arrival** - Day 1 - expect to start walking at 9.00am, plan your timings around this. Day 2, plan to set off between 7.30 - 8.30am (the sooner you start the sooner you can finish!)
15. **Actual time of arrival** - Leave this blank, this is to be used during your expedition to help manage your timings.
16. **Route descriptor** - This needs to be a written explanation of what you expect to see and pass on your route, between each checkpoint. It evidences that you understand the information on the map and it also helps you plan ahead for your journey and reduce the risk of you getting lost. E.g. how many paths/field boundaries will you cross over? Are there any distinctive features e.g. buildings, woodland, rivers, etc. you will pass by?
17. **Purpose activity plan** - Use this column to help plan when you might spend time on your purpose. Not every row needs to be completed. Look for logical places to do research on your route.
18. **Escape route** - Indicate where you would go to call for help, remember there is a good chance you will not have a mobile phone signal so these should be places with a landline phone. A name and grid reference is required. It could be where there is a phone symbol or a town or pub. Be logical about where you choose for each leg but remember it is often best to walk back along the path you have already walked on, to minimize the risk of getting lost.

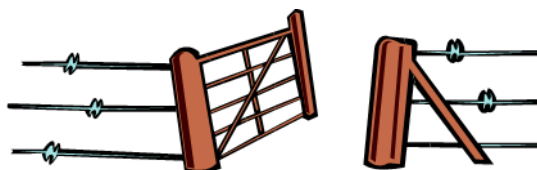
**REMEMBER: Be accurate and check your information carefully!**

**This is part of your assessment so it must be done well.**



# The Country Code

- Take your litter home
- Help to keep all water clean
- Protect wildlife, plants and trees
- Take special care on country roads
- Make no unnecessary noise
- Use gates and stiles to cross walls, fences and hedges.
- Leave gates and property as you find them
- Leave livestock, crops and machinery alone
- Keep dogs under close control
- Guard against risk of fire



You will need to know this information for your expedition and your assessor is likely to test your knowledge.

**Task: Make a poster, leaflet or booklet to help educate people on either the Highway or the Country code.**

# The Highway Code

- Use pavements or footpaths
- If there is no pavement or footpath, walk on the right-hand side of the road so that you can see oncoming traffic.
- Walk in single file, especially on narrow roads or in poor light
- Cross the road well before a sharp right-hand bend (so that oncoming traffic has a better chance of seeing you). Cross back after the bend.
- Find a safe place to cross roads and use stop, look and listen.



# What to do in an Emergency



What action should you take for each of the following?

- Wandered away from your planned route but you know where you are on the map:
- Lost and don't know where you are on the map:
- Unable to continue on chosen route due to unforeseen circumstances e.g. path blocked:
- You need to cross through a field containing farm animals:
- Injured member of team, not critical and able to walk:
- Injured member of the team, unable to walk and needing immediate medical attention:

## Emergency Contacts



Call your Group Leader for the majority of incidents or accidents

Call 999/112 for life threatening situations

# Food & Nutrition



**Before You Go Hiking** - The right breakfast can help set you up for the day but the last thing you need is full English. You're much better off having porridge, which will release energy into your system gradually, and which will serve you much better out on the trail, rather than feeling full and bloated.

You also need ample water with you and drink it while you walk. It is vital to stay hydrated; if you don't, leg muscles can cramp, forcing you to stop walking. Make sure you set off with at least 2 litres of water each day.

**Snacks** - Chocolate can provide a good burst of energy so it's worth having a small bar or two each day. You don't need to eat it all in one go; just a little will give you a boost. Nuts and seeds are high in calories, and you can munch them as you walk. Bananas are high in potassium, too, which is good for staving off cramps, as well as giving that welcome energy boost, but remember to pack up the skin and take it with you. Trail mix, which combines nuts and dried fruits, is also excellent. Energy bars are good as long as they have the carbohydrates, especially the complex carbohydrates (as found in porridge) that are released slowly. As with anything else, though, you shouldn't over indulge; the idea is to replace the calories, not have a feast.

**Meals** - Assessors like to see a group meal being cooked on an evening, pasta and sauce is a good solution but avoid tins and jars as they are heavy to carry. Prepare food before you go on expedition e.g. roast vegetables so these can be added to the sauce to make it tastier. Try to add a source of protein such as Baby Bel cheese, Peperami or vacuum sealed meats/fish. **Pot Noodle is NOT a substantial evening meal! They are very bulky to carry and contain minimal nutritional benefit. Do not bring them!**

For longer expeditions freeze-dried meals are the ideal solution, since they take up very little room, don't weight much, and are easily prepared. There's an almost infinite variety of meals available, but you'd be best advised to stick to choices like pasta, which is strong in carbohydrates, or something with meat, that offers plenty of protein. Taste test before you go on expedition to check you like them.

Make sure you have a good breakfast in the morning before setting out, sachets of instant porridge are good, and consume plenty of water. A cold breakfast can be eaten on assessment as long as a hot drink is consumed with it. Try to minimize the washing up on a morning!

Try to be realistic about what you will eat. You will need enough calories to replace the ones lost through physical exertion but too much food will result in excessive weight being carried. Remove any excess packaging from food and be creative with what it can be stored in to reduce the weight.

Don't cook food that is likely to stick to the pan and make a huge mess to wash up! You may only have cold water to use at the campsite.



# Menu Planning

When planning your food for the expedition, consider the following:

- Weight and size of the packaging
- Nutritional content
- Ease of cooking and preparing using basic facilities and the Trangia
- Cost of the food and how this will be shared amongst the group
- Likes/dislikes/allergies/specific dietary needs of the team
- Amount of food needed for 2 days

Task: Brainstorm a range of possible food choices that will provide enough energy to cope with the physical demands of the expedition:

Breakfast	Lunch
A cold breakfast can be eaten with a warm drink - minimise washing up	No cooking can be done en route You can take an individual packed lunch for both days
Dinner	Snacks
A substantial evening meal is required to replace lost energy A pudding too?	Consider slow release energy, rather than just instant sugar rush!

Write down your team's menu plan for the expeditions:

Day 1	Day 2
Breakfast: Eat at home before the expedition	Breakfast:
Lunch: Packed lunch	Lunch:
Dinner:	Dinner: Not applicable
Personal snacks:	Personal snacks:

Ensure you keep a small, separate pack of snacks that could be eaten in an emergency.



## Safe use of the (Gas) Trangia

- Do not use stoves inside tents or confined spaces. The carbon monoxide fumes are harmful and tents are highly flammable.
- Position the Trangia well away from the tent on a flat piece of ground. Clear any leaves, twigs etc. from the area.
- Screw the gas bottle to the regulator and turn gas on low. Light the gas with a match or lighter (keep matches in a waterproof container).
- Store the fuel bottle well away from the Trangia when it is lit.
- Drop a dry blade of grass into the burner to determine if the Trangia is lit as the flame is often hard to see.
- Tie long hair back and ensure no loose articles of clothing will catch fire.
- **Never** leave the stove unattended while it is burning or if it is still hot.
- Don't sit cross legged in front of the Trangia as there is more chance of kicking it over.
- To turn the stove off, turn the regulator to minus (fully rotated clockwise).
- Leave the Trangia to cool before packing it away.
- Scrub the pans thoroughly to remove any grease from the base and food from the inside
- Pack the cold Trangia burner in its own plastic bag to help reduce any contamination to the pans.
- Always keep the equipment tidy and organised - do not lose the pan handle or strap.

## Camp Hygiene



**Facilities:** The campsites will have toilets and sinks but not necessarily showering facilities. You will have access to clean water and basic washing up facilities. Keep the area around your tent clean and tidy.

**Personal Hygiene:** Remember to wash or wipe your hands regularly. The outdoors can present problems with the presence of bacteria and as your hands are more likely to come into contact with your mouth, nose, eyes and ears, it's important you keep them as clean as possible. During the day you will sweat quite a lot, make sure you have a wash at the end of each day to keep yourself clean and to make yourself feel better. Keep feet clean and dry when walking; consider taking a small bag of talc to help this.

**Going to the Toilet:** Go to the toilet before you start walking! When walking though, if you need the toilet you can ask in pubs/shops to use their facilities but be polite, even if they say no. If you need to 'go' in the woods, try to look for a spot which is uphill so that your urine cannot run down hill into any nearby freshwater flow as that might be a stream which provides people with their freshwater supply. If you only need to wee, just conceal yourself behind a bush or tree but if you need to do more than a wee, do it well away from the path and cover it with soil/grass as much as possible.

**Animals and insect:** Perfumes and aftershaves can attract unwanted insects and bugs so keep scented toiletries to a minimum. Keep the tent inner closed to help reduce the number of insects inside the tent, especially on a night if a torch is lit. Ensure all food is correctly stored and litter is put in the bin, including all food waste around your camping area.

**Cooking and washing:** Take the same care camping as you would at home in regards to cross contamination when cooking or washing up. Cook food thoroughly and wash pots, plates and utensils properly.

**Leaving camp:** Ensure a litter sweep is done of the area your expedition group was camped. Pick up any litter, including bits of food. Pick up all litter on or around your pitch even if it was left by a previous camper.

# The Weather

The weather can have a positive or an adverse effect on an expedition. A fine day which isn't too hot can boost morale and make the journey very enjoyable. If the weather is poor though this can be demoralizing, make navigation difficult and travelling conditions uncomfortable, possibly even dangerous.

The weather 5 conditions that affect travelling are:

- 1.
- 2.
- 3.
- 4.
- 5.

**Other weather conditions are:**

**lightning, snow, hail, sleet**

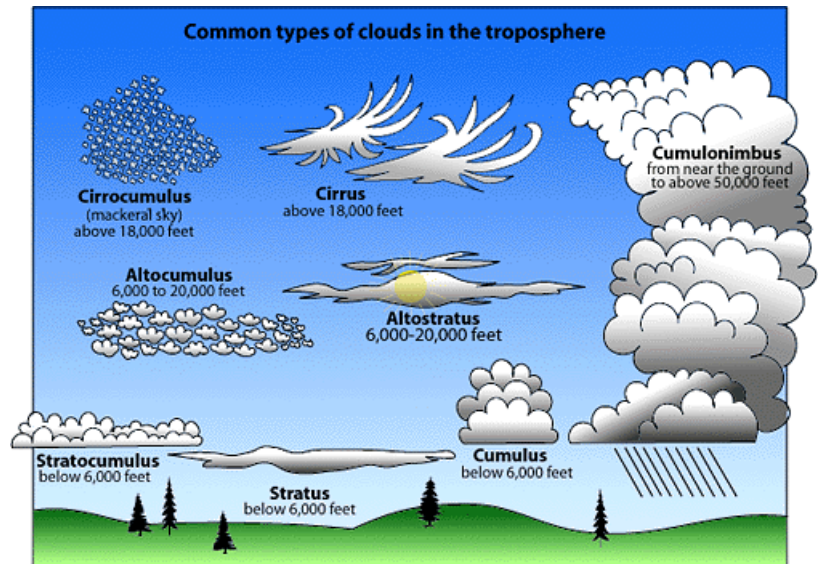
Be prepared with the equipment you take to make your journey

as comfortable as possible despite what the weather is doing.

**How do we know what the weather will be doing?**

Check the weather forecast before you start your expedition and never be afraid to postpone an expedition if the weather is too bad.

Ensure weather forecasts are local to area of walk, not national forecasts.



## Sources of weather forecasts:

Online - Metcheck/BBC weather/etc, TV,  
Newspapers

## Signs the weather is changing:

Cloud formation and wind direction are usually the biggest indication of what the weather is going to do.

### **Red sky at night, sailors delight.**

When we see a red sky at night, this means that the setting sun is sending its light through a high concentration of dust particles. This usually indicates high pressure and stable air coming in from the west. Basically good weather will follow.

### **Red sky in morning, sailor's warning.**

A red sunrise reflects the dust particles of a system that has just passed from the west. This indicates that a storm system may be moving to the east. If the morning sky is a deep fiery red, it means a high water content in the atmosphere. So, rain is on its way.

**Task: Research what myths/sayings there are about forecasting the weather - some are very strange!**



## Pitching & Striking Tents



The ground underneath the tent needs to be as \_\_\_\_\_ and even as possible. If there is a slope it is best to sleep with the feet facing \_\_\_\_\_ hill. The ground needs to be reasonably dry and \_\_\_\_\_ enough to sleep on and to take the \_\_\_\_\_. Any object that might puncture the \_\_\_\_\_ must be removed. It is usual to peg out the groundsheet first with the pegs being pushed fully into the ground and at an angle of \_\_\_\_\_ degrees. Larger pegs can be used to pin the \_\_\_\_\_ lines. If the ground is too soft then \_\_\_\_\_ can be placed on the top of the pegs, taking care not to \_\_\_\_\_ the guys. The tent should normally be placed with the opening facing away from the \_\_\_\_\_. If it is pitched with a wind-break nearby it may be more convenient to have it pitched towards this. Tents should not be pitched beneath \_\_\_\_\_.

pegs	fray	level	down	trees	guy	wind	45
	stones	groundsheet	soft				

### Tent Management

Organisation and tidiness are essential at any time but in wet weather it is crucial. A routine should be established for 'Who does what?'.

No matter how tired you are after a days walk, it is always good practice to get the tent pitched straight away. While one fetches water, another can light the stove and the pitching of the tent can be shared while waiting for the water to boil. A hot drink or cup of soup can restore morale when people are cold or wet.

In dry weather cooking can take place in a sheltered place away from the tent as this makes access to the tent easier and reduces the risk of boiling pans being knocked over. In wet weather the cooking should be done just outside the tent doorway under the shelter of the flysheet. A flat stone can often make the stove more stable and protect the grass from scorching.

While one person cooks in the shelter of the doorway the others can ensure everything needed for the meal and washing up afterwards are in easy reach of the person doing the cooking. Once organised the other members of the group can remove boots and enter the tent.

Boots, outdoor footwear and wet clothing should not be worn in the tent. The lightweight groundsheet must be treated with great care to prevent it being torn.

When leaving a campsite there should be no trace of it being used for camping. All litter, tins, bottles, paper, uneaten food, etc **MUST** be binned at the campsite or carried until it can be disposed of appropriately.

# Tent Rules

- Always report tent damage or faults to your leader
- Close doors before pegging out
- Peg out the guy lines straight from the tent in line with the seams
- Tie up guy lines before putting the tent away
- Practice pitching your tent at home or at school
- Scrape tent pegs of mud before putting them away
- Never let anything (or anyone!) rub against the inside of a tent
- Never walk over the canvas
- Never wear shoes inside a lightweight tent
- Ensure the tent is completely dry before storing and returning to your leader
- Pitching = Putting up the tent
- Striking = Dismantling the tent

Label the parts of the tent:



Ground sheet

Tent Inner

Fly sheet

Guy ropes

Poles

Pegs

Vestibule



# First Aid



Below is a list of common minor injuries on an expedition. Briefly explain how you would treat each injury/ailment:

Blisters -

Stings and bites -

Nosebleed -

Sprain -

Asthma attack -

Allergic reaction -

Minor cuts and grazes -

Below are more serious injuries/ailments. Discuss what you would do to help the casualty for each situation:

Fracture

Fainting & unconsciousness

Hyperthermia

Hypothermia

Eye injury

Burns and scolds

Choking

Anaphylaxis

Shock





# DRAB



When approaching what looks like a seriously injured or unconscious person, "DRAB" can help you to remember what to do.....

**Danger** - Check the area, make sure YOU are safe and so are people around you.

**Response** - Can the casualty hear your voice? Can they open and close their eyes? Are there any movements? Do they respond to touch?

**Airway** - Is there a blockage in the throat or have they swallowed their tongue? Is the head in a suitable position to allow breathing? Care should be taken not to make anything worse but the airway **MUST** be cleared if it is blocked.

**Breathing** - Can the casualty breathe clearly? Once the airway is clear, is there any other problem - the lungs for example? If the casualty is not breathing then start CPR.

## CPR

If you are not sure if the breathing is normal then treat it as though it is not. Look for other signs such as the skin and lips looking blue. Call 999 immediately and start CPR. 30 chest compressions then 2 rescue breaths.

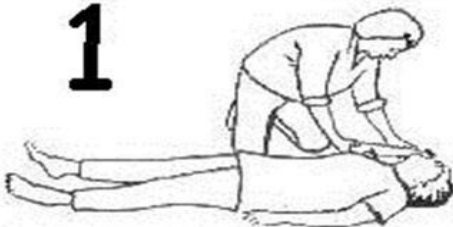
## The Recovery Position

Position the head so any fluid will drain away - remember the phrase:

**DRIBBLING NOT DROWNING**

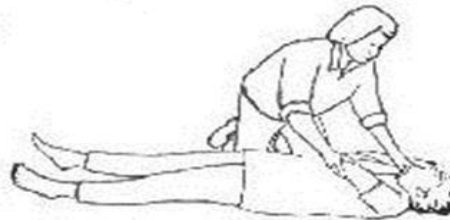
### How to do it

1



Lay the victim on his back and place the right hand next to the head.

2



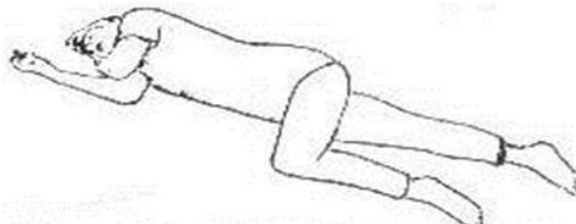
Place the left hand on the right cheek

3



Hold the left shoulder and left leg and pull the body towards you, rolling the patient onto his side

4



Rest the patient as shown, and move the head backwards slightly



# Expedition Planning & Checklist

Split your team into two equal groups. Use the table below to plan who will work on which route.  
In order to complete the task EVERY member of the team must contribute equally.

**\*If you do not contribute then you may be withdrawn from the expeditions\***

Trial Expedition Route Card Team	Final Expedition Route Card Team
1.	1.
2.	2.
3.	3.

Expedition Checklist	Team Number:
	Tick if complete
<b>TRIAL EXPEDITION</b>	
Trial Route Card Day 1	
Trial Route Card Day 2	
Trial Descriptor Day 1	
Trial Descriptor Day 2	
Trial Map 1 marked out	
Trial Map 2 marked out	
Trial information THOROUGHLY checked	
4 copies printed of everything <ul style="list-style-type: none"> <li>- 2 copies/team</li> <li>- 1 copy for the assessor</li> <li>- 1 copy for your leader</li> </ul>	
<b>FINAL EXPEDITION</b>	
Final Route Card Day 1	
Final Route Card Day 2	
Final Descriptor Day 1	
Final Descriptor Day 2	
Final Map 1 marked out	
Final Map 2 marked out	
Final information THOROUGHLY checked	
4 copies printed of everything <ul style="list-style-type: none"> <li>- 2 copies/team</li> <li>- 1 copy for the assessor</li> <li>- 1 copy for your leader</li> </ul>	

