

Name:

In a group with:

Group Name:

Duke of Edinburgh Expedition Training Silver Level



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Learning Objectives

| Topics | Learning Objective |
|-------------------------------|--|
| Expedition overview and aims | Students will have a clear understanding of what expedition will be like and what they need to do to pass. |
| Countryside Code | Students understand behavioural expectations in countryside |
| Basic First Aid | Understand basic first aid for Burns, Slips, Trips, Falls, Bleeds, Shock Understand emergency procedures |
| Kit | Understand importance of correct kit, how to pack it and how to care for it |
| Campcraft | Students will be able to safely use Trangia's to prepare one meal on expedition. Watch how a tent should be put up, put down and cared for. Understand they will be sharing the campsite and should behave respectfully at all times |
| Meal planning | Understand the importance of food as a source of energy, importance of balancing weight/space/calories. To plan meal and cooking responsibilities |
| Map skills and Route planning | To know route, distances and directions for both days |
| Group aims | To confirm expedition aims for group |

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 The expedition should take place in the recommended environment. <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid red; padding: 5px; width: 30%;"> Bronze: Expeditions should be in normal rural countryside – familiar and local to groups. </div> <div style="border: 1px solid grey; padding: 5px; width: 30%;"> Silver: Expeditions should be in normal rural, open countryside or forest – unfamiliar to groups. </div> <div style="border: 1px solid gold; padding: 5px; width: 30%;"> Gold: Expeditions should be in wild country (remote from habitation) which is unfamiliar to groups. </div> </div> |
| | 6 Accommodation must be by camping or other simple self-catering accommodation (e.g. camping barns or bunkhouses). |
| | 7 The expedition must be of the correct duration and meet the minimum hours of planned activity. <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid red; padding: 5px; width: 30%;"> Bronze: A minimum of 2 days, 1 night; 6 hours planned activity each day. </div> <div style="border: 1px solid grey; padding: 5px; width: 30%;"> Silver: A minimum of 3 days, 2 nights; 7 hours planned activity each day. </div> <div style="border: 1px solid gold; padding: 5px; width: 30%;"> Gold: A minimum of 4 days, 3 nights; 8 hours planned activity each day. </div> </div> |
| | 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 Participants must be adequately trained to safely undertake a remotely supervised expedition in the environment in which they will be operating. <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid red; padding: 5px; width: 30%;"> Bronze: Teams must complete the required training. </div> <div style="border: 1px solid grey; padding: 5px; width: 30%;"> Silver: Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights. </div> <div style="border: 1px solid gold; padding: 5px; width: 30%;"> Gold: Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights </div> </div> |
| | 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. |
| During the expedition | 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. |

1. Qualification Criteria

TASK 1: Listen to the overview from your teachers and make some notes about the basic rules for completing the expedition

DofE 20 Conditions for Silver Award

- 1) Each group must have between _____ and _____ participants
- 2) The expedition must be a minimum of _____ days, _____ nights with _____ hours of planned activity each day.
- 3) All expeditions must be unaccompanied and _____.
- 4) Each team must cook a minimum of _____ meals per day.

Rules for the Expedition (Initial each line as acknowledgement)

- 1) Any inappropriate or illegal conduct will result in sanctions by the school. _____
- 2) Destruction of property will result in me being disqualified and expected to repay. _____
- 3) I will stay with my team, and not travel as multiple teams at any point. _____
- 4) I will always remain off all roads unless no other forms of navigation are possible, at which point I will walk single file on the right-hand side of the road. _____
- 5) I will leave no litter behind and will collect all my rubbish. _____

2. Countryside Code

The **Countryside Code** contains advice for the public and landowners, making it easier for visitors to help respect, protect and enjoy the outdoors.

Task: Use the key words to complete the Gap Fill exercise below.

Respect

Please _____ those living in, working in and enjoying the _____. Be sure to be nice, say _____ and share the space.

- Make sure you keep to the _____ to help protect _____ and wildlife.
- Leave _____ and property as you find them.
- Slow down or stop for horses, walkers and farm animals and give them plenty of _____.
- Keep away from _____ and farm animals.
- Although you might think you are being kind, _____ animals can cause them harm. Please do not feed _____, horses or wild animals.

Protect

We all have a _____ to protect the countryside now and for future _____.

- _____ and leftover food not only spoil the beauty of the countryside but can be _____ to wildlife and farm animals too. Please take your litter home.
- Fires can be as devastating to wildlife and _____ as they are to people and property. Be careful with naked _____, and make sure they're extinguished properly.
- Take care with BBQs and do not light fires. Only use BBQs where signs state they are allowed, and always make sure they are put out and _____ of responsibly.

Enjoy

British _____ are proud to enhance the _____ countryside. We can all do our bit to _____ the countryside responsibly.

- Plan your adventure in plenty of time by referring to **up-to-date maps or guidebooks**, and be aware of the _____.
- Make sure you give farm animals plenty of _____ as they can behave _____.
- Enjoy your visit - have fun and make _____!

weather forecast - habitats - responsibility - countryside - Respect – hello – dangerous - memories - footpaths – crops - gates – room – unpredictably - machinery – Litter - feeding – space - disposed - flames - livestock – British -generations – farmers - enjoy

3. Kit

You are expected to be camping, and hiking for three days. The terrain you will be going across varies from English countryside in Hertfordshire to the Moors of Dartmoor. These terrains can be challenging, and weather can be challenging. Please select which kit you need from the guidance list below. Remember all kit must be inside your rucksack (none carried by hand) and weight must be 1/3 body weight or less.

| Clothing |
|---|
| 1 pair of walking boots (broken in) |
| 3 pairs of walking socks (minimum) |
| 2 pairs of sock liners (optional) |
| Jacket/coat (waterproof/windproof) |
| Waterproof over-trousers (optional) |
| Fleece Top |
| 2 - 3 t shirts |
| 1 walking trousers (NOT jeans) |
| 1 pair shorts (if appropriate) |
| Underwear |
| Nightwear |
| Flip flops/sandals (optional for camp site use) |
| Warm hat and/or sunhat (as appropriate) |
| 1 pair gloves (if appropriate) |
| 1 pair gaiters (optional) |
| Personal Kit |
| Rucksack |
| Rucksack Liner (or 2 strong plastic bags) |
| Sleeping Bag |
| Sleeping Mat |
| Sleeping bag liner (optional) |
| Torch |
| Personal First Aid Kit |
| Water Bottle |
| Cutlery |
| Plate/Bowl |
| Mug |
| Personal Hygiene Items |
| Sunblock |
| Towel (optional) |
| Hand Warmers (optional) |
| Snacks |
| Oyster Card with £5 |
| Spending Cash |
| Watch |

| Group Kit |
|----------------------------|
| Tent(s) |
| Camping Stove(s) |
| Camping Stove Fuel |
| Cooking Pans |
| Tin Opener (optional) |
| Food |
| Matches or Lighter |
| Plastic Bags/Bin Bags |
| Toilet Paper and Trowel |
| Compass |
| Camera (optional) |
| Tick Remover |
| String |
| Spare Boot Laces |
| Ball, Playing Cards, UNO |
| Water Purifying Tablets |
| Washing Up Soap and sponge |
| Babywipes |

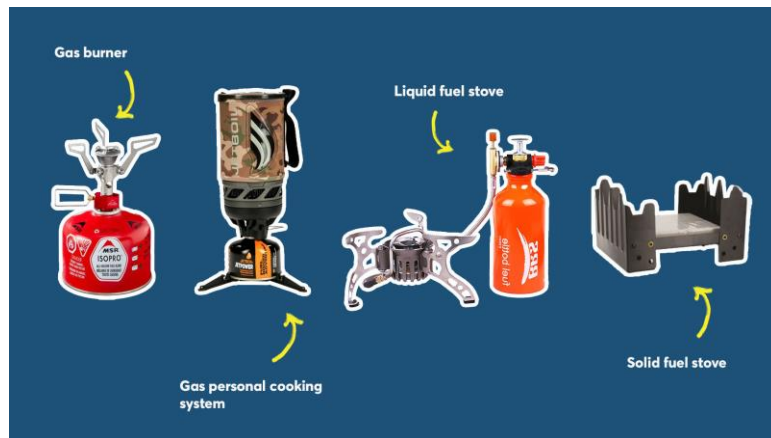
Phone

You are allowed to bring a phone for emergency use and for use of OS Maps. Please download OS Maps to your phone, and create an account through eDofE, this will help you navigate when lost. Any inappropriate use of phones (social media, Google Maps, etc.) will result in a disqualification.

Other Kit:

4. Cooking and Meal Planning

Many types of stoves exist. Each has a benefit and a disadvantage. As a team you need a stove, please organize what type of stove you will use and who will bring it.



TASK 1: Choose what stove you will use and who will bring it

4. Cooking and Meal Planning

Planning sufficient and appropriate food is make or break with how successful your expedition will be. You need to make sure to get as much energy (calories) as you can in the least volume as possible (3000 calories minimum target). Choose food that will fill you, that you like, and that is light and easy to carry and prepare. Remember you must cook at least 1 meal a day.

Many good options exist, and many bad options exist. Not having cans or jars is good, dehydrated or dry food is good, dense food is good (calorie wise).

Good food options: Tortillas, peanut butter (dependant on nut allergies in your team), jerky, trail mixes, dehydrated fruit, chocolate, granola, cereal bars, dehydrated milk, protein bars.

Good meal options (food you cook): Meal replacements, wayfarer meals, couscous, precooked rice, oatmeal, dehydrated soups, pancake mix, pasta.

TASK 2: In your group, plan your meals using the table below

| Meal | Dish | Ingredients | Who is responsible for getting each ingredient? |
|---------------------------------|--------------|---|--|
| <i>Example Meal: Dinner</i> | <i>Pasta</i> | <i>Bag of Pasta Sachet of sauce Salt and Pepper sachet Small bag of pre-grated cheese</i> | <i>Sarah (Pasta) Maryama (sachet of sauce) Lucy (Salt, Pepper, and Cheese)</i> |
| Day 1 Lunch | | | |
| Day 1 Dinner | | | |
| Day 2 Breakfast | | | |
| Day 2 Lunch | | | |
| Day 2 Dinner | | | |
| Day 3 Breakfast | | | |
| Day 3 Lunch | | | |
| Snacks | | | |

Basic First Aid

TASK 1: Choose the correct word:

Primary survey

- D** Don't / Danger / Dodge / Drive
- R** Rescue / Run / Response / Repair
- S** Silence / Summon / Slap / Shout
- A** Automatic / Arm / Awful / Airway
- B** Breathing / Back / Bruise / Belly
- C** Catch / Cough / Circulation / Casualty

Primary Survey



Breathing normally



Recovery position



**Make sure help is coming
and give the casualty care**

Not breathing normally



**Call for help and send a
bystander for an AED if
available**



**CPR
*and AED (if available)**

Basic First Aid

Strains and sprains

R.I.C.E.

R – Rest the injury, the more pressure and movement on the injury site the worse it will get

I – Ice the injury. This really means cool it! Cooling the injury site will help prevent further swelling and reduce the pain

C – Compress the injury site. This is usually done with an elasticated bandage of some sort, this helps reduce swelling. Remember that the bandage should not be too tight,

E – Elevate the injury. Again this will help reduce swelling.

Head injury

Step 1.

Ask the person to rest and apply something cold to the injury (e.g. frozen vegetables wrapped in a tea towel).

Step 2.

If the person becomes drowsy, vomits, or their condition deteriorates, phone for help.

Bleeding heavily

Step 1.

Put pressure on the wound with whatever is available to stop or slow down the flow of blood (your hand, a cloth, or some clothing).

Step 2.

Phone for help as soon as possible, or get someone else to do it.

Step 3.

Keep pressure on the wound until help arrives.

Burns

Step 1.

Cool the burn under cold running water for at least ten minutes.

Step 2.

Phone for help if the burn is severe or a child has been burned.

Step 3.

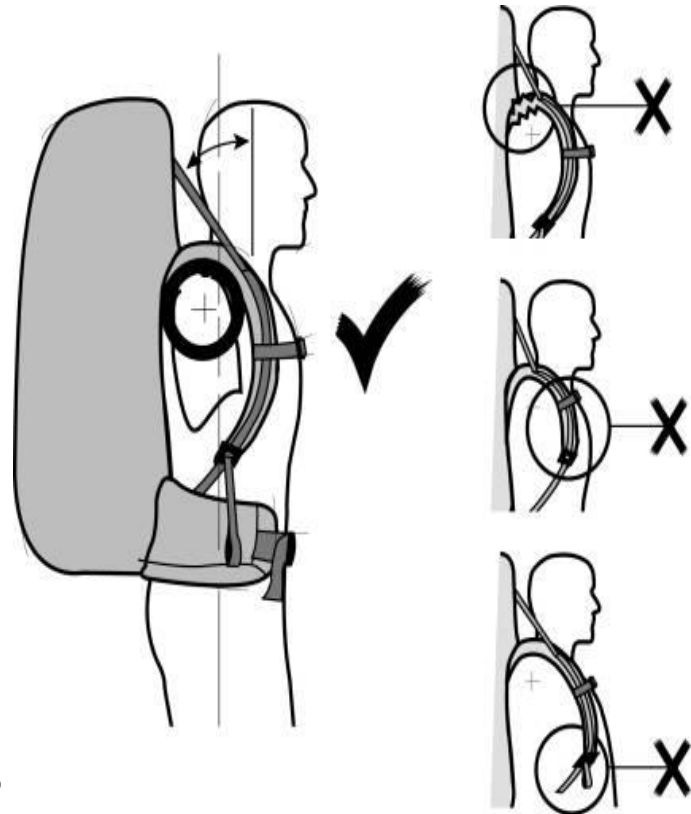
After the burn has been cooled, cover it with cling film or a clean plastic bag.

1. Ruck Sack Fitting

TASK 1: You will have your ruck sack checked for proper fit.

- 1) Loosen all straps on the pack
- 2) Starting at the bottom clip the hipbelt. Ensure the hipbelt is over the hips and the pads are touching the hips right in the centre. Tighten the straps to ensure the hipbelt takes most of the weight. Beware not to put too much pressure on your stomach but tighten it enough so that it takes the load.
- 3) Adjust shoulder straps so that the pack feels secure and comfortable.
- 4) Position and clip together the chest strap so that it is secure but not too tight. These are designed to allow for some stretch and movement. (If it is pulling the straps in too much then loosen slightly so comfortable across your shoulders).
- 5) If your rucksack has top tensioners, tighten these to help pull the pack closer to your shoulders. These are sometimes referred to as 'magic straps' as they help to distribute the weight effectively across your hips.

Once your pack is fitted correctly, you should feel comfortable with the weight distributed evenly and not dragging you back. A secure pack will mean you stay agile and stable when walking, moving and turning.



Ruck Sack Check

| | |
|-------------|------------|
| Correct Fit | Checked By |
| Feedback: | |

2. Map Skills

TASK 2: Using your teams map you will be tested on reading symbols on a map, grid references on a map, and how to use a compass.

OTHER PUBLIC ACCESS

- • • Other routes with public access (not normally shown in urban areas)
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
- Permissive footpath } Footpaths and bridleways along which landowners have permitted public use but which are not rights of way. The agreement may be withdrawn
- Permissive bridleway }
- • • Traffic-free cycle route
- 1 National cycle network route number - traffic free
- 1 National cycle network route number - on road

Relocation strategies

Once you realise you are not sure where you are there are a few steps to go through. So stop.

1) Look around for features.

Don't look at the map yet, take a look around you to see if there are features that you will be probably be able to see on the map. Are you on a path? what is close to you, what is in the middle distance and what can you see in the distance.

2) Where were you when you last knew where you were? How long ago was that? What direction have you been walking in since then? How far might you have walked in that time? What have you passed since and when?

3) Put all that together with what you can see on the map.

It is a good idea to start with where you last knew where you were and work forwards following your route recalling what you passed. All being well you should be able to identify your position with ease using the features you identified in step 1. Pay particular attention to scale.

What if that doesn't work?

If you are getting nowhere you may wish to consider one of the following courses of action

1) Move around a bit to see if you can see more helpful features. Don't go far but moving a short distance will often reveal new features.

2) Back tracking to a place that you knew where you were.

Learning how to relocate is more about looking around you rather than looking at the map. When lost, inexperienced navigators tend to start studying the map intently looking for clues.

Look around first, look at the map second.

PUBLIC RIGHTS OF WAY

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

Public rights of way shown on this map have been taken from local authority definitive maps and later amendments. The map includes changes notified to Ordnance Survey by (date). The symbols show the defined route so far as the scale of mapping will allow. Rights of way are not shown on maps of Scotland.

Rights of way are liable to change and may not be clearly defined on the ground. Please check with the relevant local authority for the latest information.

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

Danger Area Firing and Test Ranges in the area. Danger! Observe warning notices

OTHER PUBLIC ACCESS

- • • Other route with public access
- ◆ ◆ National Trail, Long Distance Route, selected Recreational Paths
- • • National/Regional Cycle Network
- Surfaced cycle route
- 4 National Cycle Network number
- 8 Regional Cycle Network number

ROADS AND PATHS

Not necessarily rights of way

- Service area M1 Junction number 3 Elevated
- Motorway (dual carriageway)
- Motorway under construction
- Unfenced Footbridge
- A 470 (T) Dual carriageway
- Main road
- A 493 Main road under construction
- B 4518 Secondary road
- A 855 Bridge B 885 Narrow road with passing places
- Road generally more than 4 m wide
- Road generally less than 4 m wide
- Other road, drive or track
- Path
- Gradient: steeper than 20% (1 in 5)
- 14% to 20% (1 in 7 to 1 in 5)
- Gates Road Tunnel
- Ferry P Ferry V
- Ferry (passenger) Ferry (vehicle)

Map Skills Tests

| Skill | Tested by |
|---------------------------|-----------|
| Public Right Of Ways | |
| 6 Digit Grid References | |
| Setting a Map | |
| Directions on a Map | |
| Directions with a Compass | |

3. Campcraft

TASK 3: Appropriately set up your team's tent ensuring that you have chosen an appropriate space, assembled the tent independently, staked down all lines and corners and appropriately stowed your kit in the tent.

| Tent Skills | |
|--|-----------|
| Skill | Tested by |
| Properly assembled tent | |
| Staked all lines of tent | |
| Appropriately stored all kit parts (bag, extra pegs, etc.) | |
| Stored ruck sack in shelter | |
| Maintained clean campsite | |
| Packed tent back up fully without damage | |
| Feedback: | |

TASK 4: Safely and fully cook an appropriate and filling meal.

| Cooking Skills | |
|---|-----------|
| Skill | Tested by |
| Had appropriate materials for cooking (Stove, utensils, gas, cleaning up materials) | |
| Fully cooked an appropriate meal | |
| Fully cleaned up all cooked food and cooking materials | |
| Feedback | |

4. Basic First Aid

TASK 5: As a team, you will go through three different case studies and discuss what you would do in this situation and how you would respond.



Case Study 3

It is a hot sunny day and your DofE group are just finishing a particularly hard leg. One of your teammates has been complaining of a headache, they are hot, flushed and have dry hot skin.

What would you do?

Actions:



Case Study 6

After a long days walk you get into your tent with your tent mate and take your boots off. You notice an unusual pea sized lump stuck to your friends leg.

What would you do?

Actions:



Case Study 25

You are walking to the pickup point at the end of a hike when the person in front of you trips over and bangs their head on a large stone.

What would you do?

Actions:

First Aid Check

Checked by:

Feedback:

Post-Practice Expedition Training

1. Backpacking Code and Dartmoor Guide

Backpacking and camping in Dartmoor comes with a range of additional guidelines. You need to understand the risks and rules associated with Dartmoor.

TASK 1: Look up the Dartmoor Backpack Camping Code and complete, then look at all risks for Dartmoor, research them to complete the table.

Travel light

- Use a _____ you can carry
- Staying _____ as part of your longer walk or expedition

Stay out of sight

- Small and lightweight tents which _____
- Out of sight from _____
- There must be no more than _____ people in a group

Tread lightly

- No _____
- Take all _____
- Bury poo and used toilet paper under at least _____ of turf (**you will need to take a trowel with you**)
- Don't _____ or rivers
- Avoid disturbing wildlife, particularly during lambing and bird breeding season (_____ - _____)

Remember Dartmoor is a beautiful and special place

If you worry about carrying your rubbish out, need a bin or a toilet, or need more equipment and facilities to enjoy back pack camping, then this isn't for you – please use a campsite instead!

| Risk | Description | How to overcome/mitigate |
|--------------------|-------------|--------------------------|
| Weather | | |
| Water for drinking | | |
| River/ Streams | | |
| Bogs | | |
| Adders | | |
| Ticks | | |
| Wildlife | | |

1. Backpacking Code and Dartmoor Guide

Looking into Dartmoor for the weekend we are on expedition.

TASK 2: Look into Dartmoor for the weekend we will be present, then complete the below tasks.

What is the weather forecast for Dartmoor?

Range Danger Areas

What considerations does the weather add?

Danger Area: Please look up the access restrictions, and area of the Danger Area. What is the guidance?

When will live firing happen nearest to our trip?



2. Kit Changes/Improvement

Reflecting on the practice expedition, what changes to your kit do you want to make? Did you have too many/too few clothes? Were you warm at all times? Did you have enough/too much food? Did you use OS Maps effectively (on your phone)?

Kit changes – List what kit changes you will make

| Meal | Dish | Ingredients | Who is responsible for getting each ingredient? |
|-----------------------------|--------------|---|--|
| <i>Example Meal: Dinner</i> | <i>Pasta</i> | <i>Bag of Pasta Sachet of sauce Salt and Pepper sachet Small bag of pre-grated cheese</i> | <i>Sarah (Pasta) Maryama (sachet of sauce) Lucy (Salt, Pepper, and Cheese)</i> |
| Day 1 Lunch | | | |
| Day 1 Dinner | | | |
| Day 2 Breakfast | | | |
| Day 2 Lunch | | | |
| Day 2 Dinner | | | |
| Day 3 Breakfast | | | |
| Day 3 Lunch | | | |
| Snacks | | | |

3. Expedition Aims

History:

- Investigate the changes in local agriculture over the last 100 years.
- Photograph and describe interesting old buildings along your route.

Environment:

- Decorate a white t-shirt, using inspiration from the scenery that you see along your route.
- Draw, photograph or paint different types of trees and correctly identify them.
- List and film the different kinds of birds that you see.
- As second mini aim, draw all the different star constellations that you see.

Teamwork:

- Create a series of communication signals to use within your team.
- Do a fun team game or challenge each day to promote team building.
- Make a video diary of your team's experiences, from camping and cooking to reaching your destination.
- Design a team motif and make a badge or accessory for each team member to wear that reflects your journey.
- As a team, identify different team roles and rotate each day.

Conservation:

- Monitor the levels of litter on your route and plan how you could campaign to reduce this.
- Consider the impact of vehicles on the environment along your route.
- Investigate the maintenance of footpaths and hedgerows.

Physical:

- Record your different emotions over the expedition and relate it to the physical challenge.
- Set a group challenge to speed walk every day for a certain period of time and keep each other going.
- Monitor what time of day people have the most energy to push themselves harder and improve your journey times.
- Film warm up and warm down sessions before and after your day's walk.
- Monitor changing heart rates and body temperature on the expedition route.

Literature:

- Write a series of poems of your experiences and critique them.
- Use your funniest expedition moments to create a play and perform it as your presentation.
- Write a short ghost story or mystery tale based loosely on your expedition.

Act:

- Collect a bin bag full of rubbish during your hike, to help keep the countryside beautiful.
- Do a yoga session in different wilderness settings, to become more mindful and at peace with nature.

3. Group Aims

TASK 1: In your walking groups set an expedition aim. It needs to be SMART

- **Specific** – be really clear what your goal is
- **Measurable** – you need to be able to measure your success e.g., take 5 photos of birds
- **Achievable** – don't make it impossible to complete
- **Relevant** – it should be clearly linked to DofE Expedition
- **Time specific** – when do you need to complete it by?

Example Aims: Try to be specific and challenging with Dartmoor, choose an aim or goal that is very specific to Dartmoor if possible!

- **Musical:** Compose a song about the expedition
- **Historical:** Take a team photo at places of interest along the route
- **Nature:** Photograph and identify 5 different trees
- **Physical:** Set a group challenge to speed walk every day for a certain period of time and keep each other going
- **Skill:** Safely transport 6 eggs and cook them for breakfast
- **Creative:** Decorate your rucksack using only natural materials that you find along the way

Our group aim is...

4. Route Planning

TASK 3: Write down your group's check points

| Friday | | Saturday | |
|--------|--|----------|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Sunday | | <u>Key features of note to help with navigation:</u> |
|--------|--|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

TASK 4: In your team's make sure you have done, or do all below tasks.

As a Team

- Make a map route for all days of the expedition
- Make a route card for all days of the expedition
- Plan all meals for the expedition

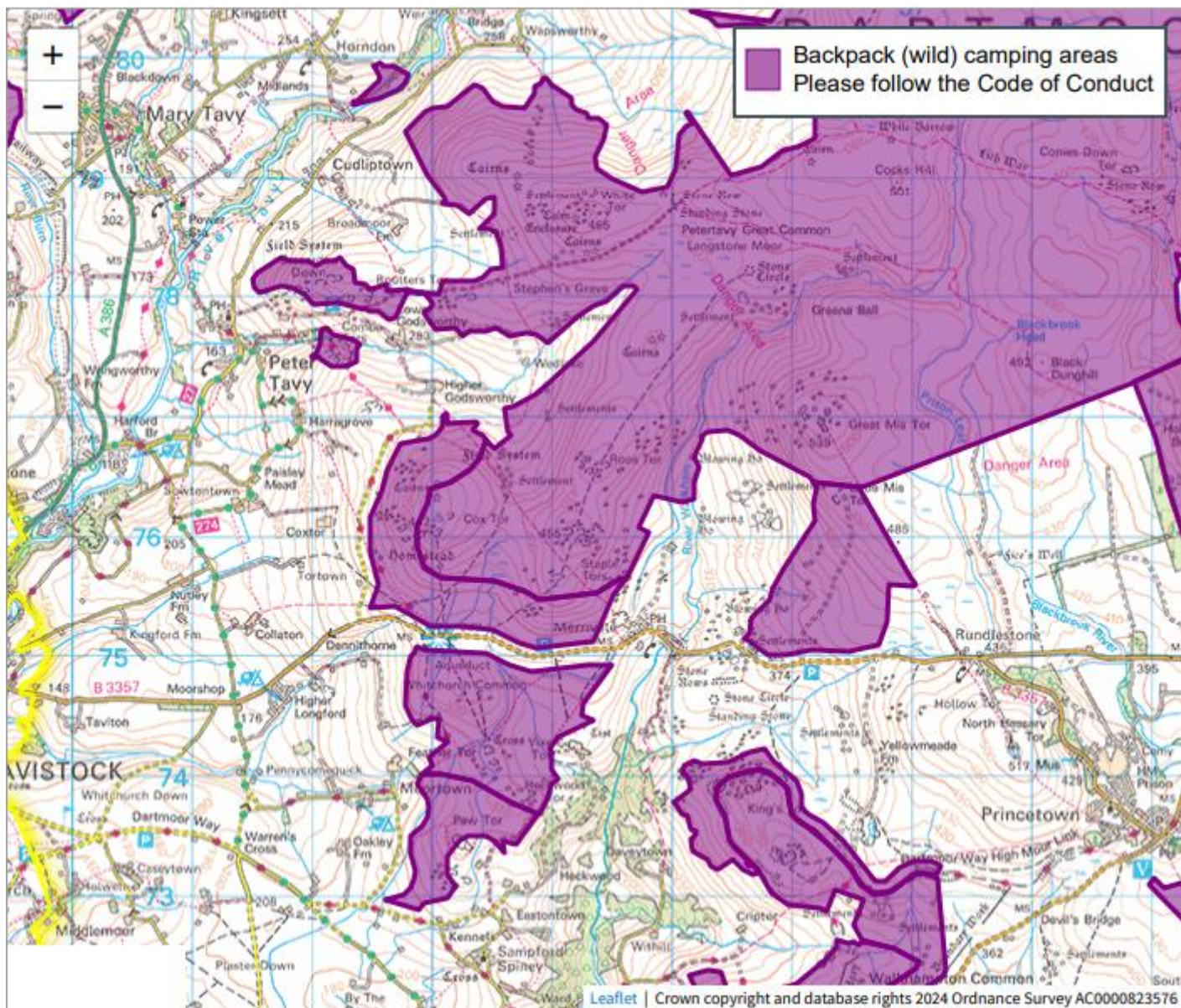
On your Own

- Complete all three activities (Skill, Volunteer, Physical)
- Ask your assessor to submit all reports
- Pack your full kit, ensure weight limit is maintained, share kit with teammates.

Dartmoor Wild Camping Area

TASK 5: For Wild Camping, the areas in purple are the areas you are able to camp in. To safely and accurately find a good location you must be to your campsite BEFORE sundown.

When navigating at night, if you are unsure of your location, or if it is in Wild Camping area, you should find a safe and suitable camp space away from any buildings or trails and set up camp for the night, and then try to find your location in the morning when you can see key features. This is the best/safest option. As a reminder you can use OS Maps to see your location.





EXPEDITION ROUTE CARD (use one per day)

| Aim of expedition: | | Names of team members: | | | | | | Name of DofE Group: | | |
|--------------------|---------------------|------------------------------|----------------|---|-----------------------------|--|--------------------|---------------------------|---|--------------|
| Day of the week: | | Date: / / | | Day of venture: (1 st , 2 nd etc.) | | Setting out time: | | Address: | | |
| Leg | PLACE WITH GRID REF | General direction or bearing | Distance in km | Height climbed in m | Time allowed for journeying | Time allowed for exploring, rests or meals | Total time for leg | Estimated Time of Arrival | Tel No: Email: | Escape/Notes |
| | START | | | | | | | | Brief details of route to be followed or planned activity. (Enter full details of activity on reverse) | |
| (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) | (k) |
| 1 | TO | | | | | | | | | |
| 2 | TO | | | | | | | | | |
| 3 | TO | | | | | | | | | |
| 4 | TO | | | | | | | | | |
| 5 | TO | | | | | | | | | |
| 6 | TO | | | | | | | | | |
| 7 | TO | | | | | | | | | |
| 8 | TO | | | | | | | | | |
| | | Totals: | | | | | | | Supervisor's name, location and Tel No: | |



EXPEDITION ROUTE CARD (use one per day)

| Aim of expedition: | | Names of team members: | | | | | | Name of DofE Group: | | |
|--------------------|---------------------|------------------------------|----------------|---|-----------------------------|--|--------------------|---------------------------|---|--------------|
| Day of the week: | | Date: / / | | Day of venture: (1 st , 2 nd etc.) | | Setting out time: | | Address: | | |
| Leg | PLACE WITH GRID REF | General direction or bearing | Distance in km | Height climbed in m | Time allowed for journeying | Time allowed for exploring, rests or meals | Total time for leg | Estimated Time of Arrival | Tel No: Email: | Escape/Notes |
| | START | | | | | | | | Brief details of route to be followed or planned activity. (Enter full details of activity on reverse) | |
| (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) | (k) |
| 1 | TO | | | | | | | | | |
| 2 | TO | | | | | | | | | |
| 3 | TO | | | | | | | | | |
| 4 | TO | | | | | | | | | |
| 5 | TO | | | | | | | | | |
| 6 | TO | | | | | | | | | |
| 7 | TO | | | | | | | | | |
| 8 | TO | | | | | | | | | |
| | | Totals: | | | | | | | Supervisor's name, location and Tel No: | |



EXPEDITION ROUTE CARD (use one per day)

| Aim of expedition: | | Names of team members: | | | | | | Name of DofE Group: | | |
|--------------------|---------------------|------------------------------|----------------|---|-----------------------------|--|--------------------|---------------------------|---|--------------|
| Day of the week: | | Date: / / | | Day of venture: (1 st , 2 nd etc.) | | Setting out time: | | Address: | | |
| Leg | PLACE WITH GRID REF | General direction or bearing | Distance in km | Height climbed in m | Time allowed for journeying | Time allowed for exploring, rests or meals | Total time for leg | Estimated Time of Arrival | Tel No: Email: | Escape/Notes |
| | START | | | | | | | | Brief details of route to be followed or planned activity. (Enter full details of activity on reverse) | |
| (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) | (k) |
| 1 | TO | | | | | | | | | |
| 2 | TO | | | | | | | | | |
| 3 | TO | | | | | | | | | |
| 4 | TO | | | | | | | | | |
| 5 | TO | | | | | | | | | |
| 6 | TO | | | | | | | | | |
| 7 | TO | | | | | | | | | |
| 8 | TO | | | | | | | | | |
| | | Totals: | | | | | | | Supervisor's name, location and Tel No: | |
| | | | | | | | | | | |