

# Silver Qualifier Expedition Workbook

*You qualifying expedition must have an aim, this is to give your journey a purpose. Think of it as a project that you will do on your expedition.*

*Your aim should be focused on something that interests you and your team. It's far easier to do something that grabs your attention than something that doesn't. It's also better that it is something that you can spend some time gather evidence each day.*

*Your aim can be researched before your expedition so that you can come fully prepared. The purpose of this workbook is to get you to discuss this with your team and decide your Aim.*

**Teams usually chose an Aim (project) that focuses on one of the main area of learning from the expedition:**

- **Teamwork & personal development:** to explore what being a good team means and to identify how each of us individually supported the team (before & during) and identify 2 things we could do to be more supportive of each other next time.
- **Expedition skills:** To identify how our campcraft, clothing, equipment and fitness could be improved to make us more comfortable. To practice navigating and identify 2 things I need to do to be better next time.
- **Expedition area:** To learn about the area of countryside we will be journeying through and be able to list who owns the land, who uses the land, what shaped the land, and what environmental issues this area faces.' (Past & Present)

## Teamwork

1. In your own words, describe what you consider to be a good team.
2. List three things that your team did well during your Training Expedition.
  - 1.
  - 2.
  - 3.
3. List three things that your team can improve on during your Qualifying Expedition.
4. How did each member of your team provide support?

NAME	BEFORE EXPEDITION	DURING EXPEDITION

5. What else could you have done to be more supportive of your team?
6. What did your team do to support you during the expedition?

## Personal Development

look back at the worries you listed in the Training Expedition Workbook. Did you conquer them? Was it as bad as you thought?

List 3 things you learnt about yourself whilst on the expedition.

Suggestions: What did you learn about how you cope with: Emotions / motivation / confidence / responsibility / planning & preparation

## Camcraft

Camcraft is very important for ensuring that you are warm, dry and comfortable. It includes choosing a camping area, pitching your tent, organising yourselves inside the tent, setting up your sleeping bags and taking down and packing the tents. It also includes keeping you area tidy (so that important things don't get lost, dirty or damaged).

Think about your team and your campsite.

- a. Were there things that you could improve before the next expedition?
- b. Did you all get involved in pitching and taking down the tent?
- c. What were your team really good at?
- d. Were you all warm enough over night?
- e. How did you choose who slept where?

## Food

1. Food is important for energy and moral during your expedition. Hunger, low blood sugar and dehydration will result in moodiness and bad decisions.
2. List the food items that worked well and those that didn't and say why.

*Food items that worked well,*

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*Food items that didn't work well,*

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3. Did you cook as a team or pairs/threes? Why? And could it be improved?  
Cooking one or two meals to share is faster than each person cooking individually.

## Clothing

The correct clothing means that you stay warm and dry during your expedition. The correct amount of spare clothing means that your bag is light enough to be carried but you are still safe.

1. Waterproofs are very important, being wet is cold and miserable.
2. Were your waterproofs waterproof?
3. Do you need to improve them before the next expedition?
4. List any items of clothing you carried but didn't use. Think about whether they are essential or can be left behind next time.

*A complete change of clothes is essential as it is for safety. If you get wet you must be able to change. You can sleep in this set of clothes overnight (trousers/leggings, t-shirt, thermal) This change must not be cotton as you may need it as extra layer when walking on a very wet & cold day.*

## Equipment

1. How were your boots (too tight or loose – waterproof)?
2. Did you get blisters? If you did how can you avoid this next time?
3. Was your rucksack appropriate size? Did it fit you well? Hold all your things?

## Navigation:

What are the 4Ds of navigating?

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

Why is each one important?

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

Name two things your team needs to work on for next time.

- 1.
- 2.

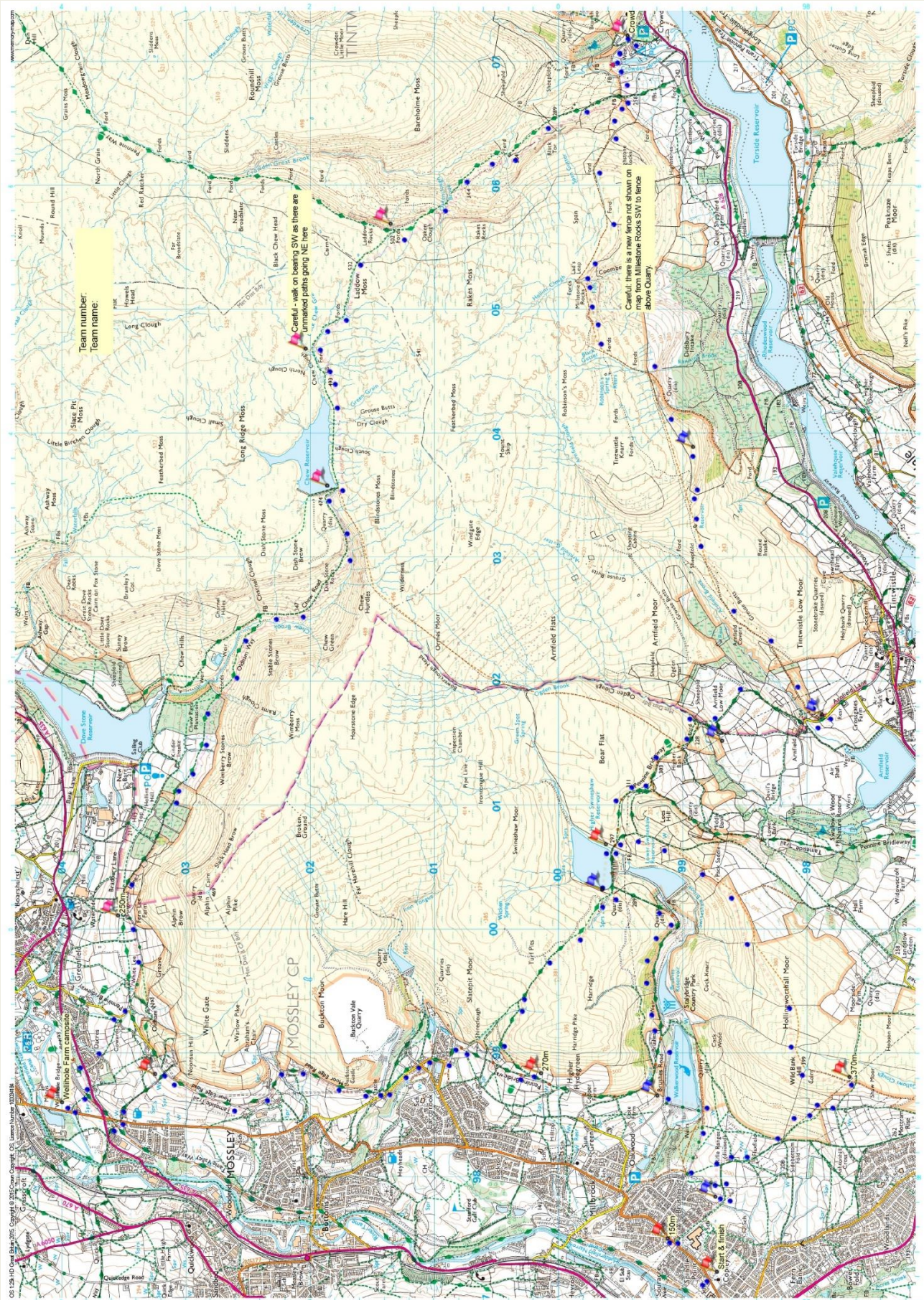
How long does it take the average team to walk a kilometre (km)?

Was this accurate for your team? What was your average speed?

Give two examples of things that could be Tick-off feature.

- .
- .

# Your Expedition Area & Route



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The map shows the area you will be going to for your Qualifier Expedition. The flags show way points and the route legs that you have planned on your Planning Day.

You can find this area on Google and do some research on some of the local landmarks [Google Map link](#)

Your silver expeditions (practice and qualifier) are both within the Peak District National Park. This was the first national park in the UK in 1951. It covers 555 square miles and is one of the most visited national parks in the UK.

What is a National Park?

Why is the peak so important historically?

Research the Kinder Trespass

What was it?

When did it happen?

How are the effects important today?

What is access land? What does it mean to walkers/wildlife?

4. You walk past several features during your expedition.

1. Wild Bank Hill. This has a trig point on the top. What is a trig point and what were/are they used for?

2. Stalybridge country park. Who owns it and why is it important?

3. Walkerwood reservoir, Brushes reservoir, Swineshaw reservoirs and others. What are these used for and where does the water go?

4. There are some disused quarries in the area. What were they quarrying? And what is it used for.

5. What animals and plants are native to this area? Which ones have been introduced?

6. Some of the area is a Grouse Moor. What does this mean?

### **How is the land used/owned**

During the expedition you will walk through land that is used in different ways. Some of it is farmland and some is Access land.

What is the difference between these two types? How does this influence where you can walk?

Can you see any difference in the farmland and the access land? Do the plants and animals change?

### **Environmental issues**

A large number of people visit this area. What environmental issues do you think this could cause?

What evidence did you see of the impact of tourism/walkers on the area? Was it positive or negative? Or both?

## **Personal statement**

*Write a couple of paragraphs about your expedition. Use the information you have filled in previously to help you.*

*You can focus on your feelings, your team or the environment.*

- *It could be a poem or song about the experience*
- *Some picture with descriptions of the things you saw*
- *How your team divided the tasks and worked together*

- *It could focus on what you have learnt about yourself and your ability.*

*Your school coordinator may ask you to expand on this.*

## **Aim Ideas**

During your training expedition your team should have thought about and practiced carrying out your aim.

What was your aim? Will it be suitable for your Qualifier expedition?

Was it easy to carry out the work needed?

Could you still carry out your aim in poor weather?

Did you collect useful information? How did you collect the information?

Do you know how you will present your aim after the qualifier?

You can now finalise your expedition aim. If your practice aim wasn't suitable you can change it. The list of ideas is in the workbook.

Once your team have agreed on the qualifier aim write it down below and complete the table. Remember much of the research can be done before you go on expedition.



Expedition Aim .....

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	<b>Work to Do</b>	<b>Who is doing it</b>
Pre Expedition		
On Expedition		
Post expedition		
Presentation		