

Expedition Training Framework - Bronze

Teambuilding & Personal Development

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

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

Campcraft, equipment and hygiene

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

Food and cooking

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

First aid

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

Emergency procedures

- Action in an emergency – is it an emergency? Who to call first. When to call emergency service first. Take them through emergency card prompter.
- Teamwork approach

- Summoning help – using the emergency card to record details, telephoning for help, importance of texting and adding time sent to messages.
- Getting help: where to go for help or a signal. Self-help and waiting for help to arrive, keeping group safe and warm, helping people to find you. How to use group shelter.

An awareness of risk and health and safety issues

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

Checkpointing and how to communicate with Assessors.

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

Preparatory map skills and route planning

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

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

Navigation: Using map & compass to find your way

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

Practical map skills

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

Compass skills

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

Following a planned route

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

Countryside, Highway Safety Codes

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

Observation recording and presentations

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