



THE DUKE OF EDINBURGH'S AWARD WITH E3ADVENTURES



BRONZE EXPEDITION TRAINING FRAMEWORK

Welcome

Getting pupils ready for their Bronze Assessed expedition can be time consuming exercise, especially if they have limited expedition experience. The Training framework for Bronze Expeditions includes a mixture of theory and knowledge that is needed as well as practical skills and experience. Consequentially it makes sense that the preparation and training for expeditions include a mix of theory and knowledge lessons (that can be taught at school in the classroom), practical skills (that can be taught in the school grounds and then reinforced during training and practice expeditions in the countryside) and the development of experience that is only possible by repeatedly practicing those skills in a realistic situation.

Option 1: Training weekend and a later Assessment Weekend.

This is typically for schools that can offer some in-school training but want to give pupils a full days training, a camping experience and a chance to practice their navigation and walking remotely supervised in preparation for assessment.

Option 2: Single Day Training with a later Assessment Weekend.

This is ideal for schools that can offer some in-school training but want support giving pupils practical experience navigating, putting up tents and using stoves. They would typically offer pupils a school-grounds camping experience before assessment.

Option 3: Assessment Weekend Only.

This is typically for schools that are able to offer both in-school training days to their pupils as well as taking them out walking/navigating and giving them a realistic camping experience prior to assessment.

In the next couple of pages we look at the Bronze Training framework and how each area might be delivered in partnership between ourselves and your DofE team at school.

Highlighted in red are those areas that need covering at school before they receive training so that they have sufficient knowledge and skills to make the most out of the training day/weekend.			
Highlighted in orange those areas we would be able to reinforce but there would not be enough time to cover in-depth (or are a bit too complex for students to take onboard while also walking/navigating/camping...) so need some teaching before hand. Areas like choosing suitable clothing need some input up front so they pack the right stuff in their rucksack prior to the training weekend, but we can reinforce it during the expedition.			
Highlighted in dark green those areas we would fully cover in a training day or training weekend.			

Videos and handouts to help you deliver many aspects of the Expedition Training frameworks can be found on our website, look out for this symbol.




















Our Expedition Handbook that we provide to all pupils, which includes the kit list, also has some useful information for pupils. Look out for this symbol.













First aid and emergency procedures	At school before	At School before and reinforced on the practice	On the practice expedition
Training based on the current edition of the Authorised Manual of St. John Ambulance, St. Andrew's Ambulance Association or The British Red Cross.			
Action in an emergency – resuscitation, airway, breathing and circulation.			
Recognition and treatment of hypothermia and heatstroke.		🔍	
The treatment of wounds and bleeding.		🔍	
Treatment for shock.		🔍	
The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters.		🔍	
The recognition of more serious conditions such as sprains, strains, dislocations and broken limbs.		🔍	
Knowing what to do in the case of an accident or emergency.			🟢
Summoning help - what people need to know, telephoning for help, written message.			🟢
Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you.			🟢
We are able to offer a separate FIRST AID training day if required. Some schools offer the St Johns Ambulance First Aid for DofE course as a skill, this can be delivered 1hr per week by your staff.			




An awareness of risk and health and safety issues	At school before	At School before and reinforced on the practice	On the practice expedition
Expedition fitness.	🔴		
Telling people where you are going.			
Identifying and avoiding hazards. (they need to be able to identify hazards on the map when planning the route as well as while walking so a competent knowledge of map symbols before the practice is helpful)		🔍	
Keeping together.			🟢
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.			🟢

Compass skills	At school before	At School before and reinforced on the practice	On the practice expedition
The introduction of the compass at Bronze level should be at a basic level.			
The care of the compass.			🟢
Direction from the compass in terms of the cardinal and the four intercardinal points.			🟢
Setting the map by the compass			🟢
Finding a direction			🟢

Navigation and route planning	At school before	At School before and reinforced on the practice	On the practice expedition
The 1:25 000 scale Explorer maps, available for the whole of England, Scotland, Wales and parts of Northern Ireland, should be used as they make instruction and learning easier. They show the field boundaries, making it easier to locate precisely the footpaths, tracks and lanes used for travel in this type of country. Participants should also be familiar with the 1:50 000 scale Landranger maps.			
The nature of maps.			
The use of 1:25 000 Explorer, 1:50 000 Landranger maps			
Map direction.			
Scale and distance, measuring distance, distance and time.			
Conventional signs			
Marginal information.			
Grid references.			
A simple introduction to contours and gradient.			
The ability to give a verbal description of a route linking two places from the map.			
Setting the map.			
Locating position from the map.			
Determining geographical direction and direction of travel from the map.			
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.			
Planning a route, preparing a simple route card.			
Following a planned route.			

Campcraft, equipment and hygiene	At school before	At School before and reinforced on the practice	On the practice expedition
Choosing suitable clothing, footwear and emergency equipment and knowing how to use it.			
Choosing and caring for camping gear.			
Packing a rucksack waterproofing the contents, always keeping the weight down to a minimum, and about a quarter of the body weight when walking.			
A rucksack safe lifting technique.			
Choosing a campsite, arrangements for water, cooking and sanitation, refuse disposal, fire precautions.			
Pitching and striking tents.			
If you choose to do a 1 day training (no overnight stay) we strongly recommend that you provide some kind of camping experience so that the first time pupils camp (especially all together) is not on assessment as many pupils find the novelty of this experience takes over the ability to focus on being assessed.			

Food and cooking	At school before	At School before and reinforced on the practice	On the practice expedition
Cooking and the use of stoves. (we can teach them how to use a stove safely but knowing how to cook is a skill that pupils need to learn before hand)			
Safety procedures and precautions which must be observed when using stoves and handling fuels.			
Follow the stove safety instructions.			
Cooking substantial meals under camp conditions.			

Countryside and Highway Codes	At school before	At School before and reinforced on the practice	On the practice expedition
Understanding the spirit and content of the Countryside Code.			
The avoidance of noise and disturbance to rural communities.			
A thorough knowledge of the content of the Highway Code			

Teambuilding

The Expedition section involves participants working together as a team in order to complete the expedition. Teambuilding should permeate all expedition training and can be enhanced through team-building exercises and regular reviews so that when the group sets out on the Assessed Expedition, participants are able to work together as an effective and cohesive unit.

The Aim: Observation recording and presentations

At school and before the Assessed expedition pupils should:

- Choose an aim.
- Develop observation skills and different methods of recording information.
- Develop skills relevant to the method of presentation.
- Researching relevant information.