DofE HANDBOOK

By Anne Harris

This book belongs to ____________________________________________
We would like to thank the following for their help with Ditcham DofE:

DofE Instructors: Robin Auburn, William Bray, Sue Burton, David Chapple, Guy Clarke, Ryan Cracknell, Margaret Culwick, Richard Culwick, Jenni Dixon, Christopher and Chrissie Dobbs, Andy Dredge, Paul Flint, Bridget Green, Tara Goodwyn, Andy Hall, Ed Hampton-Matthews, Anne Harris, Richard Howard, Ruth Jones, Michelle King, Mike Korab, Hollie Lewis, Roessa Marks, Nicky and Paddy May, Paul Milner, John Mottershead, Ian Oliver, Richard Rainbow, Justin Smith, Iain Steele, Glenys and Joe Tupper, Nadine Webster, Simon Welch, Christopher Williams, and Keith Williams.

Ditcham Park School teachers and staff, notably Kathryn Morton, Andrew Rowley, Will Stretch (Ditcham Cycle Club, Cookery Club and Fitness Club), Jane Langdon-Shreeve (Infant School), Jenny de Jongh (Speech and Drama), Ed Williamson and the Music Department, and the P.E Department.

Gill Spratt, the DofE Manager and the staff at the DofE Office, Hampshire County Council. David Allan and the Local Award Committee. Lupineadventure.co.uk

We would also like to acknowledge the help of Beatrix Bates, Millie Pardoe, Katie Stevens, Nat Steele, Jaspar Rogers in helping to compile the handbook; and Phil Herridge and Sarah Bates and Portsmouth University in printing the Handbook.

General information about the Award can also be found on the website [www.dofe.org](http://www.dofe.org); and this Handbook is also available on the DofE page of the school website [www.ditchampark.com](http://www.ditchampark.com)

“Ditcham DofE” has a Facebook Group (private) that has been created and is administered by pupils, and I post messages and upload useful files. It is not a requirement to join this group but pupils who already use Facebook may find it useful. I am hoping that pupils can use this communication forum to exchange kit etc. Anne

Please note: the Expedition Section is dependent on Parent volunteers training to become DofE Instructors and helping out. If you enjoy the outdoors and would like to help, please let me know, no prior knowledge required, full training given. [anne.harris@ditchampark.com](mailto:anne.harris@ditchampark.com)
## CONTENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Overview</td>
<td>4</td>
</tr>
<tr>
<td>Getting started</td>
<td>5</td>
</tr>
<tr>
<td><strong>Volunteering, Physical and Skills Sections</strong></td>
<td></td>
</tr>
<tr>
<td>Choosing Activities for the Volunteering, Skills and Physical Sections</td>
<td>6</td>
</tr>
<tr>
<td>(including required Durations, activity ideas, and Activity Log Sheets)</td>
<td></td>
</tr>
<tr>
<td>Programme Ideas</td>
<td>9</td>
</tr>
<tr>
<td>Activity Log Sheets</td>
<td>11</td>
</tr>
<tr>
<td>Completing the Sections</td>
<td>17</td>
</tr>
<tr>
<td>eDoE Bitesize Guide</td>
<td>18</td>
</tr>
<tr>
<td><strong>The Expedition Section</strong></td>
<td></td>
</tr>
<tr>
<td>Bronze DoE Red Cross First Aid Course</td>
<td>20</td>
</tr>
<tr>
<td>Bronze Training Day (November)</td>
<td>21</td>
</tr>
<tr>
<td>Bronze Accompanied Day-Hike and Navigation Day Hike</td>
<td>22</td>
</tr>
<tr>
<td>Bronze DoE Expeditions</td>
<td>23</td>
</tr>
<tr>
<td>Silver DoE Expeditions</td>
<td>24</td>
</tr>
<tr>
<td>Parent Consent and Medical Form</td>
<td>26</td>
</tr>
<tr>
<td>Expedition Kit List</td>
<td>28</td>
</tr>
<tr>
<td>How to choose a Sleeping Bag</td>
<td>37</td>
</tr>
<tr>
<td>How to choose hiking/backpacking boots</td>
<td>40</td>
</tr>
<tr>
<td>How to choose a Rucksack</td>
<td></td>
</tr>
<tr>
<td><strong>Syllabus</strong></td>
<td></td>
</tr>
<tr>
<td>First Aid</td>
<td>43</td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td>45</td>
</tr>
<tr>
<td>Countryside Code</td>
<td>46</td>
</tr>
<tr>
<td>Watersports Code of Conduct</td>
<td>47</td>
</tr>
<tr>
<td>Navigation</td>
<td>48</td>
</tr>
<tr>
<td>(Including Handrails and Tick features, Contours, Using a Compass and taking a bearing, Magnetic Variation, Relocation when lost, OS Symbols)</td>
<td></td>
</tr>
<tr>
<td>Tent Use</td>
<td>55</td>
</tr>
<tr>
<td>Packing a Rucksack</td>
<td>56</td>
</tr>
<tr>
<td>Weather Forecasting</td>
<td>57</td>
</tr>
<tr>
<td>Trangia Use</td>
<td>59</td>
</tr>
<tr>
<td>Expedition Food Ideas</td>
<td>60</td>
</tr>
<tr>
<td>Team Menu Plan</td>
<td>66</td>
</tr>
<tr>
<td>The Aim of the Expedition</td>
<td>71</td>
</tr>
<tr>
<td>eDoE Mapping instructions</td>
<td>73</td>
</tr>
<tr>
<td>Final word: 22 Tips for Expeditions</td>
<td>76</td>
</tr>
<tr>
<td>Appendix: Ticks and Lymes Disease</td>
<td>78</td>
</tr>
</tbody>
</table>
This Handbook has been compiled to provide information about taking part in DofE at Ditcham Park School to parents and pupils, in addition to the information provided in the DofE Welcome Pack. Pupils should bring this Handbook to the Bronze Training Day and all Expedition Planning meetings. If you have any questions, please do not hesitate to contact me. Best wishes, Anne Harris

OVERVIEW

FORM 3 Getting started with Bronze DofE. Pupils can enrol for Bronze DofE on their 14th Birthday and there will be a reminder during the Summer Term. Pupils can get started on the 3 sections: Volunteering, Skills and Physical Sections. The 4th section, the Expedition Section, starts in June with the First Aid Course.

FORM 4 Pupils take part in the rest of the Expedition Section this academic year. Training is progressive and involves the Training Day in November, Day Hikes in January and March, the 2-day practice expedition in April and a 2-day final assessed expedition in May. Pupils are expected to have completed the Volunteering, Skills and Physical Sections before the final expedition in May to then be in a position to complete the whole award by the end of Form 4. (That is my best hope! …however pupils work at the award at their own pace.)

Pupils who have completed the 3 sections (Volunteering, Skills and Physical) for Bronze AND are 15 years old can enrol and get started on these 3 sections for Silver.

FORM 5 Pupils enrol for Silver, get started and complete the 3 sections (Volunteering, Skills and Physical) as well as the Silver Expedition Section. This involves the Ditcham DofE Night Navigation Challenge, “Charlton Chase” (optional) in February, a day hike in March, a 2-day-2-night practice expedition in April, and a 3-day-3-night final expedition at the end of June after the exams. Variations in the expedition section, such as cycling, canoeing and horse-riding can be available on demand.

Pupils who have completed all 3 sections (Volunteering, Skills and Physical) for Silver AND are 16 years old, can enrol and get started on these 3 sections for Gold.

COMMUNICATION This is mainly by email via the school office or anne.harris@ditchampark.com
GETTING STARTED

DofE Registration/enrolment. To start any level of DofE, you must register by filling in the “Participant Enrolment Form” (download the form from the DofE Page of the school website) and returning it to the school office or email anne.harris@ditchampark. Please make sure you enter a contact email address that is frequently used.

**eDofE** You will receive an email letting you know your username and starting password.

Your username is usually the name on your enrolment form (all lowercase) e.g. anneharris and your starting password will be your date of birth in the format ddmmyyyy (no spaces). On the first log-in you will be required to change the password.

<table>
<thead>
<tr>
<th>To help you remember, please record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username ___________________________</td>
</tr>
<tr>
<td>Password ___________________________</td>
</tr>
</tbody>
</table>

www.dofe.org  www.edofe.org

**eDofE** The email will also let you know that your page on the DofE website is ready for you to open and start entering information in the required fields.

You will also receive a Welcome Pack.
CHOOSING ACTIVITIES FOR THE VOLUNTEERING, PHYSICAL AND SKILLS SECTIONS

For all ideas go to www.dofe.org

**Duration:** The DofE durations are based on an expectation that activities should be carried out for 1 hour per week each. This should be taken as a guide. The following are minimums. Please keep a written record of all attendance at activities so that we can work out if the time spent has been sufficient for each section. You can use the Activity Log Sheets in this Handbook or your diary or a spreadsheet or any recording system that you prefer.

**Timescales**

**Bronze** = One section for 6 months minimum (26 hours minimum) and
the other two sections each for 3 months minimum (13 hours minimum each).

**Silver** = *If Bronze has been completed then*
Volunteering Section for 6 months minimum (26 hours minimum),
one section for 6 months minimum (26 hours minimum), and
one section for 3 months minimum (13 hours minimum).

**Gold** = *If Silver has been completed then*
Volunteering Section for 12 months minimum (52 hours minimum),
one section for 12 months minimum (52 hours minimum), and
one section for 6 months minimum (26 hours minimum).

* The durations for Direct Entrants (i.e. those who haven’t completed the previous level) are longer

**eDofE** Once you have chosen your activities, please log in to your eDofE account and fill in the planner for each section, the click ‘save and submit’ to preferred leader (Anne Harris)
IDEAS FOR THE VOLUNTEERING SECTION

This is most likely to involve taking up a new activity. Please try to find an opportunity in your local community or in school. Please note that, to qualify, Volunteering must take place in a non-commercial setting, and be unpaid. Volunteering roles are not those that take the place of a paid employee. Popular choices at Ditcham include helping with:

- the junior section of local sports clubs by assisting the coach and/or learning how to become a coach
- Scouts (beavers or Cubs) or Guides (Brownies and Rainbows), cadets
- a local charity shop, (Sue Ryder* in Petersfield, or St Wilfred’s Hospice*, Chichester)
- an elderly neighbour (e.g. gardening, shopping, dog walking), or visiting a Home for the Elderly
- Riding for the Disabled *
- Infant schools, nurseries, children’s after-school clubs and holiday clubs
- Conservation, youth ranger at QE Park, the Woodlands Trust*
- Animal welfare and helping at an animal rescue centre or zoo (Marwell Zoo*), Hampshire and IOW Wildlife Trust*,
- Reading scheme in the local library
- Fundraising for a chosen charity by training for and taking part in a sponsored event such as a run or bike ride, or why not arrange your own?
- Youth club helper
- Watercress Line train*
- [https://vinspired.com/volunteer*](https://vinspired.com/volunteer) the UK’s leading youth volunteer charity has a search facility on their website
*Please note that you need to apply directly to these organisations and opportunities are dependent on availability.

Volunteering opportunities within school include:

- Helping out in the infant school in your free time (see Mrs Langdon-Shreeve)
- Helping with any of the lunch-time clubs (see relevant teacher)
- Collecting recyclable items to raise funds for a charity
- Fundraising for a charity of your choice by taking part in a sponsored event such as the Hayling Bike Ride (see Mr Stretch), cake sales, battle of the bands… and endless ideas.
- Managing the DofE Kit Store (see Anne Harris)
- First Aider or coaching for the cycle club (see Mr Stretch)
- Checking the contents of the school first aid kits and first aider at events and sports days (see Anne Harris).
- Managing the Ditcham DofE Facebook Group and advising younger pupils on cyber safety

IDEAS FOR THE PHYSICAL SECTION

Any sports, fitness activities, dance etc taking place outside or inside school (excluding PE lessons and Games).

Activities organised by the school and are popular choices include:

- Any sports organised by PE Staff in lunch-time activity session or after-school
- Fencing (Mrs Blackman, Mr P)
- Cycling (Mr Stretch)
- Fitness Club (Mr Stretch)
- Running or cycling in own time from home, evidenced by apps such as Map-My-Ride

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

IDEAS FOR THE SKILLS SECTION

This is the section with the largest and most varied number of activity ideas.

Activities organised by school and are popular choices at Ditcham include:

- Playing a musical instrument (Mr Williamson), choir (Mrs Cox)
- Speech & Drama or Theatre Appreciation (Mrs De Jongh)
- Some of the lunch-time or after-school activities such as Cookery club, Model Making club or DT club or Debating club or Art Club or French/Spanish club or Computer Programming Club
- Computer programming and Website design at-home learning using websites such as https://projecteuler.net, www.w3schools.com, www.blender.org (computer animation), www.wordpress.com (blogging) (Ryan Cracknell)
- Physics in everyday life (self-directed, Mr Richards)
- Photography (self-directed)
- Cookery at home (create your own recipe book)
- Animal welfare: Vet helper, stables helper

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

Remember to keep a record of all the time spent doing activities for DofE
PROGRAMME IDEAS

When completing each section of your DoE, you should develop a programme which is specific and relevant to you. This sheet gives you a list of programme ideas that you could do or you could use it as a starting point to create a programme of your own! For each idea, there is a useful document giving you guidance on how to do it, which you can find under the category finder on www.DoE.org/sections.

Help with planning
You can use the handy programme planner on the website to work with your Leader to plan your activity.

Volunteering section
Volunteering gives you the chance to make a difference to people's lives and use your skills and experience to help your local community. You can use this opportunity to become involved in a project or with an organisation that you care about.

- Helping people: Helping children, Helping people in need, Helping people with special needs
- Youth work

Community action & raising awareness:
- Campaigning
- Cyber safety
- Council representation
- Drug & alcohol education
- Home accident prevention
- First aid
- Personal safety
- Promotion & PR
- Road safety

Working with the environment or animals:
- Animal welfare
- Environmental
- Rural conservation
- Preserving wildlife
- Working at an animal rescue centre
- Upton picking
- Urban conservation
- Beach and coastal conservation
- Zoo/whale centre experience work

Helping a charity or community organisation:
- Administration
- Being a charity intern
- Volunteering in a library
- Event management
- Fundraising
- Mountain rescue
- Religious education
- Serving a faith community
- Supporting a charity
- Working in a charity shop

Coaching, teaching and leadership:
- Dance leadership
- Drumming
- Team sports: Football, Basketball, Rugby, Cricket
- Skiing
- Snowboarding
- Rackets: Cricket, Tennis
- Aquatics: Swimming, Sailing, Surfing, Bodyboarding
- Musical instruments
- Drama: Acting, Theatre production

Skills section
Developing a skill helps you get better at something you are really interested in and gives you the confidence and ability to use this skill both now and later in life.

Performance arts:
- Film appreciation
- Commercial drill
- Circus skills
- Conjuring & magic
- Dance appreciation
- Extreme ironing
- Magazines
- Pop music
- Singing
- Speed & timing theatre appreciation

Science & Technology:
- Astronomy
- Anatomy
- Archaeology
- Astronomy
- Biology
- Chemistry
- Electronics
- Engineering
- Entomology
- Human biology
- Oceanography
- Paramotology
- Physics
- Rocket making
- Robotics
- Radio technology
- Robotics
- Website design
- Zoology

Care of animals:
- Agriculture: Keen farmers
- Aquaculture: Keeping fish
- Breeding: Breeding pets
- Dog handling & training
- Horse/pony riding/management
- Handling & care
- Keeping of pets
- Looking after pets (i.e. puppies, kittens)
- Pigeon feeding & handling

Music:
- Churchill singing
- Composing
- Diving
- Evaluating music & musical performances
- Improvising music
- Listening to, analysing & describing music
- Music appreciation
- Playing a musical instrument
- Playing in a band
- Recording & making music
- Understanding music in relation to history & culture

Natural world:
- Agriculture
- Conservation
- Forestry
- Gardening
- Landscape architecture
- Growing cacti
- Plant growing
- Grasses
- Vegetable-growing
Environmental and conservation
- Attending a conference on climate change as a youth representative for your local authority.
- Staying with a host family in Australia.
- Joining a tree planting project in the Amazon rainforest.
- Helping to save the black footed ferret.
- Helping to protect the California condor.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
- Learning to live a sustainable lifestyle.
- Fighting to save the rainforests.
- Helping to protect the Great Barrier Reef.
### VOLUNTEERING SECTION

**ACTIVITY LOG**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Level (Bronze, Silver or Gold):</th>
<th>Timescale (No. of months for this section):</th>
</tr>
</thead>
</table>

**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 jpgs) as evidence into eDoE to ensure that your Achievement Pack will be a real reflection of your DoE activities.
- Download extra copies of this Activity Log, plus logs for the other sections, from [www.eDoE.org](http://www.eDoE.org) or [www.DofE.org/uk/downloads](http://www.DofE.org/uk/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.

<table>
<thead>
<tr>
<th>Date</th>
<th>What you did</th>
<th>Hours</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>What you did</td>
<td>Hours</td>
<td>Initials</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# PHYSICAL SECTION
## ACTIVITY LOG

<table>
<thead>
<tr>
<th>NAME:</th>
<th>LEVEL (Bronze, Silver or Gold):</th>
<th>TIMESCALE</th>
<th>(No. of months for this section):</th>
</tr>
</thead>
</table>

**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 photos) as evidence into eDofE to ensure that your Achievement Pack will be a real reflection of your DofE activities.
- 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>What you did</th>
<th>Hours</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>What you did</td>
<td>Hours</td>
<td>Initials</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# SKILLS SECTION

**ACTIVITY LOG**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>LEVEL (Bronze, Silver or Gold):</th>
<th>TIMESCALE (No. of months for this section):</th>
</tr>
</thead>
</table>

**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 jpeg) 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 Expeditions/Residential records, please refer to the Keeping Track booklet.
- You can ask your Assessor, Leader, instructor, trainer, coach, mentor etc. to initial each entry.

<table>
<thead>
<tr>
<th>Date</th>
<th>What you did</th>
<th>Hours</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When you have completed a section you need to:

1. **Request a report from the Assessor** (the assessor is the suitably qualified person who has been supervising the activity e.g. sports coach, music teacher). If there is no suitable assessor (i.e. for activities that are self-directed and take place independently of clubs e.g. running and cycling from home, cookery, photography) then the DofE Co-ordinator will be the assessor and ‘other’ evidence such as photos need to be uploaded. Parents and family members cannot be assessors under any circumstances, but they can help to verify to the assessor/DofE Co-ordinator that the activity has been completed by the participant.

2. **Add Your Own Comments**
3. (optional) Upload any evidence in photos (jpeg format) that you would like to include in your Achievement Pack (see below).

**Requesting a report**

This can be done in 3 ways:

1. By taking the Assessors page from the Welcome Pack and giving it to the Assessor. This page/card explains the many different ways that an Assessor can submit a report. If the Assessor chooses to provide a written report, then please take a photo of the report and upload it to your eDofE. Remember to fill in your name, ID number, and duration on the card first.
2. By sending an email to the assessor and asking them to send a report by reply email. Then print out the entire email (including the To: From: and Date), take a photo and upload it to your eDofE.
3. Give the assessor the link [www.dofe.org/assessor](http://www.dofe.org/assessor) and your eDofE ID number (found on your eDofE page) and ask them fill in the on-line assessment form. This report will appear on your eDofE (it goes to your eDofE via the DofE Co-ordinator).

**Adding Your Comments**

This can be done in 2 ways:

1. By logging in to your eDofE, going to the relevant section, clicking ‘add evidence’ from the left hand list, then click ‘text’, then type “My Comments” in the title box, then type a few sentences about what you thought of the activity in the main box. Scroll down ‘save and submit’. (Always select Anne Harris from the drop-down menu as the preferred leader)
2. By writing your comments on a piece of paper (sign and date). Then take a photo of your comments and upload into your eDofE.

**Uploading Evidence – Achievement Pack (optional)**

If you wish to apply for an Achievement Pack, you need to upload a minimum of 10 pieces of evidence into each of the Volunteering, Physical Recreation and Skills Sections; and 14 pieces of evidence in the Expedition Section. Evidence can many different things, commonly photos, but also certificates, programmes/tickets from events etc. but must be in photo (jpeg) format and include both portrait and landscape photos (max 200 photos). Once your award has been approved, you will be invited to prepare your Achievement Pack. The final Achievement Pack has a choice of 3 formats: a free colour pdf download, a hard-backed book costing £18, and a leatherette version costing £25.

*Once you have completed each section, scroll down and look for the ‘submit section’ button to send to DofE Co-ordinator for approval.*
Bitesize Guide for participants

This Bitesize Guide will help you to complete your DoE online. You can do much more on eDoE than we outline below; this guide simply shows you the minimum that is required.

Step 1 - Activate your account
To sign in to eDoE go to www.eDoE.org. Enter your username and password which will have been given to you by your DoE Leader.

Once you have signed in, you will be asked to enter your personal details (e.g. address) and change your password.

Your new password must be at least six figures long and a mixture of numbers and letters, including one capital letter.

Be careful, passwords are case-sensitive.

Step 2 - Decide on your timescales
You will be asked to decide how long you are going to spend on each section.

Don't worry if you change your mind later, your timescales can be amended!

Step 3 - Choose your programme
Once you start your activities you need to enter the following information into your account:

- Start date
- Activity category from list
- Activity title

You will then need to answer three short questions to give your Leader the information they need.

They don't need to be really long answers but it needs to be enough for your Leader to understand where, what and who you are working with.

Step 4 - Submit your activity choice for approval
Select the Leader that you want your request to go to. Then click on the 'submit for approval' button. This will send your objectives to your Leader for approval.

Step 5 - Complete your expedition information
Your Leader is able to set up your expedition information for you in advance but you must input your aims and goals for your qualifying expedition and the details of your presentation.

Step 6 - Add evidence
You will now need to add evidence to your account. Please see the column to the right for different ways of doing this.

Step 7 - Submit your section for approval
Once you have completed a section and uploaded your evidence and Assessor's report you can click the 'submit section for approval' button and your DoE Leader will be able to approve your section.

Once you have submitted all your sections and the Leader has approved them your Award will go through to your Operating Authority for final approval.

Well done, you are now ready to move onto the next level!

You are now able to compile your Achievement Pack if you wish using your uploaded evidence. For more information visit www.DofE.org/DoE

Download the eDoE Bitesize Guide for Assessors at www.DofE.org/centralengland

Evidence
You can add as much evidence as you like but the minimum is an Assessor's report for every section.

This should include your name, the activity that you did, the dates between which you did the activity and then a short report about what you achieved.

There are lots of ways your Assessor can do this but they will need your eDoE ID number:

- Through your EsiDoE portal www.DofE.org/Assessors
- By phoning 0203 358 8644 and they can give their report over the phone.
- Type up a word document and email that to you or your Leader.
- Fill in your Keeping Track booklet which you will then need to scan or photograph and upload it.

When your Assessor's evidence has been uploaded to your account then you need to submit it for approval if you uploaded it.

If your Assessor uploaded it then it will already have been approved by your DoE Leader and will come into your account automatically.
EXPEDITION SECTION
RED CROSS FIRST AID COURSE

This is the first part of the Expedition Section. It is a requirement of the Award that each participant undertakes training in “First Aid and Emergency Procedures” before taking part in an expedition. This 6 hour course provides a comprehensive basic understanding of First Aid and Emergency Procedures with emphasis on First Aid for the Outdoors. The course is assessed and leads to the award of a recognised first aid certificate, which is valid for 3 years. Pupils are also issued with a Ditcham DofE First Aid Kit for use on expeditions.

The course covers:
- How to deal with an unconscious not-breathing casualty (Resuscitation by CPR and using a Defibrillator),
- How to deal with an unconscious breathing casualty (Recovery Position),
- Choking
- Bleeding severely
- Nosebleeds
- Shock
- Burns and scalds
- Stroke
- Disorders of the heart (heart attack)
- Diabetes
- Drowning
- Electrocution
- Allergic reaction and anaphylactic shock
- Asthma
- Sprains and strains
- Fractures

If any pupil has a medical condition then the team will be trained specifically on how to deal with any problems that might arise as a result.

The remainder of the expeditions section will be completed during Form 4.
Form 4 Bronze Training Day (November)

The Bronze Training Day takes place at Ditcham Park School in November. This is your opportunity to meet your Ditcham DofE Instructor and to prepare for the outdoors (including introduction to expeditions, OS Symbols, Rucksack Packing and personal kit, Countryside Code).

“Ready Steady Cook” on a Trangia Stove Team Challenge.

Please bring foods to cook on a Trangia Stove for your lunch. Each team has 2 stoves. Each stove has 2 saucepans and 1 frying pan. For ideas about suitable foods, please look at the section on “Expedition Food Ideas” (No chilled foods. No glass jars).

Meals will be judged on:
* ease and speed of preparation,
* nutritional value (especially energy content),
* flavour and appearance,
* size (weight and mass) of ingredients, and
* amount of waste (packaging).

Please bring:
* Foods (as above)
* Ditcham DofE Handbook
* Parent Consent and Medical Form (following – fill in and tear out of Handbook)
* warm and waterproof clothes suitable for going outside as we will be cooking lunch outside whatever the weather!
* a change of footwear for wearing inside;
* plate/bowl, fork, spoon, knife, small amount of washing up liquid, scourer and tea-towel;
* a snack and plenty of drinks.

By the end of the day, the team will have planned their menu for the January hike.

(N.B. The full kit is NOT required for this Training Day. It will be required for the first hike in January)
The objectives of this hike are to build stamina and fitness by carrying the full kit, check and test kit, adjust and fit rucksacks, learn navigation techniques and the use of a compass, team building, and practice cooking a meal and disposing of waste in the outdoors.

The rucksack should not weigh more than 25% of your bodyweight when group kit has been added. Please know your own body weight in kg before you arrive at the start point so we can work out how much Group Kit you are able to carry.

To bring: Full expedition kit (see Expedition Kit List). Own food to be cooked and should be allowed to select and buy their own food, and to pack their own rucksacks.

The menu will have been planned by the whole team, however, pupils should always bring and carry their own portions of food.

Foods to be cooked include a main course and a pudding/dessert.

The OS Explorer Map 120 Chichester, South Harting and Selsey (1:25,000 scale) will also be needed, one per pupil.

Once you have 'battled' with your rucksack to fit everything in, remember that most of the kit can stay in your rucksack neatly packed until the end of the final expedition. It will only be necessary to remove rubbish and anything that needs washed. Once washed you can return the items straight back to the rucksack ready for the next training session. So keep your rucksack packed and ready-for-use.

The hike will go ahead whatever the weather, however, participants should check the weather forecast in order to choose and wear suitable clothes. There will be lots of stops and so clothes for extra warmth including hat and gloves should be included. The hike starts and finishes at Ditcham.

This hike starts at lunch-time and finishes at dusk/dark. The teams are unaccompanied but are met at intervals by their DoE Instructors. The objectives of this hike are practicing navigation, team building, and practicing cooking a meal on a stove in coordination with other team members. The OS Explorer Map 120 Chichester, South Harting and Selsey (1:25,000 scale) will also be needed, one per pupil.

REMEMBER Pupils! please select your own expedition foods, and pack your own rucksack.
Bronze DofE Expeditions

Once training has been completed, the pupils can move forward to taking part in a 2-day practice expedition during the Easter holidays. Practice expeditions take place in South Downs or Isle of Purbeck, Dorset. Bronze and Silver teams camp together.

The Bronze final assessed expedition takes place in the New Forest in May and, thanks to a special arrangement with the Forestry Commission, pupils are offered the opportunity to wild camp.
Silver DofE Training and Expeditions

Silver DofE Expedition Section starts with a Night Navigation Challenge designed by Richard Rainbow (a Ditcham Gold DofE Instructor) which takes place on a Friday evening in January after-school in a remote common. Teams have to use their compass and pacings in the dark to find marker posts and answer navigation questions. They also cook a meal on a gas Trangia in the dark with head torches.

Pupils who enjoy night navigation are able to take part in Charlton Chase early February. This is a Night Navigation Challenge that involves hiking through the night and takes 8 hours to complete. 99 teams of 4 young people aged between 14 and 21 take part in this ‘awesome’ challenge!

After this the pupils have a choice of expedition – hiking, canoeing, cycling or horseriding (depending on demand). Although the expeditions will vary and depending on team choice and competence, here is a brief outline to give you an idea of expeditions that have been run to date.

The pupils who choose hiking have taken part in expeditions in South Downs and Isle of Purbeck (Easter holidays) in training for the final assessed expedition in Brecon Beacons (Black Mountains) after the exams. This involves climbing around 600m each day and camping each evening in the Llanthony valley by the river.

Pupils who choose canoeing use open 2-man canoes, and training takes place at Cobnor Activities Centre, Chidham in the Bosham Channel (an area of outstanding natural beauty) over 4 Saturdays in March. Canoeing expeditions have taken place on the south east coast, and River Adur in the Easter holidays; and the final assessed expedition takes place in the River Wye (after the exams).
To take part in the **cycling** expeditions, pupils need to supply their own off-road bike fitted with rear panniers and a handlebar bag. Training takes place on the Downs Link (Guildford to Shoreham) in March, and the practice takes place in the Easter Holidays and final after the exams. Cycling expeditions have been held on South Downs, New Forest, Isle of Wight, and Devon.

I am pleased to say that there has actually been a successful horse riding team at Ditcham! It was the hardest expedition to plan and do, but it can work well. Pupils used their own horses and took part in expeditions in South Downs and the New Forest.
One Form per academic year, but please use a second form of there is a change in medical condition/medications

Parent Consent and Medical Form Page 1 of 2

Please return to the School Office, Ditcham Park School, Ditcham Park, Petersfield

Name of establishment DITCHAM PARK SCHOOL

Personal details

First name of participant .................................................. Surname ..........................................................

Date of birth .......................................................... Age ......... male / female

Address ............................................................................................................................................................

........................................................................................................................................................................ Post code ......................

Name of next of kin ..........................................................................................................................................

Next of kin address during the activity (if different from above) ...........................................................

........................................................................................................................................................................ Post code ...........

Contact no: Home ........................................ Work .................................. Mobile ................................

Name and address of participant’s doctor .................................................................................................

Telephone no ........................................ NHS no (if known) .................................................................

Consent for the visit or venture

The visit or venture to .......................................................... Date of visit ..........................................

I confirm that I have parental responsibility for ..........................................................................................

He/she is in good health and I consider him/her to be capable of taking part in the activities set out in your letter dated ........................................................................................................................... . I acknowledge receipt of the insurance synopsis (see www.dofe.org and http://www3.hants.gov.uk/education/outdoor-education/dofe-homepage.htm ). I consent to him/her taking part in the programme detailed in your letter.

In the event of illness or accident, I consent to any necessary medical treatment, which might include the use of anaesthetics.

Signed .......................................................................................................................................................

Please print name here ................................................................................................................................

Address ........................................................................................................................................................

........................................................................................................................................................................ Post code ..............

Any additional information required
Has the participant had any of the following?

Asthma or bronchitis Yes No
Heart condition Yes No
Fits, fainting or blackouts Yes No
Severe headaches Yes No
Diabetes Yes No

Allergies to any known medication Yes No
Any other allergies, eg material, food, plasters Yes No
Other illness or disability Yes No
Travel sickness Yes No
Regular medication Yes No

If the answer to any of these questions is Yes, please give details: ..............................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

If it is considered necessary, do you agree to mild painkillers (eg: Paracetamol) being administered Yes No

Has the participant received vaccination against Tetanus in the last 10 years? Yes No

Is the participant receiving medical or surgical treatment of any kind from either their family doctor or hospital? Yes No

If on medication, has the participant been given specific medical advice to follow in emergencies? Yes No

If the answer to either of the last two questions is Yes, please give details here (including name and dosage of any medicines/tablets):
....................................................................................................................
....................................................................................................................
....................................................................................................................

In the event of any illness or medical treatment occurring after the return of this form and prior to the activity, I undertake to inform the DofE Co-ordinator.

Signed .................................................. (for participants under 18 years of age)

Person with parental responsibility

Please print name here ......................................................................................................

Consent for taking images

During our visit or venture we are likely to take pictures and videos. We would like to use these in presentations, displays or in our own booklets, newsletters or publicity.

In the event of any images of my child/me being taken, I consent to them being used for educational purposes. Yes/No *

I consent to the images being used on the website Yes/No *

Signed ................................................................. (for participants under 18 years of age)

Person with parental responsibility

Date .................................................................
Expedition Kit List

This kit list contains all the essential items required for a DofE expedition. The recommendations are from the DofE website and the photos are for a guide. There are lots of factors that will influence your choice of kit such as budget, availability of kit, if you envisage continuing on to complete Gold, if you are still growing, how much weight you can carry (25% of your body weight) etc.

The next section contains advice on how to choose the 3 most important items: the sleeping bag, the boots, and the rucksack.

In addition to this advice, my best tips to you (which doesn't represent the views of DofE or Ditcham Park School etc neither do I have any vested interest in these companies, this is just my personal point of view 😊) to help you source the best value for money.

**Cotwolds** and **Snow and Rock** sell the best quality kit and give the best advice (well-trained staff in general). You have a Cotwolds discount card in your DofE Welcome Pack (but it doesn't work on sale items). The kit can be expensive but if you are heading for Gold, you will thank yourself for investing in good quality.

**Mountain Warehouse** at GunWharf on online is also excellent and do good deals.

Go first to **Clusons** (Petersfield Industrial Estate) for the best value and ‘solid quality’ waterproof trousers, waterproof and breathable jackets (only buy the 2-layer ones), waterproof and breathable boots, hiking socks, waterproof gloves, hats, and fleeces. **N.B the VAT is added at the till, and the shop closes at 12 on Saturdays.**

**GoOutdoors** online (or visit a store) the prices are very competitive for rucksacks and sleeping bags, and also expedition clothing.

OS Maps best value online from Dash4it or mapandcompass or last-minute from local book shops. Mapandcompass are also good for the Silva Ranger Compass (must have a gradation along edge for 1:25,000 and bearings).

**BOOTS** Please do not buy hiking boots online (unless you have tried a pair on in a shop and can search for the exact make and size). If your feet are any way ‘unique’ and you have problems fitting shoes then go for a proper fitting at Cotswolds or Snow and Rock. You can expect to pay around £100+ for a pair of boots at these shops.
<table>
<thead>
<tr>
<th>Got it</th>
<th>Packed it</th>
<th>DofE Recommends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 pair Backpacking Boots (broken in), waterproof, breathable</td>
<td>Brasher</td>
</tr>
<tr>
<td></td>
<td>one per day pair of proper hiking socks. Merino wool are the best (or Sealskin if you can afford them)</td>
<td>Bridgedale Woolfuson Trekker</td>
</tr>
<tr>
<td></td>
<td>2-3 t-shirts (non-cotton base layer). Perhaps you already have non-cotton sports shirt that you can use?</td>
<td>Craghoppers – Base Tee</td>
</tr>
<tr>
<td></td>
<td>2 fleece tops No hoodies please as if they get wet they never dry and they are not warm enough to sleep in</td>
<td>Craghoppers – Mission half-zip micro fleece</td>
</tr>
<tr>
<td></td>
<td>walking trousers (quick-drying, NOT jeans)</td>
<td>Craghoppers – Terrain Trousers, Ventura Trousers</td>
</tr>
<tr>
<td></td>
<td>One change of underwear per day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flipflops / trainers to wear at camp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Warm hat / sunhat (as appropriate) Fleece or knitted (even better if fleece-lined or waterproof)</td>
<td>e.g. Sealskinz beanie hat</td>
</tr>
<tr>
<td></td>
<td>1 pair of waterproof gloves Waterproof essential</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Waterproof over-trousers Best if they have a zip at the bottom on each leg to help getting them on</td>
<td>Craghoppers – Pakka Plus Overtrousers</td>
</tr>
</tbody>
</table>
and off over boots

| Cagoule/coat (waterproof & windproof, breathable)  
This will be a 2-layer jacket (pack-a-macs are not suitable because they are not fully waterproof and they also cause condensation and make your clothes damp. Ski jackets are not suitable because they can't be packed small enough to fit into the rucksack) |
|---------------------------------|

| Craghoppers – Terrain Lite Shell, Pakka Plus Jacket |

**PERSONAL KIT**

<table>
<thead>
<tr>
<th>Got it</th>
<th>Packed it</th>
<th>DofE Recommends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rucksack 65 L (with adjustable back, hip strap and chest strap, side pockets, drink bottle side pockets, top pocket, straps for attaching the roll mat to the outside, showerproof cover.)</td>
<td>Vango – Contour, Sherpa, Pumori</td>
<td></td>
</tr>
<tr>
<td>Rucksack liner, and bags for wrapping kit for inside the rucksack. <em>(Rucksack liner=Rubble sacks from supermarkets, or plastic rucksack liner (online), or expedition dry fold bags (online). Large resealable bags from a supermarket to pack kit inside the rucksack and keep it waterproof)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleeping bag (compact “3 season” 0 to -5C comfort rating, mummy-style)</td>
<td>Vango – Nitestar, Ultralite, Supernova,</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>See following advice</td>
<td>Latitude</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sleeping mat</td>
<td>(foam roll mat or self-inflating mat e.g. ‘thermarest’)</td>
<td>Vango – Adventure, Trek, Ultralite</td>
</tr>
<tr>
<td></td>
<td><em>Self inflating is best or thick foam rollmat (please avoid the thin foam rollmats as they are not warm enough)</em></td>
<td></td>
</tr>
<tr>
<td>Survival bag</td>
<td><em>Plastic, around £2-£5 GoOutdoors online</em></td>
<td></td>
</tr>
<tr>
<td>Small Notebook &amp; pencil. Watch. Whistle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head torch LED, and spare battery</td>
<td><em>(£5-£15 search online)</em></td>
<td>Silva, Pretzl</td>
</tr>
<tr>
<td>Map (OS Explorer Map)</td>
<td><em>Should be one map per pupil</em></td>
<td>The list of maps needed varies per year, and can be found on the programme of dates on DofE page of school website</td>
</tr>
<tr>
<td>Map (OS Explorer Map)</td>
<td><em>Online at Dash4it or mapandcompass</em></td>
<td></td>
</tr>
<tr>
<td>Waterproof map case</td>
<td><em>£5-£20 search online</em></td>
<td></td>
</tr>
<tr>
<td>Compass (£20 est)</td>
<td><em>It must have a bearings, plus measurements on side for 1:25000</em></td>
<td>Silva Ranger Compass</td>
</tr>
<tr>
<td>Personal First Aid Kit</td>
<td><em>Supplied by school. Please add headache tablets, antiseptic cream</em></td>
<td></td>
</tr>
<tr>
<td>Insect Repellent /</td>
<td><em>(Avon Skin So Soft containing citronella is best!)</em></td>
<td></td>
</tr>
<tr>
<td>suncream /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Image</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Sunglasses (as required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand gel sanitiser, small quantity of toilet tissue, hand trowel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal wash kit (hand towel, deodorant, toothbrush, toothpaste, shampoo)</td>
<td>Decant into smaller containers (or use hotel-type shampoo and soap) and only bring what you need to use</td>
<td></td>
</tr>
<tr>
<td>Emergency food ration (food/a meal that doesn’t require to be cooked)</td>
<td>e.g. 3 cereal bars</td>
<td></td>
</tr>
<tr>
<td>Water bottles (2 x 1L)</td>
<td>Sigg</td>
<td></td>
</tr>
<tr>
<td>Penknife (max 3” retractable blade)</td>
<td>Victorinox – Pocket Tool</td>
<td></td>
</tr>
<tr>
<td>Fork, spoon, bowl mug (non-breakable) If you are planning to use dry foods, then mark 100ml with permanent marker on your drinks mug to help measure water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matches in a waterproof container and/or lighter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing-up kit (towel, scourer, small quantity of washing-up liquid. One strong resealable plastic bag available from supermarkets per day for daytime rubbish)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food for each meal (at least one cooked meal per day) non-chilled foods, no glass) plus ‘all-day-</td>
<td>See the chapter on Expedition Foods</td>
<td></td>
</tr>
</tbody>
</table>
grazing' healthy snacks

**GROUP KIT** (to carry between the team)

<table>
<thead>
<tr>
<th>Got it</th>
<th>Packed it</th>
<th><strong>DofE Recommends</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tent</td>
<td></td>
<td>Supplied by school</td>
</tr>
<tr>
<td>Trangia Stove with gas convertor, cooking pots</td>
<td></td>
<td>Supplied by school</td>
</tr>
<tr>
<td>Self-sealing gas</td>
<td></td>
<td>Supplied by school</td>
</tr>
<tr>
<td>Hi-Viz vests</td>
<td></td>
<td>Supplied by school</td>
</tr>
<tr>
<td>Mobile phone (one per team, charged, switched off and sealed in a bag)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 strong bin bags per day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Canoëing Kit (additional specialist kit)**

<table>
<thead>
<tr>
<th>Got it</th>
<th>Packed it</th>
<th>DofE Recommends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Canoeing shoes / water shoes</td>
<td>Amazon</td>
</tr>
<tr>
<td></td>
<td>Canoeing gloves</td>
<td>Amazon</td>
</tr>
<tr>
<td></td>
<td>Wet Suit</td>
<td>Supplied by Canoe Centre</td>
</tr>
<tr>
<td></td>
<td>Buoyancy Aid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cagoule</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helmet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100L Dry Bag</td>
<td>Supplied by school</td>
</tr>
</tbody>
</table>

**Horseriding Kit (additional specialist kit)**

Participants wishing to take part in a Silver horse riding expedition must have completed Bronze (hiking) and be trained to Pony Club C+ (or the equivalent) including horse welfare

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Own or long-term loan horse or pony, saddle, bridle</td>
<td></td>
</tr>
<tr>
<td>Riding hat, gloves, socks, chaps, jodhpurs, numnahs, lightweight waterproof rug, turn-out rug, water bucket, feed bucket, grooming kit, travel boots/tailguards or tail bandages, horse towels, shoof,</td>
<td></td>
</tr>
<tr>
<td>Group Kit</td>
<td></td>
</tr>
<tr>
<td>Hoof pick, bailer twine, hay nets, horse fly spray,</td>
<td></td>
</tr>
<tr>
<td>Horse first aid kit, cantle bag, front and rear saddle bags,</td>
<td>Supplied by school</td>
</tr>
<tr>
<td>Got it</td>
<td>Packed it</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>All-terrain bike, with quick-release wheels, lights</td>
</tr>
<tr>
<td></td>
<td>Helmet, cycle gloves Hi-Viz cycle clothing cycle footwear</td>
</tr>
<tr>
<td></td>
<td>Rear-wheel pannier rack and two pannier bags</td>
</tr>
<tr>
<td></td>
<td>Handlebar bag, with clear pocket for map</td>
</tr>
<tr>
<td></td>
<td>Day bag (max 25L) with camelback/platypus</td>
</tr>
<tr>
<td></td>
<td>Personal spare bike kit (puncture repair kit, inner tubes x 2, pump, tyre levers set of Allen Keys for your own bike)</td>
</tr>
<tr>
<td></td>
<td>Group spare bike kit (link remover and 2 spare chain links, spoke tightener, cable ties, Duct tape)</td>
</tr>
</tbody>
</table>
THE M CHECK

Make sure your bike is safe to ride, follow The M Check.
How to Choose a Sleeping Bag

The right sleeping bag can make all the difference to a restful night’s sleep. As we are camping in early Spring, the minimum requirement for DofE is a “3-season” mummy-style sleeping bag with a comfort rating of 0 to -5°C.

Temperature Ratings

The temperature rating is the most important factor to consider when choosing a sleeping bag. It is important to remember that temperature ratings will vary from person to person, the way you sleep and how easily you feel the cold will have a bearing on which bag you choose. Other factors, such as the clothes you choose to sleep in, if using inside a tent or out in the open and whether a ground or sleeping mat is used will also have an effect on how comfortable an experience you have.

Temperatures should be used as a guide only - it’s advisable to choose a sleeping bag that will provide more warmth than you may think is necessary.

Comfort Ratings

The ‘comfort’ rating refers to the optimum temperature you will feel warm and comfortable sleeping in. When the bag is used in any temperatures below the ‘comfort rating’ the user is likely to feel the cold.

Extreme Ratings

The ‘extreme’ temperature rating is essentially ‘the survival temperature’. Put simply, this is the very limit at which the bag will keep you alive without frostbite, or any other temperature related ailments. It is not the lowest temperature you will be comfortable in and you should not expect regular use of the bag at this temperature.

Season Ratings

Sleeping bags were traditionally, and still are, classified by season ratings.

Generally speaking a season 1 sleeping bag is suitable for Summer, a season 2 sleeping bag is suitable for Summer and Spring, a 3 season sleeping bag is suitable for Spring, Summer and Autumn and a season 4 sleeping bag is suitable for all year round. It’s important to remember that seasons and temperatures will vary from country to country so always check the temperature rating.

Some people simply feel the cold more than others. If this applies to you then you should remove about 3-5°C from the lower comfort temperature. Factors to determine whether you will feel the cold more than others include: age, gender, the amount of time you spend outdoors, nourishment and weight.
Fillings: Synthetic Vs Down

Sleeping bags will either be filled with manmade synthetic insulation, mostly made from poly-fibres, or natural down, the fine under feathers from ducks or geese.

Synthetic insulation is the most common type of insulation used in sleeping bags. A synthetic sleeping bag will be cheaper, easier to clean and will perform better when wet than a down bag. However synthetic insulation does not retain heat like natural down and is bulkier and heavier so not ideal when space and weight are important considerations.

The loft (or fluffiness) of down creates thousands of tiny air pockets which means that down sleeping bags are more effective at trapping warm air and retaining heat. They are also much lighter than synthetic bags and compress to a smaller size when packed. The warmth-to-weight ratio of a down sleeping bag cannot be beaten by a synthetic bag.

In a down sleeping bag the filling is divided into compartments which aids even distribution of the filling and helps the bag retain its shape.

The disadvantage of down is that it easily absorbs moisture when damp and when it gets wet the feather lose their fluffiness and the heat insulating properties are lost. Down sleeping bags also take much longer to dry out than synthetic bags. For these reasons duck down sleeping bags are well suited to cold but dry conditions.

The unique properties of down means extra care needs to be taken when washing.

<table>
<thead>
<tr>
<th>Season</th>
<th>Perfect for…</th>
<th>Temperature Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Season One</td>
<td>Summer camping where weather is mild. Indoor use.</td>
<td>+5 degrees</td>
</tr>
<tr>
<td>Season Two</td>
<td>The UK late spring to early autumn temperatures.</td>
<td>+0 degrees</td>
</tr>
<tr>
<td>Season Three</td>
<td>Autumn/Winter. Mild to cold nights, without frost but feeling chilly.</td>
<td>0 to -5 degrees</td>
</tr>
<tr>
<td>Season Four</td>
<td>Cold winter nights where it may even be frost/snow.</td>
<td>-12 to +8 degrees</td>
</tr>
</tbody>
</table>

**Down Insulation**

**Pros** | **Cons**
---|---
Excellent heat retention | Loses heat insulation ability when wet
Lightweight- better warmth to weight ratio | Takes a long time to dry out when wet
Wider comfort temperature range- making it suitable for cold and warm temperatures | More expensive
Long lifespan if looked after | Requires special cleaning
Easier to compress and packs small

**Synthetic Insulation**

**Pros** | **Cons**
---|---
Retains insulation when damp/wet | Does not retain heat as well as down
Cheaper than down | Bulkier and heavier
Easier to clean

---

38
REMEMBER The most important layer of insulation is the one between you and the cold ground. Always sleep on a sleeping/roll mat.

Size and shape

A mummy sleeping bag tapers towards the feet and is therefore more fitted than a regular rectangular bag improving heat retention. As 20% of your body heat is lost through your head, the hood of a mummy sleeping bag is also important to help keep in the warmth.

The packed size and weight of the bag should also be taken into consideration. This is especially important as you plan to fit your sleeping bag into a backpack and will be carrying the bag long distances.

Tip

Your sleeping bag needs to be taken out of the stuff sack and ‘aired’ after each training session or expedition because it will have absorbed some moisture from the outdoors, even if you didn’t get it wet.

When packing away your sleeping bag into the stuff sack it is always better to stuff it in, rather than roll it. If you roll the bag each time then the fill will be always be affected at the same spots, which can damage the construction. Stuffing the bag not only maintains the construction but also the packability.
How to choose Hiking Boots

What you wear on your feet is arguably the most important consideration when walking or hiking. The right walking boots can mean the difference between an enjoyable walk and an uncomfortable one. As walking boots are such an important piece of kit you should always choose the best walking boots you can afford.

Types of Boots

**Boots for DofE** must be waterproof, breathable and provide good ankle support.

**Hiking boots:** These have mid- or high-cut ankle heights and are intended for day hikes or weekend backpacking trips with light loads. They often flex easily and require little break-in time, but they lack the support and durability of stout backpacking boots.

**Backpacking boots:** These are designed to carry heavier loads on multiday trips deep into the backcountry. Durable and supportive, with stiffer midsoles than lighter footwear, they are suitable for on- or off-trails.

**Mountaineering boots:** These weightier boots with stiff midsoles are designed to a) accommodate heavy loads and b) accept crampons for glacier travel. Mountaineering boots are tough, supportive and durable.

*These are general types, some boots straddle the categories. Boots in all 3 categories are suitable for DofE but the Backpacking boot is ideal.*

Waterproofness and Breathability

It is important to keep feet dry whilst out walking because moisture can cause discomfort and rubbing which can lead to blisters. There are two main reasons your feet could get damp—wet conditions and sweat. Look for boots that are waterproof and breathable as these will keep your feet dry.

If you expect very wet conditions full leather boots are highly recommended. Although leather is naturally more waterproof than mesh or suede, it is still possible for water to leak through stitching, the laces and through the top of the boot meaning no boot can be classed as fully waterproof (i.e. if the boot is emerged in water there is no guarantee your feet would not get wet). To improve your waterproof protection in wet conditions it is ideal to use a pair of gaiters to prevent trousers and socks getting wet which can draw water into your footwear.

Breathability is also important to consider when buying walking boots, often people will believe their boots have leaked as they have wet feet as a result of sweating. If the boot is breathable this means that moisture can escape keeping your feet dry.
**Soles**
All walking boots will have different treads designed to aid traction, as a rule the deeper the lugs the better the traction. For hill walking or mountain climbing the tread/lugs should be deep enough to get a good grip in the mud and in wet conditions, but not too deep that they feel unstable on rocks. Widely spaced lugs will help with traction and won’t clog up with mud as easily. Often lugs will be angled in a particular way to aid grip, particularly downhill.

**Leather vs Non-Leather**

Walking boots can be made with suede or leather (full grain or nubuck) or fabric - normally this would be mesh. Fabric boots are lighter and more breathable than traditional leather uppers and generally cheaper.

However, 100% leather boots are usually more durable and naturally more water resistant (see waterproofness). They are also often a lot stiffer than mesh boots so require more ‘breaking in’.

For many the choice is often down to personal preference but here are some pointers to help you decide between the two.

**Leather**

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tougher material so will cope in more abrasive areas</td>
<td>Heavier</td>
</tr>
<tr>
<td>Fully covered so will protect from elements well</td>
<td>Often more expensive</td>
</tr>
<tr>
<td>Naturally water repellent</td>
<td>Takes time to wear in</td>
</tr>
<tr>
<td>Long lasting if cared for properly</td>
<td>Less breathable than non-leather</td>
</tr>
<tr>
<td>Easy to clean</td>
<td></td>
</tr>
</tbody>
</table>

**Fabric**

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lightweight</td>
<td>Doesn’t give as much protection against the elements</td>
</tr>
<tr>
<td>Highly Breathable</td>
<td>Not as good in abrasive areas as leather footwear</td>
</tr>
<tr>
<td>Generally cheaper than leather</td>
<td>Hard to clean</td>
</tr>
<tr>
<td>Less wearing in required</td>
<td>Need reproofing regularly</td>
</tr>
<tr>
<td>Added comfort</td>
<td></td>
</tr>
</tbody>
</table>
How to Fit Walking Boots

It doesn’t matter how well or how expensive walking boots are if the fit is bad the boots will not be comfortable. The fit is the most important factor to think about when buying walking boots.

An ill-fitting or incorrectly laced boot is the primary cause of discomfort and blisters. Heel blisters are generally caused by the boot lifting up and down when you walk. The boot should fit snugly around the heel and ankle but you should be able to wiggle your toes. The boot should feel tight enough to hold your foot in place but not so tight it’s uncomfortable.

The best time of day to try on boots is the afternoon as your feet would have swollen slightly so is more reflective of how your feet will be on your hike. Always try on both boots as most people will have one foot that is slightly bigger than the other. Wear the socks you plan to wear on your walk as this will give you the best fit for the boots. Try walking up and down stairs, if you will be hill walking you need to make sure your toes do not get too squashed on the downhill.

Tip  First impressions matter

• Do your toes or sides of your feet feel squished? If so, the width is likely too narrow.
• Do your heels stay in place when you take a step? If not, check the lacing.
• Do you feel any pinching? Check to make sure your socks fit smoothly.

If you detect an odd bump or seam, or a little pinching in the forefoot, the boot’s not right.

How to feel comfortable in your boot

One common mistake before starting a hike is, strangely enough, forgetting to clip your toenails. Try clipping them quite short. Blister prevention is another issue. Friction is the primary cause of blisters, so wear boots that fit and socks that won’t rub. Carry blister plasters in your first-aid kit. As soon as you feel a hot-spot on your foot, cover it with a blister plaster. Prevention is better than cure! Invest in some good hiking socks. Merino wool is a great material; synthetics are good, too. Always avoid cotton athletic socks. They retain moisture that can lead to blisters.

How do I take care of my boots?

Here are 4 good habits to adopt:

• Clean boots after every hike. A brush and some water are the basic tools.
• Remove insoles/inserts after a hike to permit the whole boot to dry.
• Do not expose boots to excessive heat; store them at room temperature.
• When water stops beading on boot uppers, add a waterproofing treatment to restore their water resistance.
With a little care the injuries below are often avoidable. Preventing them is much better than having to provide treatment. It is very rare to have a serious injury.

1) Blisters.
These are an irritation that can stop you completing an expedition if they become serious
**Prevention:** Wear well fitting boots and suitable socks. Try and keep your feet and socks dry.
**Treatment:** Apply a plaster, preferably a blister plaster, as soon as a sore spot develops. If a blister develops, do not burst it, but keep it covered with a blister plaster.

2) Burns and Scalds
**Prevention:** Use stoves sensibly. No smoking or naked flames in or near the tent. Protect against sunburn.
**Treatment:** Run cold water over the burn for at least 10 minutes if possible. On campsites there should be a tap, out walking you might be able to fill a bowl or a bag with water and immerse the burn in it, pour water from a bottle or dunk the affected part in a stream (if safe to do so). Take care not to get clothing or unaffected areas too wet (see hypothermia). After the cold water treatment cover the burn with a clean, smooth dressing. Call your supervisor if a burn may make it difficult or impossible to continue. Call 999 if a burn covers a very large area, involves charring of the skin, or could affect the airway.

3) Breaks and Strains
This is probably the most common type of injury, especially in the outdoors.
**Prevention:** Wear good boots. Take special care when it is slippery, steep or uneven underfoot.
**Treatment:** Treat as a suspected fracture: Rest, Cool, and Elevate as appropriate. Leave the hiking boot on and laced up.
Call your supervisor if you have any such injury which may make it too painful to continue. Call 999 if you suspect any break to the femur (upper leg), skull, pelvis, neck or back.

4) Hypothermia (Also known as Cold Exhaustion)
This is most likely in cold wet and windy conditions. Illness and fatigue also increase the risk. Symptoms include complaining of cold, becoming less communicative, disorientation and loss of co-ordination.
**Prevention:** Wear warm, waterproof and windproof clothes as appropriate. Get sufficient rest and food.
**Treatment:** Get to shelter (e.g. a tent). Remove wet clothing, once in shelter, and replace with warm clothes or a sleeping bag. Drink warm drinks and eat high-energy food. Call your supervisor.
5) Heat Exhaustion
Heat exhaustion can occur due to loss of salt and water through sweating. Symptoms may include headache, dizziness, confusion, nausea, sweating with pale clammy skin, cramps and rapid weak breathing.
**Prevention:** Eat, drink and rest appropriately. Wear appropriate clothing.
**Treatment:** Get to a cool place or create some shade if this is not an option. Consider splashing water on exposed skin and fanning. Drink plenty of water, preferably followed by some water with a little salt in it. Call your supervisor.

6) Dehydration
Symptoms include feeling thirsty, very concentrated yellow urine, tiredness, disorientation, vomiting.
**Prevention:** Drink plenty of water, or water with fruit juice. A good idea is to drink lots when you arrive at a campsite, and again before you leave it, as you will have plenty of water on the sites, then top up from your bottle during the day.
**Treatment:** Basically drink. If you are suffering severe dehydration you will need to rest and drink small amounts of water at a time to prevent more vomiting.

All first aid incidents, however small, must be reported to your DofE Instructor who is supervising you during your expedition.

In the case of minor incidents you may wish to inform them later in the day, when you see them next, but you should call them immediately if:
- An incident is serious enough that you are unable to continue walking, or
- you have to call 999, or
- you are in doubt about whether or not you should call them.
EMERGENCY PROCEDURES

Evaluate the situation
Apply First Aid if necessary.

Do you need help? If so do you need help from our staff or the Emergency Services?
If you don’t need help do you still need to try to contact your supervisor? (Are you going to be late?)

Calling the Emergency services
If you decide to call the Emergency services from your location do so by calling 999 or 112. Even if you have no signal it often still works. If you require the services of mountain rescue (i.e. if the casualty is in a remote situation) ask for the police and tell them that it is a mountain rescue situation.

Be ready to tell them.
1) Number and type of casualties.
2) Where you are, a grid reference or as close as possible.
3) What your phone number is.
4) Our contact details and ask them to contact us (assuming you cannot do so yourself).

As we are in the area it is entirely possible that we will be able to get to you sooner.

Sending for Help
If you do not have phone reception you may have to send part of your group to get help
1) Decide where to go for help.
Make sure the people staying know where you have gone. You may elect to go somewhere to find phone signal or to the nearest house.
2) Write down all important information.
3) Make sure there are two of you going together.
4) Take enough equipment to ensure your safety.
5) Don’t rush.

When you get in contact with us or the emergency services, get clear instruction on what you should do next.

Waiting for help
Once you have decided that you need help on the hillside you need to prepare for a potentially long wait for us or the emergency services to get to you. There is a lot you can do to make things more comfortable and to pass the time.

1) Keep someone with any casualties at all times.

Look specifically for signs of shock and hypothermia.

2) Keep checking on each other, is everyone warm enough?

3) Every few minutes blow your whistle (six long blasts).

4) Consider putting up a tent or two.

You will probably be in the same place for a number of hours waiting for help to arrive.

5) Consider getting someone to make a brew.

Hot drinks will help you keep warm and are great for morale.

6) Once things have settled down and you have the time, write a log of events.

Time of incident, time of phone calls, changes in casualty condition, first cup of tea, tents up. It will help you keep time in perspective.
The countryside is vulnerable to overuse and misuse by those of us who visit it. By taking a few precautions and following some common sense rules we can drastically minimise our impact on the environment.

1) Don’t drop litter.
By litter we include not just paper and drinks bottles but also organic material such as orange peel and banana skins. These materials may take weeks or even months to rot down and look unsightly while they do.

2) Take care on roads.
Many country roads are narrow and cars often travel very fast on them. When you get to a road stop. If you are the map reader for that leg, then brief the rest of the group on how far you will be walking and where you will be turning off. Then lead off walking in single file. Generally you should walk on the right hand side of the road. However, if the road is very narrow it may be safer to cross to stay on the outside of any bends. Please concentrate and don’t chatter to each other until you are safely off the road.

3) Leave gates as you find them.
If you open a gate make sure you close it properly behind you or livestock may escape. If a gate has been left open then it is probably a good idea to leave it that way unless it is obvious that it has been done so through the carelessness of others and leaving it open may endanger people or livestock (a field of cows next to a road for example).

4) Don’t go to the toilet close to streams, lakes or any other watercourse.
Ensure you are at least 30 meters from any watercourse before going to the toilet. If you need to poo ensure that it is well buried (15 cm deep). It is a good idea to burn any toilet paper then if it does get dug up by an animal there is not dirty toilet paper blowing about. If you can’t bury it then current advice is to spread it out as thinly as possible using a rock to speed up its breakdown. Sorry... I don’t make the rules.

5) Think about erosion.
If you are on a thin footpath through a meadow (for example) then walking in single file on the path will cause less damage to area than spreading out next to each other. Most footpaths are wide enough for two but if they are not then please don’t widen them.

6) Take care around animals.
This is especially true if they have young with them, this is as much for self preservation as animal welfare. It is not a good idea to walk between a cow and its calf. Leave the footpath to go round them rather than creating this scenario.

7) Don’t wash up in streams.
If you cook soup during the day or if you are camping next to a stream, then please don’t pollute the stream by washing up in it. If you need to wash up, fill a pan from the stream and take it away from the stream to do the washing up and bury the dirty wash-water.

8) Bury all ‘organic’/ ‘biodegradable’ waste
Dig a pit about 15 cm (or one trowel size) deep using your hand trowel and bury all waste that degrades, such as food waste, and washing up waste. Make sure you don’t dig pits near streams.
THE WATER SPORTS CODE OF CONDUCT

Code of Conduct

Everyone participating in a watersport activity should be able to swim a minimum of 25 metres in light clothes with a buoyancy aid. Participants should have basic confidence in water in order to enjoy the activities.

- Avoid pollution - throw all rubbish away, or take it home with you. Do not throw litter into the water.
- Life jackets are essential both on and near the water.
- Wetsuits (usually provided by the watersports centre) and appropriate clothing, including footwear must be worn.
- Do not trespass onto private waters or moorings.
- Abide by general navigation rules and give way to others to avoid collisions.
- Have patience with those who are learning.
- Become aware of the signs used in the areas of underwater swimmers and divers.
- Ensure your craft is equipped with all safety devices before you set off.
- It is advised to carry a public liability insurance with you at all times (provided by DofE).
- You must read and agree to all rules and regulations at the watersport locations before participating.
- Do not ski or ride in shallow water, near river banks, other boats or swimmers.
- Know your limits.
**NAVIGATION: Handrails and Tick Features**

**Handrails:** These are linear features that you can follow, they include paths, streams, ridges, crags, walls etc.

**Tick Features:** Looking at the map, if you mentally move along a handrail make note of all the things you are going to pass. You may cross a wall, pass a tarn and end up at a sheepfold. All these points are tick features. Identifying tick features and mentally ticking them off as you walk past them is the key to fair weather navigation. Be careful though as the wall may have fallen down the tarn may be dry and the sheepfold may have been dismantled.

**Catchments:** This is another name for a tick feature at which you have to stop to make a decision on where to go. For example, at a path junction.

**Overshoots:** If you miss your catchment (or if no catchment existed) then you may end up further along your handrail than intended. Having identified an overshoot (a recognisable, distinct, tick feature) further along the handrail you will hopefully notice that you’ve gone too far and can start to backtrack.

**Contour lines**

Contour lines are used in mapping to represent the shape of the land. By interpreting them we get a three dimensional representation of what the terrain will look like. Each contour line connects different areas on the map that are at the same height above sea level. When planning your expedition, contour lines tell you if you will be going up or down hill and how steep the slope will be. **It is hard to overstate the importance of contours** when navigating using a map. It is often said that they are the only thing that you can really rely on when reading a map. Walls deteriorate and become overgrown, footpaths move, tarns are sometimes dry.

Contours can be used as tick features, catchments and overshoots. Whenever you are looking for features to describe you leg on the map, include some contour features. For example, when walking along your handrail think what the shape of the land will look like. It may be fairly flat for a kilometre then a steep drop appears on the right followed by a ring contour to the left.

Some people take to interpreting contour lines really easily, for most it takes a very long time. Expect to spend the next couple of years honing your skills.
A map is a representation of the landscape on a sheet of paper. We get information from the map and need to convert it into information that we can use on the ground. We may see a path on the map that we want to follow but this does not tell us in which direction the path goes in real life. In most cases we can tell from other features, the path may follow a stream up hill, for example. For when we don’t have those features, we have the compass. The compass, is a tool for converting directional information between the map and the ground.

The compass, as a conversion tool, works by virtue of having features that relate to the map and other features that relate to The Earth. On the map there are grid lines, on the compass these are represented by the orienting lines. On The Earth there is a magnetic field, on the compass there is a magnetic needle.

Taking a bearing from the map.

Let's assume we want to work out the bearing between two points so we can walk in a direct line between them. (From point A to point B).

1) Make an estimate
Have a guess at the direction in which you will be walking (roughly North-East or 45 degrees in the example on the right). By making an estimate you should avoid the embarrassment of being 180 degrees out. Set your compass to this estimate now.

2) Position the compass
Place the long edge of the compass along the path that you need to follow with the big (direction of travel) arrow pointing in the direction you will be walking i.e. the back of the compass should be at point A and the front at point B.

3) Turn the dial
Turn the dial so the orientating arrow is pointing up the map parallel with the grid lines. You should end up with a figure roughly what you estimated in step one. If it is vastly different you are probably 90, 180 or 270 degrees out. (Ignore the needle)

4) Add the magnetic variation

5) Align the needle
Take the compass off the map and line up the magnetic needle and the orienting arrow by holding the compass flat and turning yourself round on the spot.

6) Follow the direction of travel arrow
The ‘direction of travel’ arrow will point in the direction you need to walk in.
MAGNETIC VARIATION (Silver DofE)

The compass is a tool for converting directional information from the earth to the map and vice-versa. However, with this conversion there is an error. Below is an explanation of that error, information on how to find out what that error is and how to adjust for it.

There are 2 things you have to understand;

1) The grid lines on the map are NOT lines of Longitude. Lines of longitude converge at the North Pole. These grid lines are exactly 1km x 1km square. Each north-south grid line therefore points to a different place and not to the North Pole.

2) The magnet on the compass needle doesn’t point to the North Pole either but somewhere north of the Hudson Bay in Canada.

As our system of grid lines does not match up to the earth’s magnetic field, to convert from the bearing gained from the map to one that you follow on the ground you have to make an adjustment. This is the magnetic variation.

It gets more complicated. As each grid line points to a ‘different north’ but the needle on the compass always points to the same place, the variation is different depending on where in the UK you are.

It gets worse. Magnetic north is moving. Magnetic North is moving to the East and therefore the difference is declining.

The rule, at present, is that if you are taking a bearing from the map and going to follow that bearing on the ground you add the magnetic variation and if you are working from the ground to the map you subtract it. The easy way to remember this is that the map is a small thing and the earth is a big thing so you have to add (make the bearing bigger) when going from the small thing to the big thing. In time I expect this to be the reverse as Magnetic North passes across our grid lines.

To find out what the magnetic variation is where you are you have to look at the notes on a map. It will say something like, Magnetic north (make sure you are reading the bit about Magnetic North and not True North) is estimated at 2°24’ West of grid north at the centre of the sheet. Annual change is approximately 10’ East.
There will be times when you are not sure where you are. The key to good navigation is observation. When you are walking, keep looking around you. Keep a mental note of ALL tick features that you pass, not just the ones you identified from the map at the beginning of the leg.

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

1) Stop.
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. A tarn or a ring contour for instance. You may be able to take a bearing on your path or down a valley.

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.
This is the tricky bit. 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 (note: the route you took may be different from the route you were meant to take). All being well you should be able to identify your position with ease using the features you identified in step 1. Be very aware of the tendency to make things fit with what you can see when they don’t in real life. 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 where 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. Most of the landscape that you are in is varied and you probably won’t be far away from landmarks that you can identify on the map. Also, you can reply on the contours matching the map, so look around for any high or low ground that might give you a clue. Try to find 3 things that you can see on the ground that are also on the map before deciding your location.

Look around first, look at the map second.
1) Before pitching - Check the site for stones and sharp twigs. These will not only make your night more uncomfortable but may puncture the groundsheet and then let water in. **Choose a flat area.** If you can’t avoid pitching your tent on a slope, make sure you sleep with your head higher than your feet.

2) Don’t lose the bags.
As soon as you take the tent, poles or pegs out of their bags put the bags in your pocket so they don't blow away.

3) Keep your tent clean.
Take your shoes off, try not to get mud on the side of the tent. Always tie back the doors when they are open. If a tent gets dirty this negatively effects its waterproofing.

4) Use the zips.
If you open the tent by simply pulling on the material this will weaken the zips and may cause them to break. If your zips break you may be in for an uncomfortable night.

5) Allow the tent to ventilate.
If your tent has solid inner walls then it is important to keep the inner door open a little. If you don’t then condensation from your breath will collect on the walls and make the inside of the tent, you and your sleeping bag damp. Even if it is cold a small gap will keep you dryer and therefore warmer.

6) Don’t cook in or near the tents.
A tent can catch fire in seconds burning anyone or anything inside it. Do not under ANY circumstances cook or smoke in the tents.

7) Dry the tent when you get home.
ALWAYS take the tent out of its bag and hang it up to dry when you get home (even if you think it is dry). If you don’t hang it up to air it will rot and need replacing.
PACKING A RUCKSACK

Much of packing a rucksack is down to personal preference. Here are some things to bear in mind which should make life easier and load carrying more manageable. You will be walking for up to 8 hours a day with your rucksack on your back, it is therefore in your interest to make it as comfortable as possible.

There are two basic principles that you will want to follow when packing your rucksack, unfortunately the two principles sometimes conflict but do your best.

**Principle 1: Heavy items should be close to your back, evenly weighted (side to side) and near the top.**
This means you won't feel like you're being pulled off balance. It will also reduce the amount of pull on your shoulders. For instance, Place a heavy item like your tent under the lid rather than on the straps on the bottom at the back.

**Principle 2: Items you may need should be accessible.**
Pack your snacks, lunch, drinks, waterproofs, hat, gloves, torch and emergency gear near the top of the bag or in the outer pockets.

**Other considerations, tips and tricks**

**The Sleeping bag.**
It is common to pack the sleeping bag at the bottom of the rucksack. It is the least likely item to be needed during the course of the day and if your sleeping bag is at the bottom you know you can sit on the bottom of your rucksack without splitting food bags open or breaking anything.

**Attaching things to the outside of the bag.**
As sleeping mats are so light they can be attached by straps to either the top, side or bottom of the bag as preferred. It is best not to attach anything else to the outside of the bag - heavier items will make the load unbalanced and smaller items might get lost or damaged. You also look a lot more slick and together if you haven't got a pair of flip flops or a mug hanging off your bag.

**Keeping things dry.**
You should use a waterproof liner inside your bag to keep the big things dry - heavy duty rubble sacks or bin bags are good cheap options. Plastic freezer bags are good for smaller items. Do not just rely on the rain cover as it will fail after time.

**Fitting your rucksack.**
Make sure your rucksack is correctly adjusted to you. You can adjust the back length, the shoulder straps and the position of the hip belt. It will make a huge difference to how the weight is distributed and when you get it right, it will actually feel lighter. Get used to the routine of adjusting your pack every time you put it on and you will feel the benefit.

**Rucksack Weight**
The Rucksack should not weight more than 25% of your body weight.

<table>
<thead>
<tr>
<th>Rucksack weight</th>
<th>12 kg (26 lb)</th>
<th>14 kg (30 lb)</th>
<th>16 kg (35 lb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body weight</td>
<td>48 kg (104 lb or 7st 6lb)</td>
<td>56 kg (120 lb or 8st 8lb)</td>
<td>64 kg (140 lb or 10st)</td>
</tr>
</tbody>
</table>
Weather Forecasting

- **Warm or Occluded Front**: The rain will continue for a few hours before being replaced by a period of bright and breezy weather with the possibility of showers. The weather will continue to be unsettled for the next day or so.
- **Cold Front**: The rain should soon clear. To be replaced by sunny, blustery colder conditions with fairly frequent and heavy rain showers. The outlook is for a spell of cold bright weather before rain comes in once again from the west.
- **After a Cold Front**: The theme of occasional heavy showers will continue until the showers die away and the winds eases to make way for a spell of fine weather.
- **Warm Sector**: Present weather will continue for a while until heavy rain and strong winds come in from the west. This will clear after about six hours to be replaced by a spell of bright blustery and showery weather.
- **Anticyclone**: The fine weather is set to continue for the foreseeable future bringing warm days and cool nights.
- **Ridge**: The fine weather is set to continue for the next day or so before the sky fills with high cloud which will thicken to give a prolonged period of heavy rain.
- **Warm or occluded front approaching**: The layers of high cloud will thicken and it will begin to rain within the next few hours. The rain will last approximately eight hours before clearing to give a spell of brighter dryer weather.
- **Anticyclonic Gloom**: The gloomy weather is likely to persist for the next few days. However, some lucky areas may occasionally see the sun.

---

Note: The diagram above is a flowchart showing weather forecasting conditions. The text descriptions are based on the outcomes of the flowchart.
Clouds

**Cirrus**
- Show that there is a lot of wind high in the atmosphere which means that the weather is probably about to change. Often seen before a warm or occluded front.

**Cirro Cumulus**
- Often called mackerel sky. Formed when the top of the troposphere is colder than what is underneath. Often seen in the warm sector before a cold front arrives.

**Aeroplane contrail**
- Aeroplane trails form when the upper air is very cold which makes the water in the gas coming from the engines condense and form cloud. Often seen in an anticyclone.

**Cirro Stratus**
- Cirrostratus is like cirrus but thicker and it tells us that the weather is about to change. Often seen towards the end of a ridge and before a warm or occluded front.

**Altostratus**
- Forms when large areas of air are moving slowly upwards. Can be seen before a warm or occluded front.

**Stratocumulus**
- Forms when the air high up is warmer than it might normally be. This happens during anticyclones. These clouds are responsible for anticyclonic gloom.

**Alto cumulus**
- Forms when the air in the middle of the troposphere is much colder than the air below. Often seen in the warm sector before a cold front.

**Nimbostratus**
- Formed when large areas of the troposphere are moving gradually upwards. This is the cloud which makes the rain in warm, occluded and cold fronts.

**Stratus**
- Formed when the air is very humid and often produces drizzle. Usually found in the warm sector.

**Cumulonimbus**
- Formed when the surface of the Earth is much warmer than the air above it. Often found after a cold front, but also at the end of an anticyclone or ridge in the summer.

**Cumulus**
- Fair weather cloud. Found when there is a ridge of high pressure in the warm sector or near the coast during an anticyclone where they show that there is a sea breeze.
TRANGIA USE

1) Never use the Trangia within 3 metres of any tent.

2) Find a suitable place to place the Trangia such as flat ground, preferably a path or stones, and well away from long dry grass or dry leaves.

2) Give the pans a rinse.

3) Position the burner in the base of the Trangia. Bring a lighter and matches. The trangia is easier to light with matches but you should bring a lighter too as matches become useless if they get wet.

5) Use the Handle to hold the pan when stirring. (Though don’t leave the handle on the pan). Holding the handle provides stability while stirring but if you leave the handle on the Trangia it can get very hot.

6) If you want to use the frying pan, use the detachable handle to lift the hooks, then sit the frying pan on the hooks.

7) Never leave the Trangia unattended while burning.

8) Allow the burner to completely cool before removing it.
EXPEDITION FOOD IDEAS

On an expedition, participants provide their own food for breakfast, for lunch, for the campsite meal in the evening, as well as all-day snacking. Water is provided at the campsite and you will be offered a water-bottle top-up usually in the middle of the day.

During the expedition, you should aim to consume between 3000 and 4000 calories per day, which is much more than usual.

There is a wide range of foods available and teams are encouraged to test and try as wide a range of different foods as possible during training before making their final choice of menu for the Assessed Expedition.

The basic rules are….

**Foods should be packed in meal-sized quantities and each person should bring their own food portion (even if everyone is eating the same foods to be cooked together).**

**NO FOODS WHICH NEED TO BE KEPT IN THE FRIDGE**

**NO GLASS**

**AVOID LARGE TINS (which are heavy to carry)**

**ONLY BRING THE EXACT FOODS THAT YOU NEED FOR EACH MEAL**

Here are some SUGGESTIONS ONLY for foods which work well on expeditions. Most of the foods pictured can be bought in your local supermarket. Think about **weight, size, ease of preparation, tastiness and variety, and nutritional value.**

**Perhaps you have your own ideas? …… and we look forward to seeing those.**
BREAKFAST

should provide around 20% of your day’s calorie requirement. Here are just some ideas....
cereal with dried milk powder (then add water)...... porridge (“Flahavans Quick Oats” from Tesco).....
pitta bread /tortilla wraps with cheese or banana......
malt loaf and other fruited breads...

“Wayfarers” Beans and Sausages etc [http://www.westlerfoods.com/Wayfayrer.html](http://www.westlerfoods.com/Wayfayrer.html)  DPS Uniform Shop and local camping shops....
“Pack’n’Go” Breakfast Range http://www.bewellexpeditionfoods.com/Breakfast-Meals, 
LUNCH 
should provide around 30% of your day’s calorie requirement. Here are just some ideas….

pitta bread /tortilla wraps with cheese or banana or tuna or peanut butter …..
CAMPSITE EVENING MEAL
Should provide 50% of your day’s calorie requirement.
Should be a main meal AND a pudding, and MUST be **cooked**. Here are just **some** ideas….

MAIN MEAL
[www.lookwhatwefound.co.uk](http://www.lookwhatwefound.co.uk) also in Waitrose and other local supermarkets. Freeze-dried expedition foods are lighter to carry (available online)
Dried pasta meals, rice meals, supernoodles (perhaps add frankfurters or sliced pepperoni sausage…

Pasta and pasta sauces, rice, vegetables, pepperoni…. 
PUDDING/DESSERT

Here are just some ideas….

Cake bars and custard…

Fruit….


Chocolate Pudding or Treacle Pudding

ALL-DAY “GRAZING” SNACKS

BED-TIME DRINK
### BRONZE TRAINING DAY (November)

<table>
<thead>
<tr>
<th>Main course</th>
<th>Pudding/dessert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stove 1</td>
<td>Stove 1</td>
</tr>
<tr>
<td>Stove 2</td>
<td>Stove 2</td>
</tr>
</tbody>
</table>

### BRONZE ACCOMPANIED DAY-HIKE (January)

<table>
<thead>
<tr>
<th>Main course</th>
<th>Pudding/dessert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stove 1</td>
<td>Stove 1</td>
</tr>
<tr>
<td>Stove 2</td>
<td>Stove 2</td>
</tr>
</tbody>
</table>

### BRONZE NAVIGATION DAY-HIKE (February/March)

<table>
<thead>
<tr>
<th>Main course</th>
<th>Pudding/dessert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stove 1</td>
<td>Stove 1</td>
</tr>
<tr>
<td>Stove 2</td>
<td>Stove 2</td>
</tr>
</tbody>
</table>
### BRONZE PRACTICE EXPEDITION

<table>
<thead>
<tr>
<th></th>
<th>BREAKFAST</th>
<th>LUNCH</th>
<th>DINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stove 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stove 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stove 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stove 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BRONZE FINAL EXPEDITION

<table>
<thead>
<tr>
<th></th>
<th>BREAKFAST</th>
<th>LUNCH</th>
<th>DINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stove 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stove 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stove 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stove 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SILVER NIGHT HIKE

<table>
<thead>
<tr>
<th>Main course</th>
<th>Pudding/dessert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stove 1</td>
<td>Stove 1</td>
</tr>
<tr>
<td>Stove 2</td>
<td>Stove 2</td>
</tr>
</tbody>
</table>

### SILVER DAY HIKE

<table>
<thead>
<tr>
<th>Main course</th>
<th>Pudding/dessert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stove 1</td>
<td>Stove 1</td>
</tr>
<tr>
<td>Stove 2</td>
<td>Stove 2</td>
</tr>
</tbody>
</table>
## SILVER PRACTICE EXPEDITION

<table>
<thead>
<tr>
<th></th>
<th>BREAKFAST</th>
<th>LUNCH</th>
<th>DINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# SILVER FINAL EXPEDITION

<table>
<thead>
<tr>
<th></th>
<th>BREAKFAST</th>
<th>LUNCH</th>
<th>DINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stove 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stove 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stove 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE AIM OF THE EXPEDITION

It is one of the 20 requirements of the expedition that it must have an aim. Having an aim will hopefully:

1. Give the expedition more purpose;
2. Encourage you to educate yourselves about the landscape you are passing through;
3. Encourage you to look around you rather than spend 3 or 4 days looking at the next metre in front of you;
4. To help you prepare a more insightful presentation.

As with anything you HAVE to do, the best thing to choose is something you are genuinely interested in. If you are stuck for ideas then talk to your DofE Instructor for more ideas specific to the landscape you will be passing through or read on for some generic aims.

Some ideas for Aims

**Geography.** Learn about the geography / geology of an area before your expedition and then take photos / notes / sketches to give the practical element to your study.

**Study of Stream pH.** Buy some pH testing kits from a pet shop (used for fish tank testing) and test the pH of the streams you pass at different points. Try and work out why it changes (if it does).

**Use of Land:** Old mine workings can be visually striking. Before you go out find out what was mined in the area and why then visit the sites of the mine workings. Other land use studies could focus on farms, field systems, tourism etc.

**Wildlife/ nature (trees, flowers, insects):** Sketches, photos etc

**Transport:** Many Railway Lines and Canals have a long (and thanks to enthusiasts) well-documented history that can be researched both at home and en-route.

**Leadership styles:** Take it in turn to lead the rest of the group (half a day or a day each). Discuss different leadership styles that each of you employed.

**Morale and motivation:** What affects morale and motivation? How can you anticipate a dip and what can you do to prevent yours and the team morale dropping.

**Historical.** Stone circles and standing stones, Old or derelict structures, churches and abbeys, Roman roads.

**Fun!** Teddy’s Big Adventure; a Vlog of an expedition; make a film…

Many ideas can be found at www.dofe.org/go/expeditionaims
# The Aim of Our DofE Expedition

The aim of our DofE expedition is... 

<table>
<thead>
<tr>
<th>Work to do</th>
<th>Who is doing it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Expeditions</td>
<td></td>
</tr>
<tr>
<td>On Expedition</td>
<td></td>
</tr>
<tr>
<td>Post expedition</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
</tr>
</tbody>
</table>

23
eDoE MAPPING

Hints and tips for DofE participants

We have tried to make eDoE Mapping really easy to use so have a go and use this sheet to help you get started.

Important things to remember

Create one map for each day of your expedition.
Use this button to add points in your route.

When you have finished adding points, use this button to select a point to add details.

Build your route in full screen and at 1:25k scale so it is as exact as possible. Zoom in to the most detailed Ordnance survey map. Unfortunately Microsoft full screen does not recognise keyboards so exit full screen to add text detail.

Do not press the ‘back’ button, it will log you out of eDoE Mapping and you will lose unsaved information.

When printing route cards, use Page Setup to get your printer to print Landscape.

Getting started and moving around the map

1. Fill in the basic route details and then start mapping. You will need to enter details one day at a time.

2. Click ‘Full Screen’ to maximise the mapping area and zoom into where your route will be. You should build your route using 1:25k scale maps.

- To do this move around the map by clicking and dragging the pointer around.
- Use your mouse roller on the map to zoom in and out.
- You can also move around the map using the arrow too in the top left of the screen. Click and hold, then move the mouse around the page to move fast or slow.
- Your keyboard arrow keys and - / + keys will also navigate around the map.
Build your route

1. Click on this button and click on the map to start putting in your route points. Green dots will appear.

2. You can move the green dots by clicking and dragging. You can also edit checkpoints by right clicking on them.

3. To get the best route zoom in to the 1:25k map (the really detailed one), view in full screen and put in lots of points every time the direction changes, see e.g. below. This will make the distance and height accurate.

4. Then click on this button to select individual points. Turn them into your checkpoints (they will turn blue on the map).

5. You can then add some details which will also appear in your route card. Your checkpoints are clear landmarias on your route. The ‘Identification’ is what the checkpoint is, for example ‘church’. The ‘Leg description’ is a description of the journey between the two checkpoints. Text can not be added while in full screen so return to normal view first.

6. Now click on ‘Show Route Card Table’. Some information will already be in your route card but you will need to fill in details about your team, aim and rest times. Double click to add data. Fill in all the boxes.

Your route and route card are ready. Now:

- Print your route card.

- Print an A4 summary route map for your Assessor. This can also be used as evidence in eDoE.

- Email an interactive digital map. When it is open, ‘click file’, ‘send’ and ‘send as link’ to e-mail the map link to you assessor.

- Save them to your PC as a picture (jpg) for evidence or e-mail.

- Save them to your PC as a mapping file (gpx). This is a good way to make a back up of your map.

You can email these files to your Assessor, or send to your DoE Leader in eDoE to approve. You can also use it as evidence in eDoE.

- If you use other software you can upload gpx mapping files or saved eDoE Mapping routes from your PC using this button.
**Once Route per day. This can be done on eMapping using SatMap**

**One Route Card per day. This can be done on eMapping using SatMap**
1. Try to get into a group where everybody will get on. Make sure you have at least one person in your group who you know you will be able to talk to when you want to.

2. Take everything on your checklist with you. Don't take anything you don't need, and that includes makeup, books.

3. Food such as pasta and noodles are good to take with you - be prepared to have pasta at every meal! It may seem like a good idea to bring sweets but they will put you on an instant sugar high and then on a sugar low within a short period of time leaving you more sluggish than before. Bring snacks such as dried fruit, nuts, rice cakes and a banana or two.

4. 'Break in' your walking boots first by wearing them around the house for a while, or use an old pair. Get used to the weight of your rucksack before you go. If you're unfit, the time to start exercising is 6-12 weeks before you go, not two days before the expedition.

5. Bringing a 'bum-bag' with you can be very helpful - you can carry blister plasters and a top-up water bottle in it without having to stop to get the bigger ones out of your rucksack.

6. Wear non-jean type trousers with lots of pockets where you can put useful pieces of kit such as a compass, pocket tool/knife, snacks etc. Walking trousers tend to be the best as they are adaptable and dry quickly. However cargo trousers, tracksuit bottoms or even leggings are acceptable. If you will be walking in long grass, woodland or near nettles shorts are not a good idea.

7. Check the weather forecast before you go out - but don't believe everything it says. Always plan for it to be colder and wetter than the forecast.

8. Make sure your First Aid kit contains plasters, a bandage or two, antiseptic cream and painkillers. Also include a few needles and some thread which acts as a sewing kit. Check that everything is within the expiry date, and that you know what to do with everything in your kit.

9. Take a change of clothes for every day of the trip (or at least a clean t-shirt). As well as these, you should have at least one spare set of clothes to wear just in case the others get wet.

10. Beg, borrow or invest in a decent waterproof jacket and trousers. You may also want to get a pair of gaiters. Test beforehand by going in the shower with them on, or getting someone to attack you with a hosepipe.

11. Take binbags and a selection of smaller plastic bags with you - they're useful for everything. Use your own strong sealable plastic bag for your own rubbish during the day and this can be put into a group rubbish binbag at camp. A pocket tool or small pocket knife is handy.

12. Make sure you know which group equipment (tent, pegs and poles, stove, gas) you're meant to be bringing, and check that the rest of the group has theirs.

13. Make sure of the times you're to be at the start of your expedition, and when you are to return home. Check where you're meant to be as well.

14. Stick together - if your expedition leader finds out that your group has split up at any point, you automatically fail.

15. Don't break the rules of your leaders or your campsite.

16. If you're in a group of about six, save time by organizing two people to cook and the others to set up the tent.
17. The expeditions are all about teamwork - stick together and make sure you're all working for each other. Don't whine and moan, no matter how much you might hate it - grow a spine!

18. If it's going to be cold, make sure you have PLENTY of clothes to sleep in. Layers are better than massive hoodies; thermal base layers are great. Wear a warm hat, gloves etc. It's also best to have a good quality sleeping bag, “2-3 season” at a minimum.

19. If one member is lagging behind, be sympathetic, help them; perhaps spread some of the weight in their bag around the rest of you. It won't help anyone if you ignore them or get cross.

20. If you have to send a couple of people off in an emergency, make sure they have a first aid kit, map, compass, YOUR MAP REFERENCE and a mobile.

21. Whenever you are with assessors, make sure you are clearly displaying your excellent teamwork; you're are not using forbidden items like mobile phones, and you aren't getting outside help such as asking for directions or purchasing food etc. These things are not allowed, even if you think it is possible to get away with them if you are not caught. But be careful! Most of the time it isn't worth risking a fail.

22. It is important to keep up everyone's morale; sing songs and have treats as rewards at checkpoints

HAVE FUN!
What if I have been bitten?
Don’t panic! Even if you are bitten by a tick it doesn’t mean you will get ill, as not all ticks carry diseases. Just make sure the tick is removed as quickly as possible and in the right way.
If you get a rash or you feel ill in the first six weeks or so after a tick bite, see your doctor straight away.

How do you remove a tick?
The best way to remove a tick is to use a special tool which hooks underneath the tick. Some tools, like one shown, are designed to be twisted as you pull to help break the grip.

Fire point tweezers can be used instead. Hold the tick as close to your skin as possible and pull firmly upwards without twisting.
- DO NOT try to pull a tick out with your fingers! You might squeeze the contents of the tick into your body, which is more likely to make you ill.
- DO NOT try to burn the tick or cover it with vaseline or any other creams or chemicals.
- DO disinfect the area around the bite using antiseptic cream, after you remove the tick.

Tick removers can be bought from our website or from most vets.

Be smart and be aware!
- Keep your arms and legs covered when walking in woodland and similar places.
- Check for ticks regularly when you are outside and when you get home.
- Insect repellants containing chemicals called DEET or Picaridin will help keep ticks away.
- Light coloured clothes make it easier to see ticks and brush them off.
- If you find a tick attached, remove it quickly and in the proper way.

FACT: ticks can carry other germs as well. These include Babesia, Bartonella and Ehrlichia. An infected tick can give you more than one infection at the same time!

Further Information
All our leaflets are available free of charge from our website where you can find out more about Lyme disease, including links to many other resources.

www.LymeDiseaseAction.org.uk
Leaflets are also available from:
Lyme Disease Action,
PO Box 235, Penryn, TR10 8WZ, UK
Including a donation/S&H will help us in our work for people affected by Lyme disease.

Please don’t bin this leaflet – pass it on.
Disclaimer: Lyme Disease Action publications are intended as general information only.

© Lyme Disease Action. May 2011
Registered in England and Wales
Registered Charity Number 1106448
Registered Company Number 4839410
What is Lyme disease?
Lyme disease is an infection caused by bacteria called *Borrelia burgdorferi* (pronounced bore-EL-ee-uh burg-DOR-ler-ye). They belong to a family of bacteria called Spirochaetes (SPIE-ro-ket). Because of their spiral shape.
This is a highly magnified image of a group of *Borrelia burgdorferi* bacteria.
What happens when you get Lyme disease?
Some people, but not all, get a circular red rash that spreads out from the bick. Later, you might feel ill. You might get:
- headaches
- stomach upsets
- feeling very tired
- pains in muscles and joints
- numbness or tingling feelings
Some people only have mild symptoms, but others can be very ill.

What are ticks?
Ticks have eight legs, so they are not insects, but are ARACHNIDS, and are related to spiders, mites and scorpions. They go through four stages in their life cycle.

- **Egg**
- **Larva**
- **Nymph**
- **Adult male**
- **Adult female**

This is a fully engorged adult female tick, which is about the size of a pea. Its body has stretched and is full of blood.

Where are ticks found?
They like to live in places with deep vegetation and lots of small animals and birds they can feed on.
Ticks can be found in woodland, moors, and even parks and gardens all over Britain.

So how does a tick feed?
To be able to grow from one stage to the next, the tick has to feed. It climbs a leaf or stalk, then waits for an animal to brush past. The tick has hooks on its front legs so that it hangs on to the animal. The tick's mouth is like a hollow needle (the proper name is HYPodermIC). It sticks this into the animal's skin and slowly drinks its blood like sucking a drink through a straw.

This is a highly magnified photograph of a tick's mouthparts, showing the barbed hypostome in the middle. The barbs help the tick to stay firmly attached.

The tick might stay attached for several days. When it has finished feeding it drops off, and burrows into the ground to change to the next stage in its life cycle.

This photograph shows a nymph tick attached to someone's skin. Look how small it is compared to a fingernail.