

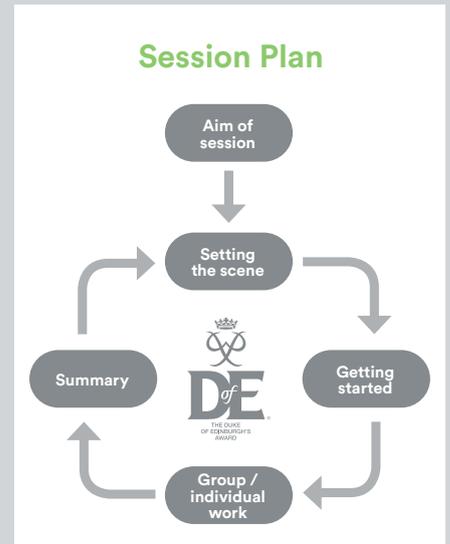
What is this resource for?

The following pages provide you with ideas for delivering 40-45 minute sessions with your DofE expedition teams. This should get them excited about their expedition, help them understand what is involved and design an expedition which is specific and relevant to them. There are three session plans:

- The benefits of DofE expeditions.
- What kind of expedition will you do?
- Planning your expedition.

Each session plan follows a set format - it sets out the aim of the session, suggests ways of getting started, gives ideas for team and individual work and suggests how to round off the session and review the learning.

These are only suggestions and we encourage you and your group to adapt them as you see fit – the activity suggestions allow plenty of scope for individuality.



More help from us

These sessions help your group to get started. For more help with training your group in expedition skills, see our downloads area: [DofE.org/downloads](https://www.dofe.org/downloads) and our training area: [DofE.org/training](https://www.dofe.org/training).

Achievable by all

A Duke of Edinburgh's Award is achievable by any young person who chooses to take up its challenge, regardless of ability, gender, background or location.

What is a DofE expedition?

A DofE expedition is a challenging and adventurous journey that participants go on as part of a team. Each expedition team will have different abilities, needs and interests and they need to set themselves an aim that is specific and relevant to them, or the Leader can set an aim (Bronze only) They can do an expedition as far flung or as close to home as they want, with a choice of modes of travel.

The Expedition section

The aim of the Expedition section is to inspire young people to develop initiative and a spirit of adventure and discovery, by planning, training for and completing their expedition.

The expedition needs to be unaccompanied and self-reliant with an agreed aim. All participants must do at least one practice expedition (except for Bronze where a practice isn't required but a robust training programme is needed) and a qualifying expedition (the one that is assessed) in order to complete the section.

Setting the scene

Before starting these sessions, it is a good idea to set the right atmosphere so that excitement is created in the group. Examples of how to do this are:

- Set up the room using expedition and camping equipment like roll mats and sleeping bags to sit on and hot chocolate in camping mugs.
- Play music chosen by young people or related songs e.g. Eye of the Tiger (Survivor), Indiana Jones (John Williams), 500 miles (The Proclaimers).
- Display resources e.g. maps, tents, photos of possible locations and young people on expedition, showing different modes of travel and quotes from young people.

Essential tools: *- The Handbook for DofE Leaders*
- Expedition Guide

Benefits of DofE expeditions

Expedition

Aim

For your expedition teams to understand the benefits of taking part and completing their Expedition section.

Resources

Flipchart, coloured marker pens, different coloured Post-it notes, tin foil, coloured paper, jam jar or sealed container, someone who has completed a DofE expedition, the Handbook for DofE Leaders.



Useful DofE facts

There are four simple steps for a young person to complete each section of their DofE programme:

- Gain an appreciation of, and respect for, the outdoor environment.
- Learn the value of sharing responsibility for success, through leadership, teamwork, self-reliance and co-operation.
- Learn the importance of attention to detail and organisational ability.
- Develop and demonstrate enterprise and imagination.
- Become more self-reliant.
- Become more able to overcome both expected and unexpected challenges.
- Recognise the needs and strengths of others.
- Improve decision-making skills and the ability to accept consequences.
- Gain the skills to reflect on personal performance.
- Learn to manage risk.
- Learn through experience.
- Develop perseverance and determination.

Timing	Section	Activity
10 mins	Getting started	<p>Icebreaker: Give the group paper and coloured pens. Get each member of the group to draw around their hands or feet and cut them out. Then ask them to write their name and key adjectives that describe them, e.g. fun, happy, arty etc. inside the drawing, stick the hands and feet on the wall.</p> <p>Sharing aim: Explain that for the rest of the session the team will be thinking about what the benefits of their DofE expedition will be and what they want to get out of it.</p>
30 mins	Group work	<p>What is a DofE expedition? Have flip charts around the room entitled with aspects of the expedition, e.g. modes of travel, location, who takes part, who assesses them, how long it will be for. Ask the group to walk around the room and to write down any words or ideas that relate to each area that they can think of. Discuss and give feedback.</p> <p>What kind of experiences will they have? In pairs, get them to draw pictures on a flip chart or mould in modelling clay the kind of experiences they want to have and to report back to the group, e.g. a tin foil sculpture of young people in a canoe, picture of smiling faces etc.</p> <p>What skills will they learn? Get them to team up in a different pair and to write down the skills they will learn on two different colours of Post-it notes: 1) skills that involve working with people, e.g. teamwork and 2) skills that are more technical e.g. map reading. Ask them to feed back to the group by sticking their Post-its on the wall and explaining them. Discuss and give feedback as necessary, covering off the benefits above. For more advanced groups, you could follow with a discussion of previous expedition experiences, strengths and weaknesses of the team and what they want to help each other with, e.g. John will help Mia with map reading.</p>
10 mins	Group work	Get the group to interview someone who has done their Expedition section who can explain how it benefited them and what they learnt. Ask the participant to bring in photos or any other objects which explain their positive experience.
5 mins	Summary	End the session by asking them to think about their wishes for their expedition, the experiences they want to have and skills they want to gain. Get them to write down their wishes on coloured paper, fold them up and put them in in a 'wish jar' (such as a jam jar), e.g. 'We all want to get on with each other'; 'We all want to learn map reading skills' etc. You can then review these after the expedition, showing what they have achieved.

What kind of expedition will you do?

Expedition

Aim

To help the team work together to establish the aim, agree the area and mode of travel of their expedition. This should be based on the interests, aspirations, abilities and resources of the group.

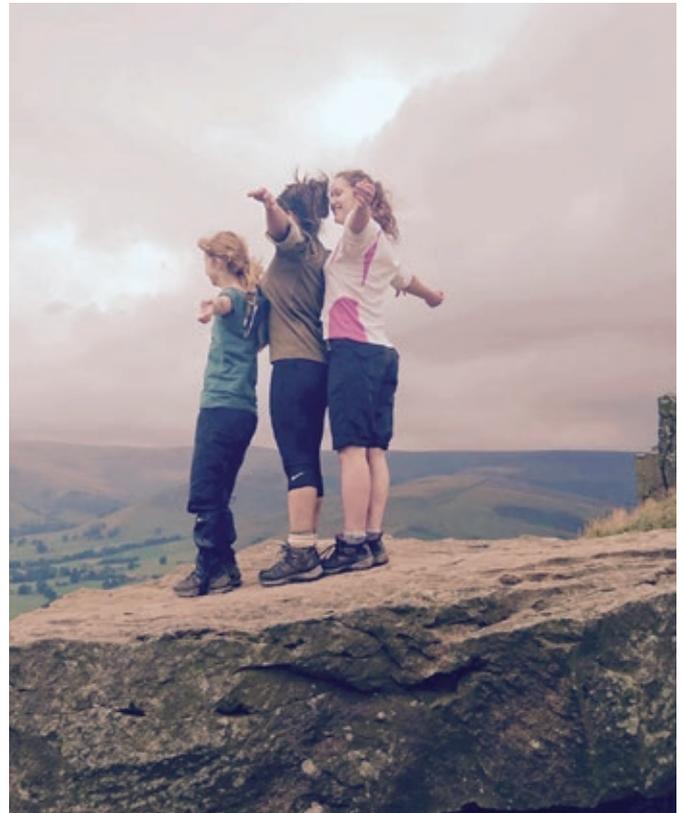
Resources

String, flipchart, coloured marker pens, different coloured Post-it notes, the Handbook for DofE Leaders, materials for making a collage, such as newspapers, magazines, crayons, glue stick, copy of an expedition programme planner for each member of the group, downloadable from DofE.org/downloads.

Useful DofE facts

Getting the aim right is the key to any expedition's success. Without it, the team cannot plan an effective, challenging expedition with a clear outcome – simply travelling through the countryside is not enough. Some examples of aims are:

- Exploring team dynamics and skills with a different team leader each day as they explore the Cairngorms on foot.
- Recording the wildlife found on the Strangford Lough canoe trail by canoe or kayak.
- Following a disused railway track on wheelchairs, noting the current use of previous railway buildings.



Timing	Section	Activity
10 mins	Getting started	<p>Icebreaker: Get a ball of string. Have each person answer a question when they are holding the string. They then throw the ball to another person so they can answer the question. You eventually create a web of string. Describe how the web is like the group and the future expedition in that they all played a part in creating it, that it is unique and special and that if one person was gone it would look different. Questions you could ask are: If you could go anywhere in the world, where would you go? What is the hardest thing you have ever done? If you were an animal what would you be and why? Say one nice word to describe yourself.</p> <p>Sharing aim: Explain that for the rest of the session the team will be exploring what the aim, area and mode of travel of their expedition will be, focusing on what is interesting and relevant to them.</p>
30 mins	Group/pair work	<p>Put example expedition aims around the room and let the group walk around the room and read them, thinking about which ones sound most exciting to them.</p> <p>Get the group to work in pairs, discussing with each other what their interests are and how they think that could be explored on an expedition, e.g. wildlife, art, history. One member of the pair has to draw a picture of the other person's interest and present it to the group. Note any common themes.</p> <p>Get the group to create a collage of their aim by cutting out magazines and newspapers, using felt tip pens, string, crayons, coloured paper etc. Tell them that they need to represent three elements in their aim: their goal (linked to their shared interest above), their preferred mode of travel and the area they want to visit. Help them make the collage and discuss it with them as they go, helping them understand what they are able to do with the resources they have and the abilities of the group.</p>
5 mins	Summary	<p>Introduce the expedition programme planners to the group, giving them one each. Get them to work in pairs to fill them out and to ask questions to each other or to you of anything they are still not clear about in the aim of the expedition. You could put an enlarged version (e.g. A3) of the programme planner on the wall as a visual aid.</p>

Planning your expedition

Expedition

Aim

For your expedition teams to understand the requirements of the section and to start planning their expedition in a fun way.

Resources

Flipchart, coloured marker pens, different coloured Post-it notes, the Handbook for DofE Leaders, rucksack and expedition equipment.



Useful DofE facts

The expedition process can be explained in five steps:

- **Preparation:** participants plan an expedition. This includes team members, its aim, how they will travel and the environment they intend to travel through.
- **Training:** in expedition skills and intended mode of travel.
- **Practice expedition(s):** to enable participants to travel safely and complete their qualifying expedition.
- **Qualifying expedition, debrief and presentation:** their expedition will be observed by their Accredited Assessor. On completion, they will be debriefed by their Assessor and then prepare and give a presentation of their expedition which covers their aims, experiences and outcomes. A presentation is not compulsory for Bronze – The team may opt for a full debrief by the Assessor instead
- **Assessment:** The Assessor completes an Assessor Report either on paper or via eDofE. There is no need for a presentation to be made for the Bronze expedition, but it is required for Silver and Gold.

Timing	Section	Activity
10 mins	Getting started	<p>Icebreaker: Bring in a rucksack and lots of different expedition equipment and lay it on the floor. Each member of the group has to pack something in the rucksack and shout out something they know about the expedition section when they put it in. Keep going until the bag is packed.</p> <p>Sharing aim: Explain that for the rest of the session the team will be talking about the expedition process and understanding the requirements, so they can start planning their expedition.</p>
30 mins	Group/pair work	<p>Briefly explain or re-cap on some basics about the Expedition section, the role of Assessor and Supervisor and the importance of preparation.</p> <p>What is the expedition process?</p> <p>Put a piece of string along the floor, from one side of the room to the other. Prepare the following words on different pieces of paper: 'preparation', 'training', 'qualifying expedition', 'debrief' and 'assessment'. If delivering this to Silver or Gold participants add 'presentation' and 'practice expedition.'</p> <p>Get the young people to put the words along the string in the order in which they occur in the expedition process.</p> <p>What conditions should we follow?</p> <p>Get the group to write down the 20 conditions of the Expedition section on separate pieces of A4 coloured paper with a drawing for each one, e.g. 'A substantial meal should be cooked and eaten by participants each day.' Get them to lay out the conditions on the floor, along the string again, in order of what needs to be done before, during and after the expedition, ideally alongside the relevant scenarios. Discuss and give feedback.</p>
10 mins	Group/pair work	<p>Focus in on one condition and how the group are going to achieve it. For example, 'The expedition must have an aim'. Put a list of possible aims up on the wall for all to see.</p> <p>Explain that the aim should be achievable, of interest to the team members and of sufficient challenge to be worthwhile.</p> <p>Split the group into two teams and ask one team to think about what aims that they could use, being as creative as possible. Ask the other team to think imaginatively about what evidence they would need to collect and how they could collect it, e.g. video clip of them cooking on their mobile phone. Get both to feedback.</p>
5 mins	Summary	<p>Find out what they have learnt by playing word association with all in the group with starter words like 'training', 'equipment', 'aim'.</p>