

St Mary's Catholic College

Gold Duke of Edinburgh Award



St Mary's Catholic College
Wallasey

eDofE login

Use this page to record your eDofE login details.

Do not write your actual password here, instead write yourself a hint.

Username:.....
.....

Password

Hint:.....
.....

Below your attendance at each session must be signed off by a member of staff – if your attendance log is not complete you will not be able to go on expedition.

Attendance

| Session Date | Staff Signature | Reason for Absence |
|------------------------|-----------------|--------------------|
| Thursday 12th May 2022 | | |
| Monday 23rd May 2022 | | |
| Monday 6th June 2022 | | |
| Monday 13th June 2022 | | |
| Monday 20th June 2022 | | |
| Monday 27th June 2022 | | |

Key Training Dates

| Date | Time | Outline |
|------------------------|---------------|---|
| Thursday 12th May 2022 | 2:50 – 4:00pm | Basic Map Skills and Kit – Introduction to maps, kit and how to pack a rucksack. Kit list will be provided at this meeting to provide ample time to prepare for expedition. |
| Monday 23rd May 2022 | 2:50 – 4:00pm | Map Skills and Route cards – Using maps and understanding and writing route cards |
| Monday 6th June 2022 | 2:50 – 4:00pm | Route Planning – Using maps to plan a route and write your route cards |
| Monday 13th June 2022 | 2:50 – 4:00pm | Tents and Trangias – Using trangias and how to pack tents into your rucksack and put a tent up. |
| Monday 20th June 2022 | 2:50 – 4:00pm | Food and Menu Planning – planning an appropriate menu and what is appropriate food and drink for expedition. |
| Monday 27th June 2022 | 2:50 – 4:00pm | First Aid and Emergency Procedures – Basic first aid and what to do in an emergency. |

Attendance at these sessions is compulsory. If for any reason you cannot attend, you must let Mrs Jones or Miss Waring know. If you do not attend, you are risking not being permitted to complete your expedition. This training is part of gaining your award and makes up part of your Expedition section.

Pacing

How many steps do I take to walk 100m?

100m =

The 20 Conditions

Part of gaining your award is to meet the 20 conditions of the Duke of Edinburgh Award. Below you will find all 20 conditions outlined. Some of these you will meet as part of your training, some you will meet by completing your Expedition and following the rules set out to you by staff. The rest will be met as part of your three other sections. Read through all 20 Conditions, make sure you understand them. Once you have read and understand these conditions sign the bottom of this page, this is you agreeing to make sure that you follow all expectations and that you understand if you fail to meet any expectations you can fail your award.

| DofE qualifying expedition conditions | | |
|---------------------------------------|----|---|
| Planning the expedition | 1 | The team must plan and organise the expedition; all members of the team should be able to describe the role they have played in planning. |
| | 2 | The expedition must have an aim. The aim can be set by the Leader at Bronze level only. |
| | 3 | All participants must be within the qualifying age of the programme level and at the same Award level (i.e. not have completed the same or higher level of expedition). |
| | 4 | There must be between four and seven participants in a team (eight for modes of travel which have tandem) |
| | 5 | The expedition should take place in the recommended environment. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="border: 1px solid red; padding: 2px; width: 30%;"> Bronze: Expeditions should be in normal rural countryside – familiar and local to groups. </div> <div style="border: 1px solid grey; padding: 2px; width: 30%;"> Silver: Expeditions should be in normal rural, open countryside or forest – unfamiliar to groups. </div> <div style="border: 1px solid orange; padding: 2px; width: 30%;"> Gold: Expeditions should be in wild country (remote from habitation) which is unfamiliar to groups. </div> </div> |
| | 6 | Accommodation must be by camping or other simple self-catering accommodation (e.g. camping barns or bunkhouses). |
| | 7 | The expedition must be of the correct duration and meet the minimum hours of planned activity. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="border: 1px solid red; padding: 2px; width: 30%;"> Bronze: A minimum of 2 days, 1 night; 6 hours planned activity each day. </div> <div style="border: 1px solid grey; padding: 2px; width: 30%;"> Silver: A minimum of 3 days, 2 nights; 7 hours planned activity each day. </div> <div style="border: 1px solid orange; padding: 2px; width: 30%;"> Gold: A minimum of 4 days, 3 nights; 8 hours planned activity each day. </div> </div> |
| | 8 | All expeditions must be supervised by an adult (the Expedition Supervisor) who is able to accept responsibility for the safety of the team. |
| | 9 | Assessment must be by an accredited Assessor. At Bronze level only, the Assessor may also be the Expedition Supervisor. |
| | 10 | Expeditions will usually take place between the end of March and the end of October. They may take place outside this period, if so, non-camping accommodation options should be considered. |
| Training and practice | 11 | Participants must be adequately trained to safely undertake a remotely supervised expedition in the environment in which they will be operating. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="border: 1px solid red; padding: 2px; width: 30%;"> Bronze: Teams must complete the required training. </div> <div style="border: 1px solid grey; padding: 2px; width: 30%;"> Silver: Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights. </div> <div style="border: 1px solid orange; padding: 2px; width: 30%;"> Gold: Teams must complete the required training and a practice expedition of a minimum 2 days, 2 nights </div> </div> |
| | 12 | All expeditions must be by the participants' own physical effort, without motorised or outside assistance. Mobility aids may be used where appropriate to the needs of the participant. |
| During the expedition | 13 | All expeditions must be unaccompanied and self-sufficient. The team must be properly equipped, and supervision must be carried out remotely. |
| | 14 | Teams must possess the necessary physical fitness, first aid and expedition skills required to complete their expedition safely. |
| | 15 | Groups must adhere to a mobile phone use policy as agreed with their Expedition Supervisor and Assessor. This agreement should also include use of other electronic equipment. |
| | 16 | Participants must behave responsibly with respect for their team members, Leaders, the public and animals. |
| | 17 | Groups must understand and adhere to the Countryside /Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate). |
| | 18 | Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal on each day. This is optional on the final day. |
| Post expedition | 19 | Participants must actively participate in a debrief with their Assessor at the end of the expedition. |
| | 20 | At Silver and Gold level, a presentation must be prepared and delivered after the expedition. |

Name.....

Signed.....

Kit List

| Item | Got It | Packed It |
|-------------------------|--------|-----------|
| Walking Boots | | |
| Walking Socks | | |
| Waterproof Coat * | | |
| Waterproof Trousers * | | |
| Fleece top (or similar) | | |

| | | |
|---|--|--|
| Quick wicking t-shirts | | |
| Walking Trousers | | |
| Shorts (optional) | | |
| Underwear | | |
| Nightwear | | |
| Flipflops/Sliders (For campsite, Optional) | | |
| Woolly Hat/ Sun Hat | | |
| Gloves | | |
| Scarf | | |
| 60L Rucksack * | | |
| Sleeping Bag | | |
| Sleeping Mat | | |
| Whistle | | |
| Torch (and Spare Batteries) | | |
| Personal First Aid Kit | | |
| Expedition Food | | |
| Water bottle and Plenty of water | | |
| Cutlery | | |
| Plate/bowl | | |
| Mug | | |
| Wash Kit | | |
| Suncream | | |
| Notebook/Pencil | | |
| Watch (1 per group) | | |
| Sunglasses (optional) | | |
| Insect Repellent (optional) | | |
| Cards or similar (something to do in the evening, optional) | | |

Items marked with * can be borrowed from school.

Remember to bring clothing appropriate for the length of your expedition

Packing your Rucksack





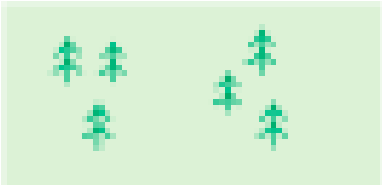



What would you pack in each section of the rucksack below?

Label the diagram for each section.



Map Symbols

Underneath each symbol write what it represents if seen on a map.

| | | |
|---|---|---|
|  |  |  |
| | | |
|  |  | <p>Pol Sta</p> |
| | | |
|  |  |  |
| | | |

Scales

It wouldn't be possible for maps to show things the size they are in real life, so maps make things smaller using scale. Drawing something to scale means showing it at a different size to what it is in real life.

When maps are drawn to scale things are made many times smaller than they are in real life. Because maps are important to a lot of people, this process has to be very accurate. Every map has its scale printed on the front. It is usually written like this 1:25000. This means that 1 unit of measurement on the map (a centimetre, for example) represents 25 000 of those same units on the actual ground the map covers

Large-Scale Maps

These are better for showing individual buildings in detail because they only cover a small area of land.



Small-Scale Maps

These are ideal for travelling either by car or walking because they cover large areas of land in great detail.

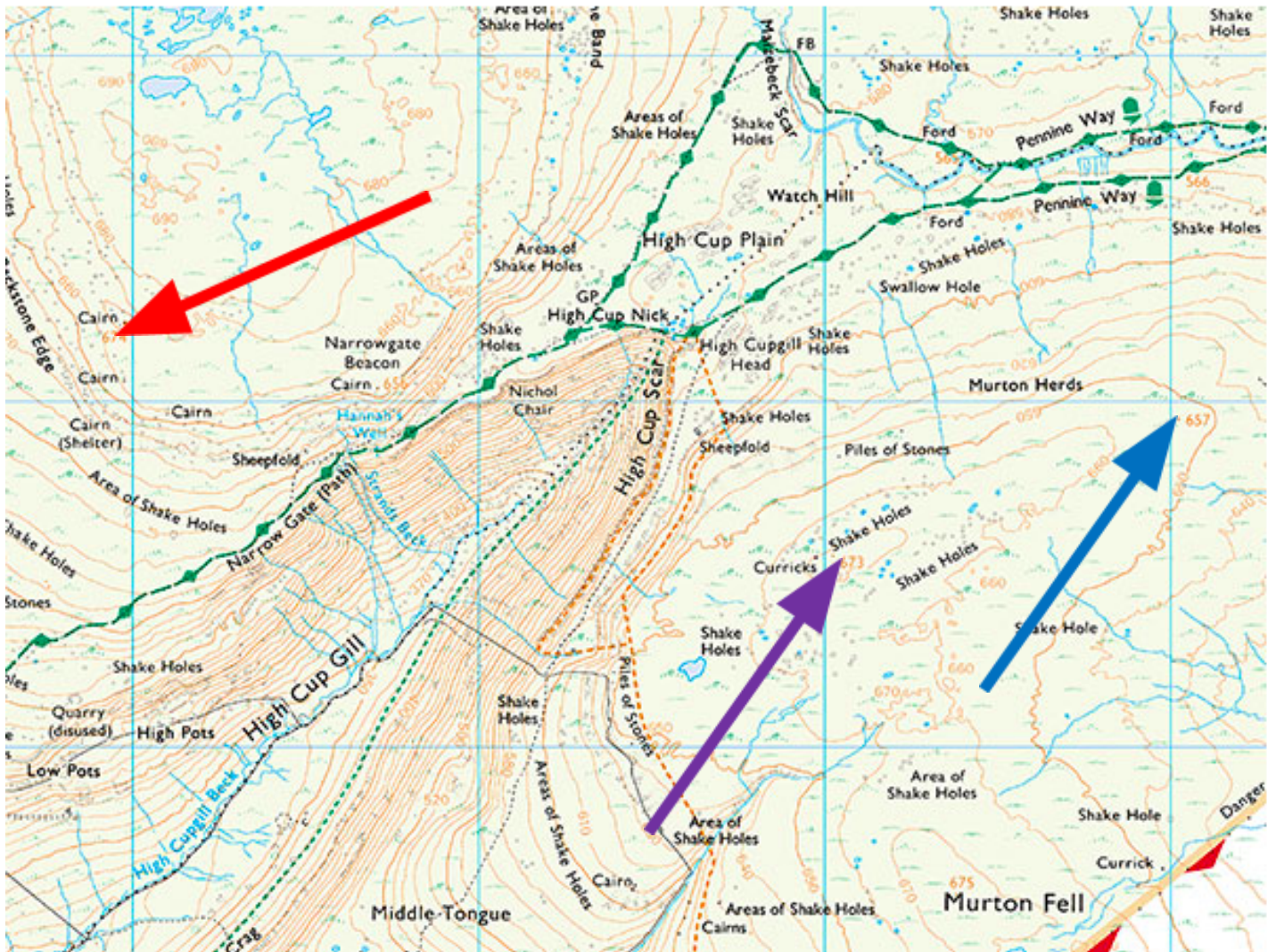


Using Scales

A Map has a scale 1:25000

- How many metres in real life does 1cm represent on the map?
- How many metres in real life does 4cm represent on the map?
- How many metres in real life does 10cm represent on the map?
- How many cm on the map would 500m be?
- How many cm on the map would 5000m be?
- How many cm on the map would 2500m be?

Contour lines



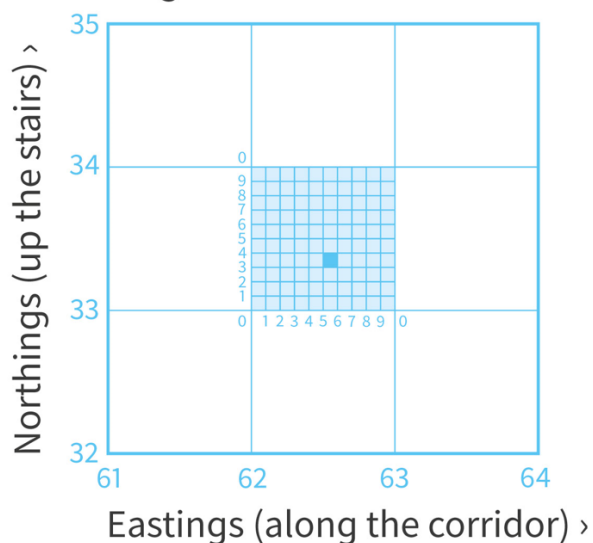
Contours show the height of the land. The closer the contours are together the steeper the land, the further apart they are the flatter the land.

What is the height of the land at the red arrow?

What is the height of the land at the purple arrow?

What is the height of the land at the blue arrow?

Grid References



Grid references are used to identify locations on a map. There are both four figure and six figure grid references. A four figure grid reference gives a 1km square area as a location. A six figure grid reference gives a much more precise location and is much more useful when navigating and route planning.

A 6 figure grid reference splits up each square on the map into 10 squares across and 10 squares up like the diagram on the left. You would read along the bottom first, a bit like a graph and then up the side.

For example the six figure grid reference of the smallest blue square in the diagram would be as follows. It is in the bigger box **6233** and 5 small squares along the bottom and 3 small squares up. The six figure grid reference would be **625333**

Use the map on the next page

What can be found at the following grid references

| Grid Reference | Feature |
|----------------|---------|
| 293925 | |
| 282929 | |
| 298903 | |
| 306929 | |
| 290929 | |

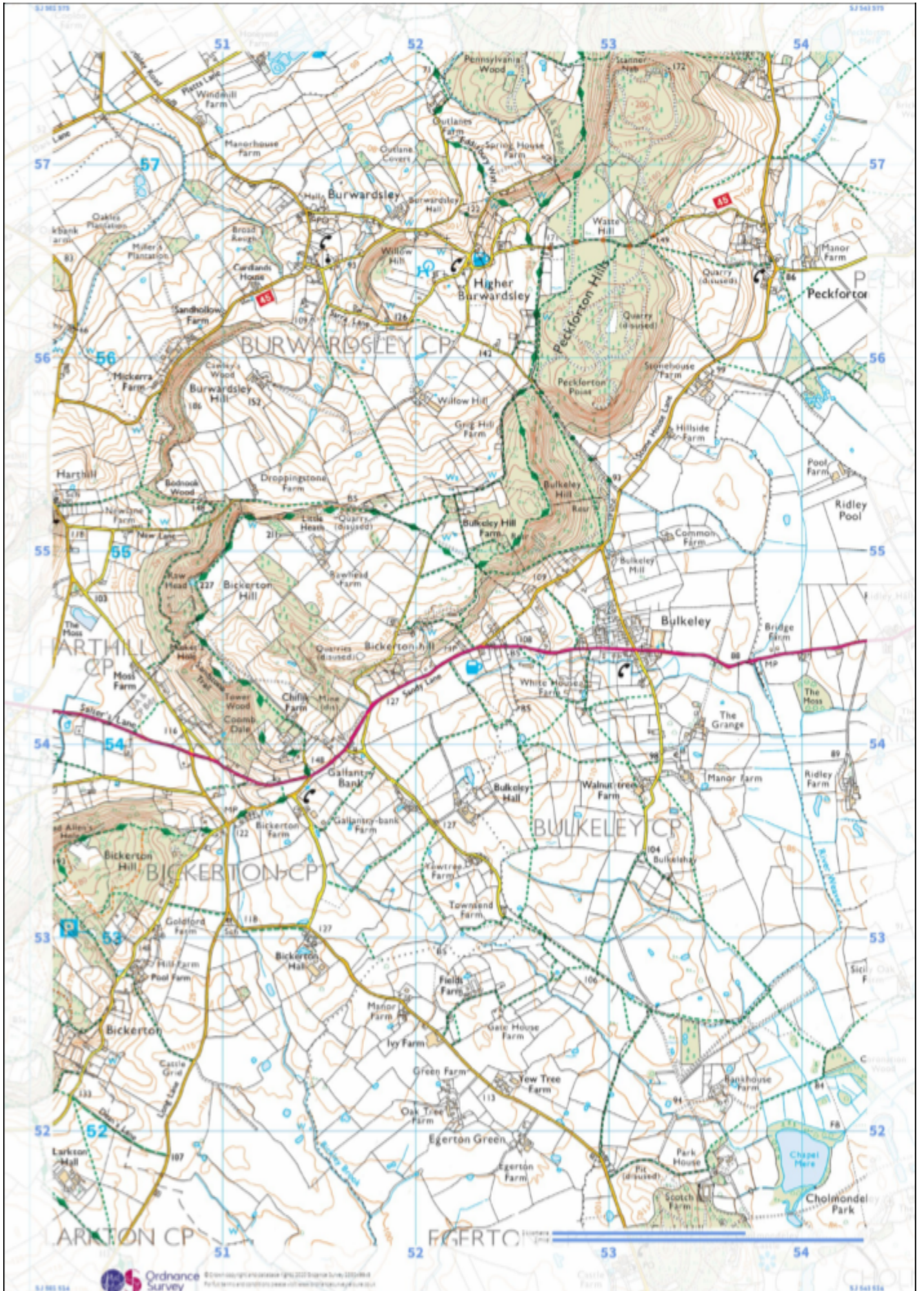
Give the grid reference where each of the following can be found

| Feature | Grid Reference |
|----------------------|----------------|
| Golf Club | |
| Car Park | |
| Leasowe Castle Hotel | |
| Telephone Box | |
| Church | |

Are there any symbols or features that you don't recognise?

Write the grid reference of these symbols and use the key to find out what each of them are.





Use the map on the previous page to plot a route that is 28km long.

What is the grid reference of your start point?

What is the grid reference of your end point?

Once you have plotted your route, pick 5 places along your route that you might use as a checkpoint. Give the grid references below.

Using the route you have just plotted, by looking at the map and the features along your route can you identify any dangers you may come across or areas where navigating might be hard?

| | | | | | | | | | | |
|---|----|---------|--|--|--|--|--|--|---|--|
| | | | | | | | | | | |
| 5 | TO | | | | | | | | | |
| 6 | TO | | | | | | | | | |
| 7 | TO | | | | | | | | | |
| 8 | TO | | | | | | | | | |
| | | Totals: | | | | | | | Supervisor's name, location and Tel No: | |

Menu Planner

Complete the menu planner below. Make sure you count the calories for each meal and your total for the day. Remember your calories for the day must total **at least** 2000 calories. Your menu should be balanced and nutritious and you should also be conscious

| Days | Breakfast | Lunch | Dinner | Snacks | Total Calories |
|-------------|------------------|--------------|---------------|---------------|-----------------------|
| 1 | | Calories: | Calories: | Calories: | |
| 2 | Calories: | Calories: | Calories: | Calories: | |
| 3 | | | | | |

| | | | | | |
|---|------------------|------------------|------------------|------------------|--|
| | | | | | |
| | Calories: | Calories | Calories: | Calories: | |
| 4 | | | | | |
| | Calories: | Calories: | | Calories: | |

First Aid Quiz

Read each question and choose the appropriate answer.

- 1. Your friend has a strain or sprain and you apply something cold to the injury. How does this help?**
 - a) It will help to keep the joint still
 - b) It will reduce swelling and pain
 - c) It will calm the person down
 - d) It will reduce the risk of scarring

- 2. If someone is having an asthma attack, they...**
 - a) Will be breathing easily
 - b) Won't be experiencing any change in their breathing
 - c) Will be finding it difficult to breathe normally

- 3. What is your key reaction if someone is unresponsive and not breathing?**
 - a) Try to breathe into their mouth
 - b) Raise their feet above their head
 - c) Give chest compressions

- 4. Which of these things are common causes of severe allergic reactions?**
 - a) All of these
 - b) Shellfish, like prawns or mussels
 - c) Latex (a sort of rubber), for example rubber gloves
 - d) Peanuts and other nuts
 - e) An insect sting, from a bee or wasp

- 5. You are helping a friend you suspect has a broken arm. You've supported the injury. Should you...**
 - a) Get medical help immediately
 - b) Leave it for an hour and then get medical help
 - c) not seek medical help, the bone will just heal on its own
 - d) Only get medical help if it gets more painful

- 6. When you apply pressure to a bleeding wound you are acting like a...?**
 - a) Drain
 - b) Plug
 - c) Hose

- 7. Which of these things could you use to support a broken bone?**
 - a) A cushion
 - b) Some clothing
 - c) Someone's hand
 - d) All of these

- 8. During an asthma attack, a person uses a 'what' ... to take their medication?**
- a) Ice pack
 - b) Inhaler
 - c) Auto-injector
- 9. When someone has a head injury, which of these items can be used to help reduce swelling and pain?**
- a) A large, flexible plastic bottle of fizzy drink or milk from the fridge
 - b) All of these
 - c) A bag of frozen vegetables
 - d) An ice pack
- 10. Your friend has banged their head and you need to help them. What is the key thing you need to do?**
- a) Get them up and about again as quickly as possible
 - b) Reduce swelling and pain around the injury
 - c) Stop them panicking
- 11. If an allergic reaction is very severe, a person might...**
- a) Be unable to see
 - b) Be unable to hear
 - c) Be unable to breathe
 - d) Be unable to taste
- 12. One morning you find your older sister and you think she is unresponsive and breathing. Aside from calling for help, what is your priority in this situation?**
- a) Call someone and get them to help you
 - b) Help her continue to breathe normally until help arrives
 - c) Find out what has happened to her
- 13. After you've moved a person who is unresponsive and breathing onto their side, you should...what?**
- a) Stay with the person and keep checking their head is tilted back to allow them to keep breathing normally
 - b) Leave the person alone now they are comfortable, they'll wake up soon
 - c) Sit with but do not touch the person again. If they move, it is just them starting to wake up
- 14. If someone is unresponsive and not breathing, how long should you give chest compressions for?**
- a) Until your arms get tired
 - b) Until help arrives and someone else takes over
 - c) Until you have done 100 compressions