

Subject	Introduction to OS maps	Class background	
Date/Period	90 Minutes		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	Introducing the OS map and bringing everyone up to speed on grid references and other features of the map.	Learning Objectives To understand that maps are an extremely close representation of the ground to an exact scale and to be able to identify and use key features of the map.	
Prior Knowledge	None required, however many will have probably done much of this before in geography or on previous awards so it will for the most part be a refresher.	Success Criteria 1. Students can measure distance on the map and convert it to distance on the ground. 2. Students can interpret 6 figure grid references. 3. Students can tell the difference between steepness of slopes, ridges and valleys. 4. Students can identify a number of features.	

Lesson Outline		Assessment
<i>Introduction</i>	Hand out the maps. Explain that this is a brief introduction to OS maps . Find out how many of them have used OS maps before either personally or in Geography lessons.	
<i>Main Body</i>	<p>Maps as a representation</p> <ul style="list-style-type: none"> • Explain that maps are a representation of the ground show handout of a map superimposed over an aerial photo. • Explain scales and how they relate to grid lines and (in groups) get students to take some short measurements and convert to KM. <p>Grid references</p> <ul style="list-style-type: none"> • Explain how to take grid references • Ask students to find some features by giving them grid references then do the reverse. <p>Contour Lines</p> <ul style="list-style-type: none"> • Explain contour lines and using the course notes. Ask students to complete the relevant page. <p>Features</p> <ul style="list-style-type: none"> • Explain linear, spot and area features (in that order) as you are doing this... • Get students to call out examples of such features and draw a map on a flip chart (this map can be used in the Navigating using Maps lesson). • Point out the key last of all. 	<p>Making sure there are correct answers given in the measuring and grid references.</p> <p>Checking that their course notes page on contour interpretation has been completed.</p> <p>Ensuring that all participate in calling out during the map drawing</p>
<i>Plenary</i>	Discuss how much was new and how much they knew.	

Resources	<ol style="list-style-type: none"> 1. Course notes for each student. 2. Superimposed map over aerial photo. 3. Maps and compasses (one per group of 4) 4. Some examples of grid references of features on their maps for them to find. 5. Flip chart and lots of colour markers. 6. Idea of what to draw on the flip chart. 	SEN	
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Subject	Navigating using maps	Class background	
Date/Period	45 Minutes (30 minutes if walking round with a map is omitted)		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	Using maps to navigate. Introducing navigational concepts.	Learning Objectives	
		Understand the theory of this method of fair weather navigation and to understand how it could be used to help relocate when lost.	
Prior Knowledge	Have completed session 01 Introduction to OS maps.	Success Criteria	
		<ol style="list-style-type: none"> 1. Students can describe a leg on a map. 2. Students can orientate a map and follow it. 3. Students can take bearings from the map 4. Students understand some strategies for relocation. 	

Lesson Outline		Assessment
<i>Introduction</i>	We'll be covering how to use the map to navigate.	
	There are recognised methods to doing it well. We teach a specific system.	
	When on expedition everyone can get involved even when they don't have the map.	
<i>Main Body</i>	<p>Hand rails and tick features</p> <ul style="list-style-type: none"> • Define the term 'a leg'. Using the map drawn in <i>01 Introduction to OS maps</i> explain the concepts of Hand rails, tick features, catchment points (include time as a catchment) and overshoots. It does not matter if the map is a bit scrappy, it is easier to do this on a simple hand drawn map than a real one. Talk about always having a strategy and how the group can work together. • Use the prepared maps of the room or immediate area to get the participants to walk around a set course identifying hand rails and tick features and keeping the map orientated. Have the group go round in pairs with different numbered points to visit (like in orienteering). <p>Bearings</p> <ul style="list-style-type: none"> • Explain we use 360° with North at 0° and 360° • Give each participant a compass and give them different bearings to find by standing and facing N, E. 45° 310° etc. • Get them to estimate a bearing from a map and put it in the compass. • Get them to estimate more accurately using a protractor. • Show how to use the compass as a protractor by using the procedure in the course notes • Ask the participants to complete the sheet in the course notes. • Ask the participants to take some bearings from the map and explain how to then use that 'out in the field' <p>Relocation</p> <ul style="list-style-type: none"> • Go through relocation strategies in relation to hand rails tick feature etc. 	<p>Observe the students following the map and ensure that they are orientating it as they move.</p> <p>Check the results of the bearings exercise.</p>
	<i>Plenary</i>	Review tick features, catchment points and overshoots.

Resources	<ol style="list-style-type: none"> 1. Course Notes document. 2. Map drawn in 01-introduction to OS maps. 3. Rough (hand drawn) map large scale map of the room / surrounding area. 4. Maps. 5. Compasses. 	SEN	
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Subject	Hazards	Class background	
Date/Period	45 Minutes		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	Learn to identify possible hazards and how to assess and manage the risk associated with those hazards.	Learning Objectives	
		To be aware of general risks they may encounter on the expedition and specific risks on a specified route . To have thought about ways to reduce this risk if possible and necessary.	
Prior Knowledge	Some experience of map reading is desirable.	Success Criteria	
		<ol style="list-style-type: none"> 1. Students will be able to identify generic hazards they could face at any time on expedition. 2. Students will have discussed ways of minimising these risks if possible. 3. Students also be able to identify possible hazards along a given route. 	

Lesson Outline		Assessment																												
<i>Introduction</i>	There are risks associated with going on an expedition. Some can be avoided, those that can't be avoided can be managed.																													
<i>Main Body</i>	<ul style="list-style-type: none"> • Split class into four groups. Giving each group a heading of 'animals and people', 'weather', 'terrain' or 'other'. Each group writes down expected hazards that fall into their category. • Write up on a board once finished and get whole group to fill in any blanks. Go through the list talking about each risk and what (if anything) can be done to manage the risk. Or possibly get each group to take a different category and work out how to manage the risks of each. • Some risks we brainstormed are below: <table border="1" data-bbox="327 1288 1037 1590"> <thead> <tr> <th>Animals and people</th> <th>Weather and conditions</th> <th>Terrain</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Farm animals</td> <td>Heat</td> <td>Crags, rock falls</td> <td>Stoves</td> </tr> <tr> <td>Mini animals</td> <td>Cold</td> <td>or fall off</td> <td>Existing medical conditions</td> </tr> <tr> <td>Ticks</td> <td>Rain</td> <td>Rivers, lakes</td> <td>Food poisoning</td> </tr> <tr> <td>Other walkers (kicking rocks off)</td> <td>Lightning</td> <td>Steep ground</td> <td>Exhaustion</td> </tr> <tr> <td>Angry people</td> <td>Wind</td> <td>Mines / Shakeholes</td> <td>Getting lost</td> </tr> <tr> <td>Dogs</td> <td></td> <td>Roads</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Get groups to identify hazards on a given route and present them. 	Animals and people	Weather and conditions	Terrain	Other	Farm animals	Heat	Crags, rock falls	Stoves	Mini animals	Cold	or fall off	Existing medical conditions	Ticks	Rain	Rivers, lakes	Food poisoning	Other walkers (kicking rocks off)	Lightning	Steep ground	Exhaustion	Angry people	Wind	Mines / Shakeholes	Getting lost	Dogs		Roads		<p>Groups should be able to identify many of the risks mentioned on the left and there are usually a few more.</p> <p>Group responses should indicate the common sense necessary to manage the risks.</p> <p>Watch the presentation for the risks along a route.</p>
Animals and people	Weather and conditions	Terrain	Other																											
Farm animals	Heat	Crags, rock falls	Stoves																											
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Dogs		Roads																												
<i>Plenary</i>																														

Resources	<ol style="list-style-type: none"> 1. Course notes for each student. 2. White board / flip chart. 3. Maps with routes drawn on. 	SEN	
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Subject	Equipment and rucksack packing	Class background	
Date/Period	90 Minutes		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	What equipment to bring, how to pack a rucksack and how to adjust it to fit you.	Learning Objectives	
		To understand what equipment to bring on an expedition and to be able to pack and adjust a rucksack to assist in load bearing.	
Prior Knowledge	None	Success Criteria	
		<ol style="list-style-type: none"> 1. Students get an idea of quantities of things to bring. 2. Students learn principles of where to pack their equipment with the rucksack. 3. Students practice packing a rucksack 4. Students understand how to adjust a rucksack for comfort. 	

Lesson Outline		Assessment
<i>Introduction</i>	<p>Learn what you need to bring on expedition and how much of it you need to bring.</p> <p>Learn the best ways to pack rucksacks and how to adjust them.</p>	
<i>Main Body</i>	<p>Equipment</p> <ul style="list-style-type: none"> • Go through the equipment list in the course notes with the team checking that the participants have items (making notes on what we may need to lend). • Discuss in the group how many of each item they may wish to bring. Suggest the participants write in the boxes quantities that they feel they will need as we go along. <p>Packing a Rucksack</p> <ul style="list-style-type: none"> • Referring to the page in the course notes explain the theory of packing a rucksack and considerations such as waterproofing. • Give the students 5 minutes to fill in the packing rucksack exercise in the course notes. • Give groups of 3 or 4 students a rucksack with a load of stuffed dry bags labelled as different items as well as stoves, tents etc. Get the groups to pack their rucksack and then unpack it explaining why they put stuff where. <p>Adjusting a Rucksack</p> <ul style="list-style-type: none"> • Show the students how to adjust the rucksack they have packed. Pass the rucksack around from short to tall people so they have to adjust it. 	<p>Ensure that students make notes on their equipment sheet.</p> <p>View their rucksack packing work sheet.</p> <p>Observe the groups packing their rucksacks.</p> <p>Watch students adjust the rucksack to fit themselves.</p>
<i>Plenary</i>		

Resources	<ol style="list-style-type: none"> 1. Course notes for each student. 2. For each group of 4 or 5 students will need a rucksack, tent, stove, fuel, sleeping bag, first aid kit, waterproofs, hat gloves roll mat and a selection of dry bags labelled clothes etc. 	SEN	
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Subject	Menu planning	Class background
Date/Period	30 Minutes	
Year Group	Silver or Gold	
Teacher		
Focus of Lesson	To enable students to be able to plan a good expedition menu.	Learning Objectives To be able to plan an interesting, varied and appropriate menu for their expedition.
Prior Knowledge	None.	Success Criteria 1. Students to be able to identify good food types for the expedition. 2. Students will have completed a menu plan.

Lesson Outline		Assessment
<i>Introduction</i>	<p>Food choices are key to your expedition success but it is often the most overlooked part.</p> <p>You have to remember that you need to be able to carry everything for the entire expedition.</p> <p>Much of this is down to personal taste so everyone's ideal will be different.</p>	
<i>Main Body</i>	<ul style="list-style-type: none"> Go through course notes on menu planning theory and practice. Show photos or examples of various foods that work well. Get students to give examples of what they would bring for different meals. Put them on a board. Critique or give alternatives where necessary. Ask groups about what food luxury they would bring. It is nice to have a luxury, this food may be a bit unsuitable but they think it is worth it to boost moral. Use the make a menu cards. Get group to discard things they don't want then lay cards out into a day's menu. Add up the calories and add more if necessary. Discuss scores, pros and cons Ask students to write a menu plan. 	<p>Assess learning through verbal responses.</p> <p>Review students menu plan.</p>
<i>Plenary</i>		

Resources	<ol style="list-style-type: none"> Course notes for each student. Photos of food (in supermarket isles is good). Examples of boil in bag, pasta sauce, breads, cous cous etc Make a Menu cards Flip chart / white board and pens. 	SEN
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Subject	Stove safety and use	Class background	
Date/Period	45 Minutes		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	Safe stove practice.	Learning Objectives	
		To be able to use their chosen stove safely and competently.	
Prior Knowledge	None	Success Criteria	
		<ol style="list-style-type: none"> 1. Students will be able to identify key safety issues with stove use. 2. Students will be competent at using their stove. 	

Lesson Outline		Assessment
<i>Introduction</i>	<p>Fire incidents are very rare but can be very serious when they do occur.</p> <p>Burns and scalds are fairly common, usually not so serious but extremely painful.</p> <p>Different stoves have different strengths and weaknesses.</p>	
<i>Main Body</i>	<p>Stove safety</p> <ul style="list-style-type: none"> • Go through the course notes on Trangia use. Encourage others to chip in with things that they think are relevant for their stoves (if they have different types of stoves and things that are not on the list specific to their stoves. • Stress the importance of having a re-fueling station away from the cooking area. Best practice recommends a 3 zone system of cooking area, fuel dump area and re-fueling area. • Get the students to rank the most important 3 items on the list from a stove safety point of view and then from a competent user point of view. <p>Practical stove use</p> <ul style="list-style-type: none"> • Get someone to demo using each of the stoves that you have in the session. • Discuss the various strengths and weaknesses of the stoves in use. 	<p>Review their most important 3 items for stove safety and competent use.</p> <p>Watch them using the Trangia and any other stoves they have supplied.</p>
<i>Plenary</i>		

Resources	<ol style="list-style-type: none"> 1. Course notes for each student. 2. Stoves that they will be using. 3. Fuel, lighter / matches. 4. Food to cook or hot drink to make. 	SEN	
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Subject	Practice route planning	Class background	
Date/Period	90-120 Minutes		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	To get a practice route and route card drawn up.	Learning Objectives	
		To make a route card for their practice expedition.	
Prior Knowledge	01 Introduction to OS maps. 02 Navigating using maps. 04 Hazards.	Success Criteria	
		1. Students understand the importance of, and how to complete, each section of the route card. 2. Students complete a practice expedition route card.	

Lesson Outline		Assessment
<i>Introduction</i>	<p>Need to make a route plan for each day.</p> <p>Purposes of a route card are</p> <ol style="list-style-type: none"> 1) So students, supervisors and the DofE know where they will be at any time. 2) To pre plan for emergencies. 3) To help you plan and visualise a rewarding and feasible route 4) To aid their navigation on the ground. 	
<i>Main Body</i>	<ul style="list-style-type: none"> • Show a blank route card on a screen. Have a short (2 or 3 leg) route marked on their maps or (better) a projector. Ask the class for suggestions as to where to break the route into legs. With the help of the class complete the route card. Pay particular attention to the route description, hazards and refer back to the navigation theory. <p>For filling in their route cards</p> <ul style="list-style-type: none"> • Talk about the expected times and distances required per day. • Give the students the required constrictions such as campsites, start and end points, via points and areas to avoid. • Split them into pairs and give them a day each. • Get groups to draw route on map before completing card (check route is suitable before they start on each day's route card). Route should avoid roads and populated areas when possible. • Check description on completion of first leg to check that description is detailed enough. • Help the groups as necessary. Leave the card that the whole group completed on the screen while they do the above. • Get groups to plot their routes on Memory map. 	<p>Are the students giving the correct answers for different fields on the route card? Are the descriptions detailed?</p> <p>It should be possible to follow their route on the map using only the route card.</p>
<i>Plenary</i>		

Resources	<ol style="list-style-type: none"> 1. Course notes for each student. 2. Blank route cards. 3. Computers with blank excel route cards on them. 4. Computer with memory map for digital plotting or an map with short route that can be projected. 5. Piece of string knotted at guide distance (e.g 18km). 6. Maps (one between 2 or 3), compasses and map pens. 7. Short route marked on the map. 	SEN	
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Subject	First aid	Class background	
Date/Period	60 Minutes		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	Basic first aid.	Learning Objectives	
		To understand how to deal with both common first aid issues and the rarer more serious ones.	
Prior Knowledge	Some first aid knowledge is desirable.	Success Criteria	
		<ol style="list-style-type: none"> 1. Students can apply suitable bandages and dressings to immobilise limbs and stop bleeding. 2. Students know how to put someone into the recovery position with an open draining airway. 3. Students understand the importance of keeping a seriously ill patient warm and monitoring their condition. 	

Lesson Outline		Assessment
<i>Introduction</i>	<p>You need to be able to deal with common first aid issues and to be able to keep a severely injured person alive until help arrives.</p> <p>Find out who in the group has done some first aid, find out what they have done and recommend that they all do some either off their own back or if offered by the school.</p>	
<i>Main Body</i>	<ul style="list-style-type: none"> • Talk about common injuries and how to treat them using the course notes. • Open one of our first aid kits to show what it in it. • Describe to purpose of applying bandages and show how to apply bandages to various bits of the body with both bandages and other bits and bobs. Make sure you cover broken arm, ankle and injured knee at least. • Get participants to have a go at applying some bandages. Split them into 3 groups, get 1 group to do it 'properly', 1 group to do it 'wild and whacky' and one to only use what they have on them (or in a small pack of stuff they may have on a day hike, no first aid kit). All must be functional. • Talk about what to do with an unconscious patient. • Demonstrate recovery position and open, draining airway. • Get participants to put each other in the recovery position. • Discuss the need to monitor and keep notes on a patient's condition. 	<p>View the demonstrations of the recovery position.</p> <p>View the effectiveness of applied bandages.</p>
<i>Plenary</i>		

Resources	<ol style="list-style-type: none"> 1. Course notes for each student. 2. Bandages / t-shirts / jumpers etc. 3. Roll mats. 	SEN	
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Subject	Emergency procedures	Class background
Date/Period	45 Minutes	
Year Group	Silver or Gold	
Teacher		
Focus of Lesson	To know what to do in case of an emergency.	Learning Objectives To develop an understanding of what to do and why in case of an emergency situation arising.
Prior Knowledge	Hazard awareness lesson.	Success Criteria 1. Students can identify what constitutes an emergency. 2. Students can identify what needs to be done under different emergency situations. 3. Students can prioritise tasks depending on the severity of the situation.

Lesson Outline		Assessment
<i>Introduction</i>	Define an emergency (student may not think specific situations are an emergency as they are safe but their supervisor may not know that). Emergency situations are fairly rare but when they do happen it is important that people know what to do.	
<i>Main Body</i>	<ul style="list-style-type: none"> Go through the course notes on the subject. Get participants to go through the emergency procedures exercise downloaded from the website. Do scenario 1 then talk about or complete the other scenarios. During the review of the exercise mention the advantage of texting over phone messages If possible play the 'answer phone message calling for help' mp3 file from the website. 	Assess their understanding of the subject from the results of the exercise.
<i>Plenary</i>		

Resources	<ol style="list-style-type: none"> Course notes for each student. Emergency procedures exercise. MP3 from the website and a means to play it. 	SEN
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Subject	Practice expedition debrief	Class background	
Date/Period	60 Minutes		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	Debrief of the practice expedition.	Learning Objectives	
		To debrief the practice expedition and learn from the experience and, if necessary, plan changes to the qualifier.	
Prior Knowledge	Full course complete, Practice expedition completed.	Success Criteria	
		1. Students are able to critically look at their performance on the practice and make changes to their preparation for the qualifier.	

Lesson Outline		Assessment
<i>Introduction</i>	<p>After the practice we need to reflect on what went well and what didn't go so well so that we can make sure that the qualifying expedition runs smoothly.</p> <p>Look at what worked and what could be improved on.</p>	
<i>Main Body</i>	<p>Work through this list to see how it went</p> <ol style="list-style-type: none"> 1. Kit – What would you not bring next time – what were you missing. 2. Navigation – who was doing what? where did you find it difficult? How did relocation go when lost? 3. Time taken – do walking speeds on qualifying route cards need adjusting? 4. Did anyone have first aid issues that needed attention (blisters)? 5. Fitness, were there problems? 6. Food, was there enough food? anything you didn't like? what would you replace it with? anything that worked really well? 7. Striking camp and getting going in the morning. 8. Other issues the supervisor wants to bring up. 9. Team work. How well did the team perform? 10. What were the best and the worst bits? 11. Review the route cards for the qualifier if they have been drawn up or make notes on what to do differently. 	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did.
<i>Plenary</i>		

Resources	<ol style="list-style-type: none"> 1. Course notes for each student. 2. Qualifying route card and memory map tracing if it has already been completed. 	SEN	
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Subject	The Country code and ensuring success	Class background	
Date/Period	45 Minutes		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	The country code and expected behaviour / rules of the expedition.	Learning Objectives	
		To understand the principles of the country code and to know what is expected of them on expedition.	
Prior Knowledge	Much of the country code content should have been covered 'in the field' on a practice expedition.	Success Criteria	
		<ol style="list-style-type: none"> 1. Students have an understanding of the country code. 2. Students are aware what conditions may result in their qualifying expedition being terminated as a qualifier. 	

Lesson Outline		Assessment
<i>Introduction</i>	<p>This lesson covers the country code, i.e. the rules, regulations and good practice for minimising the impact on the environment and the people who live there.</p> <p>Second half is about the famous 20 conditions that need to be fulfilled for them to get signed off as a completed qualifying expedition.</p>	
<i>Main Body</i>	<p>Country code</p> <ul style="list-style-type: none"> • Ask if anyone has any idea on what the country code is, why it is there or what may be included in it. • Go through the course notes page on the country code. <p>Ensuring success</p> <ul style="list-style-type: none"> • Talk about why people drop out (from the ensuring success page of the course notes, illness, injury etc). • Introduce the 20 conditions (from the course notes). Explain that many of them they don't have to worry about as it is all taken care of (4-7 in a group, hours of activity, mode of transport etc). The key one for us is the unaccompanied. • Use the ensuring success page of the course notes to highlight reasons why we may not wish to leave them unaccompanied. 	Look for verbal responses on both the country code and ensuring success parts.
<i>Plenary</i>	<ul style="list-style-type: none"> • Impress that we are not out to fail anyone • Everything will be fine 	

Resources	1. Course notes for each student	SEN	
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Subject	The aim of the expedition	Class background	
Date/Period	45 Minutes		
Year Group	Silver or Gold		
Teacher			
Focus of Lesson	To assist the group in formulating an aim.	Learning Objectives	
		Understand the reason behind the aim and choose an aim for their expedition.	
Prior Knowledge		Success Criteria	
		<ol style="list-style-type: none"> 1. Students will have come up with a clearly defined aim. 2. Students will know what work they have to do before, during and after the expedition to fulfil their aim. 	

Lesson Outline		Assessment
<i>Introduction</i>	<p>The aim of the expedition is really a project to do while on expedition.</p> <p>A good aim will</p> <ol style="list-style-type: none"> 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 meter in front of you; 4. To help you prepare a more insightful presentation. <p>If your aim demands time it will mean you have to walk fewer miles. It will also make doing a presentation much easier so it is a win – win situation to get a good aim.</p>	
<i>Main Body</i>	<ul style="list-style-type: none"> • Ask group if they have any ideas for an aim. • Try and get ideas out on themes. • Maybe get them to brainstorm what they expect to see on their expedition then look at that collection of words and see if you can get an aim out of that. • Once you have an aim get the students to work out what work they have to do before, during and after the expedition to fulfil that aim and plan a their presentation. 	The group will have come up with a clearly defined aim and a list of tasks that each of them has to do before during and after the expedition.
<i>Plenary</i>		

Resources	<ol style="list-style-type: none"> 1. Course notes for each student. 2. Marker pens and pad or white board for brainstorm. 	SEN	
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