



# The Duke of Edinburgh's Award Expeditions in restricted spaces

As part of the temporary changes, expeditions can be run in restricted spaces (e.g. school or youth group grounds) to give support to LOs affected by current Government guidance, such as local lockdowns and social distancing measures.

The restricted spaces option allows Leaders to choose a challenge for young people that still fits with the ethos and aim of the Expedition section, whilst allowing it to be completed without having to leave the centre.

In this way, access is opened up for far more young people to complete their DofE.

Many of the 20 conditions of the Expedition section won't have changed, but the way in which they are interpreted needs to be understood for this type of expedition.

**Expedition section aim:** To inspire young people to develop initiative and a spirit of adventure and discovery, by planning, training for and completing an adventurous self-sufficient journey, as part of a team.

## What is a journey?

These expeditions aren't just about distance or the outdoors, but about the learning journey that young people will undertake whilst working towards a defined aim.

Teams will show progress along their expedition journey by completing a series of team challenges that involve navigational skills and physical movement.

At least 50% of the hours of planned activity should be spent doing physically active tasks, and the remainder of the time should be spent on their aim.

## What does an expedition in a restricted space look like?

Expeditions in restricted spaces can be tailored to the space available and the number of groups, as well as to the individual participants.

Participants could plan for and complete physically active navigation-style team challenges, e.g. partnering up and completing an obstacle course blindfolded or completing a scavenger hunt. These team challenges could also include first aid scenarios.

Alternatively, participants could plan an expedition route using a map and route card and then complete the distance using gym equipment such as treadmills, bikes or rowing machines. Physical challenges could include weights and strength exercises rather than carrying a full weight rucksack.

Participants should only carry the equipment that they need for the expedition with them. If, for example, participants are not camping then they do not need to bring or carry a tent.

## Aim

All expeditions require an aim. As with 'traditional' expeditions, the aim could focus on increasing the group's knowledge of a particular area e.g. vegetation types or local land use, or it could focus on developing soft skills e.g. empathy and leadership.

For expeditions with an aim focusing on increasing the group's knowledge, participants could demonstrate their achievement of the aim by creating a 'product'. Examples could include:

- Creating a local nature trail or historical walk around the restricted space.
- Producing a photography guide to the local area.
- Compiling a report on how to improve accessibility in the local area.
- Investigating how the local area could be more environmentally sustainable.

For expeditions with an aim focusing on developing soft skills, it may be helpful for the team challenges to have a theme as this can encourage a sense of progression. The theme tying the team challenges together could include searching for buried treasure, solving a mystery or preventing an alien invasion.

Where centres have access to specialist skills or spaces, expeditions could focus on activities such as conservation work, bushcraft skills or physical challenges such as archery or rock climbing. The emphasis should be on the teams working together with as little adult intervention as possible.

The activities would still need to be supervised by an appropriately skilled or qualified adult, and the team should have opportunities to learn from the activity. Activities requiring direct or close supervision should only comprise a small part of the expedition – participants should still be remotely supervised as much as possible.



## Timescales

Participants must complete the minimum hours of planned activity:

- **Bronze** – two days; six hours of planned activity each day
- **Silver** – three days; seven hours of planned activity each day
- **Gold** – four days; eight hours of planned activity each day

Participants must plan to spend at least **50%** of the planned activity time journeying, i.e. being active. They could then spend the remaining planned activity time (up to 50%) investigating their aim.

## Location

Restricted spaces may include school or youth group grounds, the immediate local area or parkland.

The location chosen should allow for remote supervision, so outdoor spaces should be used where possible. However, activities can take place indoors if outdoor spaces are unavailable or if a particular activity requires it.

## Food

As with 'traditional' expeditions, participants must plan an appropriate menu, including cooking and eating a substantial hot meal on each day. This is optional on the final day.

## Accommodation

As with 'traditional' expeditions, overnight accommodation can include camping or other simple self-catering accommodation.

Alternatively, teams at all Award levels can return home to sleep each night. They should, however, still plan and cook their meals as a team and, of course, meet the minimum hours of planned activity during each day.

## Planning and training

One of the main outcomes of the Expedition section is that young people are able to plan, undertake and then review their activity. More than any other section, the Expedition section engages young people in the planning and preparation of their activities.

Even if young people are not leaving the centre's grounds, they can still plan their aim, menu, clothing and the equipment they will need. Allowing participants to have choice encourages them to learn from the decisions that they make.



During the expedition, Supervisors should try to ensure that as much decision-making as possible is placed on the participants, rather than being Leader-led.

Leaders should facilitate activities that require the participants to make decisions, problem solve and work together. Ideally decision-making should have real consequences, in a similar way to a 'traditional' expedition. You could therefore plan activities where making a mistake has a 'real life' consequence, such as not enabling the participants to move on to the next stage.

Every participant needs to undertake training for an expedition. This should include:

- Food and nutrition
- First aid and emergency procedures
- Cooking
- Navigation – customised to the type of navigation that will be required, such as learning about orienteering or street maps
- Observation skills
- Teamwork skills

Leaders should then select other topics from the training framework as appropriate.

## How to supervise expeditions in restricted spaces

Most of the activities that will be undertaken won't need any particular qualifications to supervise, but the key, as with a traditional expedition, is that supervision should be remote. Teams must feel that they need to work it out for themselves, and that an adult won't step in the minute that things don't go to plan. It can be very tempting in a restricted space to get involved as soon as things seem to be faltering and offer support and guidance, but this doesn't provide teams the opportunity to work it out for themselves.

Activities such as cooking should be supervised in accordance with your normal policies.

Rather than having checkpoint meetings with a team as you would with a 'traditional' expedition, think about how you can use your Supervisor meetings to help draw out the learning that has taken place during activities, and how this can be used to support the team to improve their performance.

Leaving all of the debriefing until the end of the last day would be too long and wouldn't allow teams to grow and develop.

### Questions that you could ask:

- Which role did each team member take during the activity?
- How did you communicate?
- What were the successes?
- What didn't work so well?
- Would you do anything differently if you did it again?
- What might you change when you plan for the next challenge?
- Would you use any of the planning skills in everyday life?

## How to assess expeditions in restricted spaces

### The Assessment process:

1. Receive information from the team – ensure that the Assessor has a clear idea of what the expedition will consist of before they meet with the team, such as what each activity is designed to achieve. Remember that it is the learning outcomes from these activities that is important, not just successfully doing them.
2. Meet with the team for the pre-expedition check – for this type of expedition the Assessor will be looking far more at the team's interaction with each other, at their leadership and planning skills, rather than skills such as navigation and map reading. The Assessor should discuss with the group the skills they expect they will find challenging during the expedition, and where they expect their strengths and weaknesses to be.
3. Meeting the team during the expedition – the Assessor should discuss with the Supervisor before the expedition whether they will meet the team at random intervals, or whether their interactions will be planned to coincide with the end of various activities during the expedition. The Assessor should discuss their interaction with the team at these meetings, including the types of questions they will ask.
4. Debrief the team at the end of the expedition – the Assessor should be concentrating on personal growth and development, leadership and team working, and how the team have achieved their aim. The Assessor should try and draw out how some of these experiences may help the participants on other scenarios.
5. Receive the team's presentations – at Silver and Gold teams will still need to complete a presentation that is linked to the aim of the expedition. The Assessor may be asked to review this, or it may be done by another adult.

Following a successful outcome, the Assessor should complete an Assessor's Report for each participant. This can be done using the paper copies that participants receive in their Welcome Pack, or they can use our [online portal](#). The Expedition Supervisor will have previously set up all of the relevant information in eDofE.

The Assessor should also encourage participants to enrol at the next level of their Award, and to complete any other sections that might be outstanding.



## How to set up expeditions in restricted spaces on eDofE

Resources and training are available to support you to plan and deliver your own expedition in a restricted space.

DofE centres should follow their normal expedition policies and procedures when planning expeditions in restricted spaces. Please contact your DofE Manager if you need further information.

AAPs should approach the AAP Team (AAP@DofE.org) to approve further programmes under their licence.

Please enter 'Other' under 'Mode of travel' when setting up the expedition on eDofE. The other details will be similar to a 'traditional' expedition – an example of a completed Expedition section at Gold is shown below:

<b>Expedition</b>	Status:	T P Q A E	M ?
Draft			
Training:	Approved		
Practice expeditions:	1 (Click <a href="#">here</a> to view)		
Maps created:	0		
<b>Qualifying Expedition</b>			Delete Qualifying
Team:		Start date:	10/11/2020
Location:	Restricted spaces model - youth group grounds		
Start point:	WR14 4JH	End point:	
Mode of travel:	Other		
Days:	4		
Journeying:	4,4,4,4	Exploring:	4,4,4,4
Aim:	Decided individually by groups		
Personal Goals:			
Expedition Notification Number:	Add	Qualifying status:	Approved
Presented to:	Supervisor	Role:	Supervisor
Date:	17/11/2020	Style:	Over Zoom

**Assessor's report**

This participant was wonderful throughout the restricted spaces expedition - they contributed well to the Restricted spaces model

Show or hide evidence



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