

As part of the temporary changes, expeditions can be run in restricted spaces (e.g. school or youth group grounds) to give support to Licensed Organisations (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.

This template outlines how an expedition in a restricted space could be run. Please refer to our [Expeditions in restricted spaces guidance](#) for more detail.

Aim

To scale the equivalent of Everest (8850m) and explore the Himalayas virtually. The height could be achieved individually or as a team.

Space available

Teams will need access to their DofE centre grounds including a gym.

Training

Training may include:

- Navigation using maps of various scales
- Route planning
- First aid

- Emergency procedures
- Food and nutrition
- Cooking on stoves
- Teamwork and leadership skills
- Observation skills

Resources/equipment:

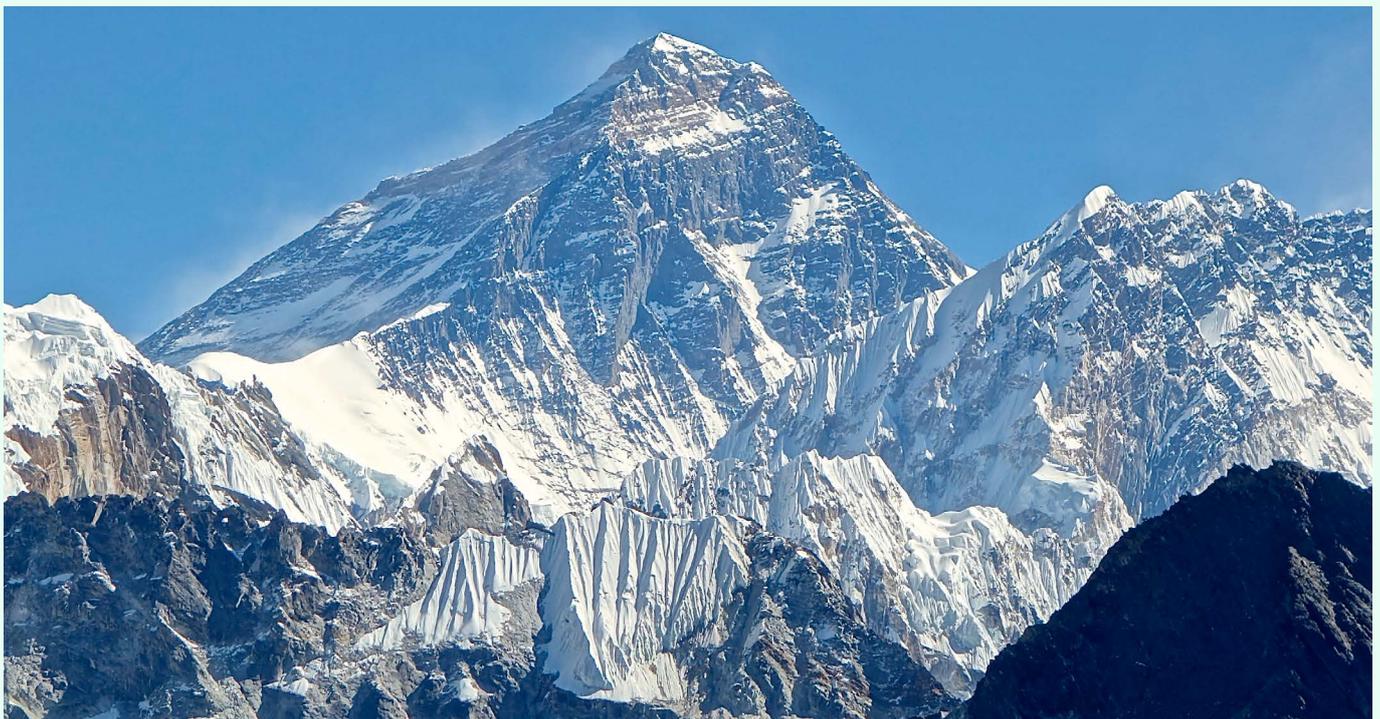
Resources and equipment for the activities described below may include:

- Gym equipment, e.g. rowing machines, static bikes, treadmills
- Everest pass sheet (content dependent on activities chosen)
- Mountain information cards (included below)
- Puzzles/escape room tasks (examples included below)
- String/rope
- Orienteering markers (included below) and route
- Crevasse launcher instructions and equipment (see below).

The activities described here are examples – other activities may be more appropriate depending on the nature of the DofE centre and the resources available.

The outline included here is for a Bronze expedition, but it could be adapted for a Silver or Gold expedition, e.g. by increasing the size of the area or the complexity of the tasks.

Teams should be encouraged to take regular breaks throughout each day.



Day one

Activity	Time	Resources and guidance
<p>Before attempting to scale Everest, teams must collect information on all of the peaks above 8000m in the Himalayas.</p> <p>Lay out the ten cards in various locations around the DofE centre (inside and outside, as appropriate). This activity can be undertaken by a number of teams at once. Each team should start at a different place on the route, separated by at least one card. At each location teams will find the information card about the particular mountain and a clue to the next card.</p> <p>Clues can be made as complex or easy as is required by the ability of the teams. Each puzzle or clue should lead teams to the next location.</p> <p>To increase the level of challenge you can set 'escape room' activities at the clue. For example, when teams arrive at the location, they might find a toolbox locked with a combination padlock. There is then a puzzle to solve to work out the combination – an example is provided below. Opening the box will give access to the mountain clue. At another clue teams might need to split into two groups to open a combination padlock. One half of the team are given a torch and the combination of the padlock. They must transmit the combination by sending Morse code to the second part of the team who need to open the padlock. They can either use the numbers or send the number in words e.g. Five ●●-●</p> <p>At random intervals, give teams an emergency first aid scenario. For example: An adult has had an accident and is bleeding badly. Fortunately, they have a first aid kit handy. Can the team treat the bleeding and treat for shock? What information would they give 999?</p>	<p>Allow three hours for the activity. This gives 20 minutes for participants to find and access each card.</p> <p>Measure the distance that the teams are likely to need to travel to collect all cards. Add this to their distance travelled.</p> <p>Alternatively, FitBits, smart watches or phone apps can be used to record distances travelled or height gained.</p>	<p>Mountain information cards – teams should not remove the cards but may need to transcribe information about the peaks onto their Everest pass sheet.</p> <p>Everest pass sheet – if used, this could have space for the teams to write down the answers to any of the questions that they are asked, or problems that they need to solve along the way.</p> <p>Example questions:</p> <ul style="list-style-type: none"> - What is the alternative name of the fifth highest peak in the Himalayas? - What height is Nanga Parbat? <p>Example puzzle:</p> <ul style="list-style-type: none"> - Tool box and padlock. <p>Example puzzle:</p> <ul style="list-style-type: none"> - two sets of Morse code cards - Torch - Box and padlock
<p>LUNCH</p>	<p>Allow 30 minutes</p>	
<p>Teams can complete their Everest pass sheet and be approved for their summit attempt on Everest.</p>	<p>Ten minutes for submissions</p>	
<p>At base camp it is important to acclimatise to the difficult conditions that will be experienced. As oxygen levels decrease, thinking and communicating skills decrease. As such, communication skills are important, this includes giving clear instructions and listening carefully.</p> <p>Create an obstacle course where half of the team are blindfolded and have to be guided by another member of the team through the course by using voice commands only. All team members should attempt the challenge at the same time. Obstacles can include chairs, tables, rubbish bins, sports cones, brooms, or anything else available.</p> <p>After the first group have been guided, debrief the group and ask about how the activity went. Does the team now need a better plan to make it work more efficiently?</p> <p>Change the location of the obstacles and swap the teams over so that the guides now become the guided.</p> <p>Debrief again at the end of the activity and see how communication improved the second time around. Did people modify the way in which they communicated?</p>	<p>40 minutes</p>	<p>Blindfolds for each participant.</p> <p>Is everyone shouting at once? Can each person hear their partner and respond to the instructions? Do they respond to the wrong set of instructions? Is time taken to plan?</p>

The team should access gym equipment and start to build up their distances travelled for their attempt on Everest. Where it is possible to do so, participants should be encouraged to move between different pieces of equipment.	One hour	Access to gym equipment if possible such as rowing machines, static bikes and treadmills.
<p>The use of ropes on Everest is critical for a safe ascent. The first challenge is to learn to tie knots safely, and the second challenge is to work as a team.</p> <p>Provide a card with a range of different knots – each team member must correctly tie two knots before being able to tackle the team challenge.</p> <p>Each team member must take hold of the rope with one hand (at any point along the length, but not on a knot) and put their other hand behind their back. Without letting go of the rope, the team must try to undo the knots.</p>	30 minutes	<p>Four pieces of 15cm length string per team member. Wool or other coloured cord can be used.</p> <p>One length of rope of about 5m long – tie a figure of 8 knot at one end leaving a 30cm piece at the end, then tie 4 overhand knots at intervals.</p>
Teams review the activities and the learning points from the day with their Supervisor/Assessor.	30 minutes	
As a team or as individuals, participants must prepare and cook their evening meal.	Additional to planned activity time	Outdoor stoves, fuel and individual food.

Day two

Activity	Time	Resources and guidance
The team should access gym equipment and continue to build up their distances travelled for their attempt on Everest. Where it is possible to do so, participants should be encouraged to move between different pieces of equipment.	One hour	Access to gym equipment if possible such as rowing machines, static bikes and treadmills.
<p>Navigation on Everest can be very difficult, and it is important to be precise. The next challenge will require precision navigation.</p> <p>Give the team a series of compass bearings to navigate between each orienteering marker.</p> <p>For example, ten paces 270, five paces 295, 20 paces 315, 30 paces 270. Try to have between four and eight directions for each marker. This allows quite complex directions to be given to each orienteering marker. The lack of any written clues to their location will prevent the team guessing the location from the wording meaning they have to use the compass to direct themselves around the area.</p>	Two hours Add distance travelled to Everest total.	<p>Between ten and 15 orienteering markers with letters and numbers on placed strategically around the school grounds.</p> <p>If teams are not using electronic methods to measure distance, get them to count the total number of paces and then work out how far an average pace is in metres.</p>
<p>At random intervals, give teams an emergency first aid scenario with an actor or dummy. For example: A gardener has fallen out of a tree and has hurt their back and head. Another person has a serious bleed to the leg from a saw they were using.</p>	30 minutes	Supervisors or Assessors could play the parts, or dummies could be used.
LUNCH	Allow 30 minutes	

<p>Lord John Hunt, the first Director of the DofE led the first successful expedition to Everest in 1953. He was an exceptional leader who could get the best out of those around him. The following activity will challenge leadership skills within the team.</p> <p>Teams must build a launcher that propels a ball over a defined distance. Explain the outcome but not how to achieve it – teams must decide on the design of their launcher using the equipment provided.</p> <p>Ask the team to think about the skills that the task might need and how they will allocate roles within the team.</p> <p>Allow enough time for refining of design and construction, which may include providing targets such as hoops or buckets to aim for.</p>	One hour	Crevasse launcher instructions and equipment.
<p>The team should access gym equipment and continue to build up their distances travelled for their attempt on Everest. Where it is possible to do so, participants should be encouraged to move between different pieces of equipment.</p>	One hour	Access to gym equipment if possible such as rowing machines, static bikes and treadmills.
<p>Teams review the activities and the learning points from the day with their Supervisor/Assessor.</p>	30 min	

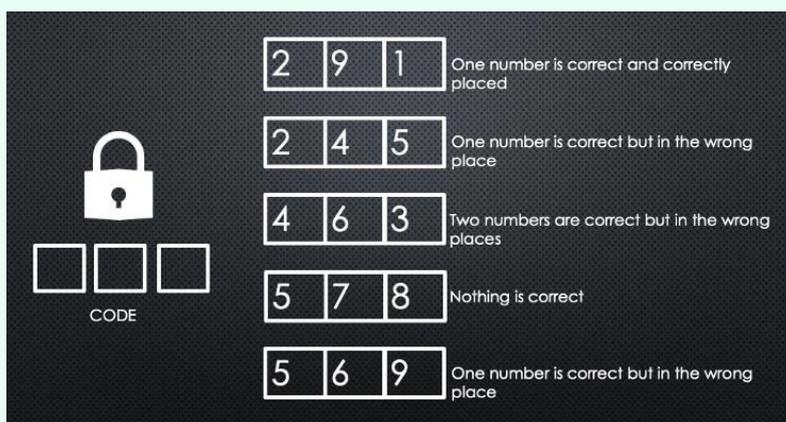
Day one resources

Mountain information cards

	Name	Other names or meaning	Height (m)
1	Mount Everest	Sagarmarha, Chomolungma	8,850
2	K2	Godwin Austin Chhorgori Savage mountain	8,611
3	Kanchenjunga	Five treasures of great snow	8,516
4	Lhotse	South Peak	8,516
5	Makalu	The Great Black	8,485
6	Cho Oyu	Turquoise Goddess	8,281
7	Dhaulagiri 1	White Mountain	8,176
8	Manaslu	Kutang Mountain of the Spirit	8,163
9	Nanga Parbat	Diamir Naked Mountain	8,126
10	Annapurna 1	Goddess of the Harvests	8,100

Example clues for the scavenger hunt

Answer: 394





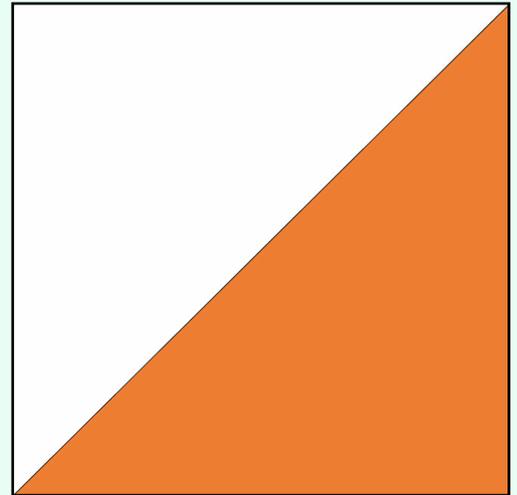
 CODE

2 9 1 One number is correct and correctly placed
 2 4 5 One number is correct but in the wrong place
 4 6 3 Two numbers are correct but in the wrong places
 5 7 8 Nothing is correct
 5 6 9 One number is correct but in the wrong place

Day two activities

Compass orienteering challenge

Use the orienteering marker here as your targets – put a number in one triangle and a letter in the other.



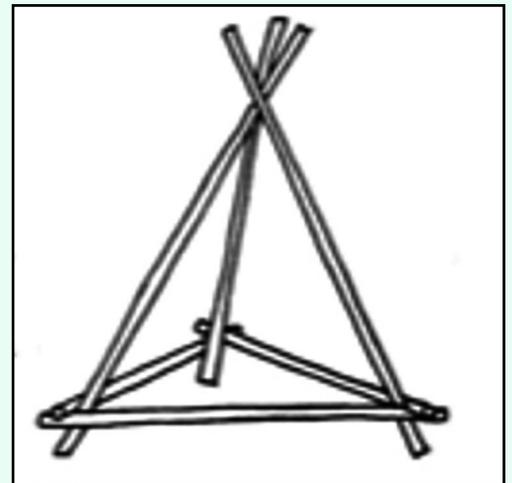
Crevasse launcher

You will need:

- Six broom handles or bamboo canes
- String for tying together
- Scissors for cutting string
- Thin bungee cord or multiple elastic bands
- Small bowl, disposable cup with three holes around the edge at 120 degrees apart (make sure holes won't rip out when subject to pressure)
- Small ball that sits inside bowl or cup.

What you do:

- Create a tripod with a base.
- Attach the elastics to the bowl and then to the corners of one of the faces of the tripod.
- Insert ball into bowl or cup
- Pull back bowl or cup and launch



Other activity ideas

Below are some ideas for other activities that could be used in place of those described above. These activities:

- encourage young people to use their initiative
- develop a spirit of adventure and discovery e.g. navigation challenges
- allow young people to be self-sufficient i.e. don't need lots of additional resources.

Dog, rice, chicken

One of the group members is given the role of a farmer and the rest of the team act as villagers. The farmer must return home with their three purchases (a dog, a bag of rice and a chicken) by crossing a river in a boat. The farmer can carry only one item with them on the boat.

The farmer cannot leave the dog alone with the chicken because the dog will eat the chicken, and they cannot leave the chicken alone with the bag of rice because the chicken will eat the bag of rice. How does the farmer get all three of their purchases back home safely?

The villagers must help the farmer to solve the puzzle, which can be physically acted out across a path/divider to act as the river. Participants could either embody the dog, bag of rice and chicken, or pieces of paper/props could be used.

Rope square

The group stands in a circle around a long piece of string tied at the ends to form a circle. The team is asked to create shapes with the string – square, triangle, figure of eight, star etc.

To increase the difficulty, participants could shut their eyes/be blindfold and repeat the exercise. To further the complexity of the task, some participants could be “muted” at different times thereby making communication more challenging.

The minefield

Prepare an enclosed area with tape and mark the start point and end point. Along the route place several handheld items and pieces of paper at regular intervals.

One participant is blindfolded, and the others stand outside the enclosed area and verbally instruct the blindfolded teammate to navigate across the route, picking up the handheld items and avoiding stepping on sheets of paper (mines) or outside the enclosed area.

To make it more difficult, create specific routes the blindfolded team members must walk or only allow certain words/clues to be used for guiding.

Team birthday line up

Participants are asked to stand in a line side by side. They are then asked to rearrange their line in order of their birthdays (considering only the month and date). The challenge is that participants cannot talk at all. They can use sign language, nudges, and other techniques to determine each other's birthday.

Flip it over

Participants stand together on a blanket/towel/tarpaulin, leaving roughly a quarter of the portion empty. Challenge the group to flip over the blanket so that they are standing on the other side of it. They are not allowed to leave the blanket at any point.

This can be made more challenging with more people on the tarp, by blindfolding some of the participants or by timing the activity and asking the group to try to beat their previous time.

Scavenger hunt

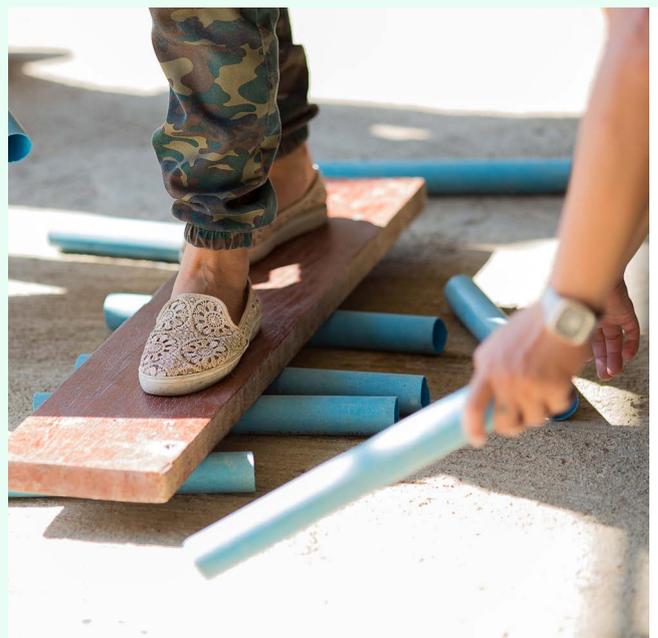
Make a list of items to be found or things to be done by the group within a certain deadline. For example, the group might be challenged to find an item beginning with each letter of the alphabet, or they might be asked to find examples of different trees/flowers etc.

Precision challenge

Place two cones a reasonable distance apart. Tie several lengths of rope (one per participant) to a hoop and balance a ball on top of the hoop. Place the ball and hoop on top of one of the cones, and spread out the lengths of rope in a fan away from the centre. Each participant takes hold of the end of a length of rope – the team must work together to lift the hoop and ball off one cone and balance them while moving and placing them on top of the second cone.

Tent challenge

The team is given a tent with no pegs and a leader is nominated. The rest of the group is blindfolded, but the leader can see. The leader is told that they cannot touch their team members or the materials. The leader can be swapped in periodically to ensure that everyone has a go at trying to lead their group to putting a tent up when they cannot see.



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