

Welcome to DofE Scotland's  
Conference 2024...

# LEADERS WITHOUT LIMITS



**YOUTH  
WITHOUT  
LIMITS**

**INCLUSIVE  
EXPEDITIONS**

**#LeadersWithoutLimits**

“Why do we go on  
expedition”



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WITHOUT  
LIMITS*

## Aim of the Expedition

“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. Participants choose where and how they want to do their expedition.”

# Principles of the Expedition Section

## **Sharing Experiences**

- Initiative
- Teamwork
- Communication
- Leadership
- Problem-Solving
- Organisational Skills

## **Working as a Team**

- Self-reliance
- Self Confidence

## **Overcoming Challenges**

- Emotional Strength
- Empathy of others

Recognise the needs and strengths of themselves and others.

Gain an appreciation of and respect for the outdoor environment.

Learn through experience.

Improve decision-making skills and the ability to accept consequences.

Learn to manage risk.

Become more self-reliant.

Gain the skills to reflect on personal performance.

Develop and demonstrate enterprise and imagination.

Learn the value of sharing responsibility for success through leadership, teamwork, self-reliance, and cooperation.

Become more able to overcome both expected and unexpected challenges.

# Outcomes

# Case Studies



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## Case Studies

Each group will be given a case study. In your group, discuss:

- the steps taken to facilitate a challenging and successful expedition for the young person.
- Any alternative positive solutions that you might have considered to allow the young people to access the expedition?



## Case Study 1 – Colin

Colin is a young carer who supports his mum. He is worried that he will not be able to participate in a Silver expedition, as he needs to be on hand for his mum overnight.

After discussing this matter with both Colin and his Mum, Colin's Leader realised that Colin's most considerable apprehension was about the overnight stay. The leader encouraged the group to choose campsites that are accessible by road. Transport was made available for Colin to head home and again the following morning to return him to the expedition.

On the expedition, Colin could stay for the first night; however, he was required to support his mum on the second night. His leader arranged for Colin to be picked up at the campsite and taken home. The following day, Colin returned to the expedition. Colin could successfully participate in the expedition with the peace of mind provided.

## Case Study 2 – Fatima

Fatima is a young Muslim woman. Her parents have grave reservations about her participation in the expedition especially the mixing of male and female participants. Fatima's Leader spoke to the local DofE Scotland Operations Officer, who was able to provide some advice and signposting to resources. Fatima's Leader arranged a meeting with Fatima and her parents. This allowed them to understand the parent's concerns, and the leader was able to provide resources in an appropriate language. Single-gender groups and separate campsites allayed her parent's concerns.

Fatima was able to take part in the expedition successfully, she had an engaging experience with her peers. Fatima's parents were pleased by the flexibility shown by the leader and encouraged Fatima to continue with her DofE Journey.

## Case Study 3 – George

George has a low level of literacy. He struggles to read and manipulate numbers. He finds using a map challenging and often gets lost in the detail of an ordinance survey map.

George's Leader spoke with George and his pupil support assistant. The leader wanted George to be actively involved in the expedition, and George was excited to explore different navigation tools which would allow him to be a part of the team. After the group planned the expedition route, the leader was able to create a photo route card, and George was given a digital stopwatch during the expedition.

George led several legs of the expedition; the photo route card allowed him to contribute to the group's navigation. Additionally, George was able to time each navigational leg. This enabled George to be an integral part of the team and meaningfully contribute to the Expedition's success.

## Case Study 4 – Amanda

Amanda has mobility challenges and is limited in the distance she can walk. She is concerned about how this will affect her group's enjoyment of their Bronze expedition and is worried about being left behind.

Amanda's Leader spoke to Amanda and asked about her concerns. The Leader spent time working with Amanda's group, so they understood the purpose of an expedition, particularly around the principle of working as a team. The group was supported in choosing an area they were interested in and developing an expedition aim that necessitated frequent stops and involved a considerable time commitment.

Amanda was able to participate fully in the expedition. The group particularly enjoyed the meaningful work on their aim and the focus on the whole experience rather than the distance travelled.

# Inclusive Expedition Planning



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# The Group

- **Sharon-** Sharon has a diagnosis of dyslexia. She can read simple maps; however, struggles with highly detailed maps like OS maps
- **Abel-** Abel is a neurodivergent young person, they are concerned about meeting new people and are anxious about going to the toilet outdoors.
- **Sam-** Sam is very slightly built, and weights less than 45kg.
- **Marta-** Marta and her family have fled war in their country. Marta has a very limited understanding of English.
- **Jack-** Jack plays under 16 football for Scotland.



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