

## Example Adventurous Journey Training Syllabus for Award Participants

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This tool is based on the training content required for Adventurous Journey section, provided on p. 79-80 of the **Handbook for Award Leaders**. It is adapted from the resources of [The Duke of Edinburgh's International Award - Germany](#) and [The Duke of Edinburgh's Award](#) and is an example syllabus for Adventurous Journey training for Award participants.

This syllabus is to be used as a guide only. There may be other topics that can be very useful /essential in certain situations and based on the mode of travel and the purpose of the journey. It is the IAC's responsibility to ensure that such topics are identified and included in the syllabus.

### Overview of recommended topics to cover in the Training for the Adventurous Journey:

- Topic 1 – Understanding the goals of the Adventurous Journey
- Topic 2 – First Aid and Emergency Procedures
- Topic 3 – Necessary equipment and how to use it
- Topic 4 – Route Planning and Navigation
- Topic 5 – Campcraft, including Food & Cooking
- Topic 6 – Team building and Leadership
- Topic 7 – Technical skills in the mode of travel
- Topic 8 – Observation and Recording skills
- Topic 9 – Understanding the impact of the journey on the environment
- Topic 10 – Appreciating the culture within the journey's environment

### Suggestions for the delivery & planning of training session

The various topics mentioned above can be delivered by the Award Leader or Supervisor, but also by an external Instructor. If Award Leaders and Supervisor are short on time and want to share the workload, external Instructor such as geography teachers, local scout leaders or even experienced Gold Award holders or participants could deliver sessions on the topics of their expertise.

The topics can be delivered in separate training sessions, e.g. during a free hour at a fixed time every week after school for the duration of 10 weeks. Since some topics require more time for training than others, they might also be combined or done all at once during a full training day or weekend.

## TOPIC 1: UNDERSTANDING THE GOALS OF THE ADVENTUROUS JOURNEY

### Recommended content for all levels:

- The aim and ethos of the adventurous journey section
- Impact on and benefits for the participants
- Adventurous journey section requirements
- The process to complete an adventurous journey
- The aim or purpose participants choose for their adventurous journey

Recommended resources
<ul style="list-style-type: none"><li>• Handbook for Award Leaders: Adventurous Journey section</li><li>• Adventurous Journey Process for Participants: accessible on the Online Learning Hub</li></ul>

## TOPIC 2: FIRST AID AND EMERGENCY PROCEDURES

### Recommended content for Bronze:

Training based on the syllabus of the Red Cross/Crescent in your country.

- Action in an emergency - resuscitation, airway, breathing and circulation;
- The treatment of wounds and bleeding;
- Treatment for shock;
- The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters;
- The recognition of more serious conditions such as sprains, dislocations and broken limbs;
- Knowing what to do in the case of an accident or emergency;
- Summoning help - what people need to know, phoning for help, written message;
- Getting help, self-help and waiting for help to arrive, keeping safe and warm, helping people to find you.

The participants should also be aware of the following risk and health and safety issues:

- Telling people where you are going;
- Identifying and avoiding hazards;
- Keeping together;

Weather forecasts - knowing how, where and when to obtain weather forecasts, relating weather forecasts to observed conditions, looking for signs which will indicate changes in the weather.

### Extra recommended content for Silver and Gold (also important for Bronze depending on terrain and circumstances):

- The emergency transport of casualties;
- The recognition, treatment and prevention of hypothermia

### TOPIC 3: NECESSARY EQUIPMENT AND HOW TO USE IT

#### Recommended content for all levels:

- Choosing suitable clothing, footwear and emergency equipment and knowing how to use it;
- Choosing and caring for camping gear.

Recommended resources
Example Kit List for Adventurous Journeys: accessible on the <a href="#">Online Learning Hub</a>

### TOPIC 4: ROUTE PLANNING AND NAVIGATION

#### Recommended content for Bronze:

In normal rural country, all route finding should be based on the map alone. Using a compass in rural country devoted to agriculture, with its hedges, meadows and fields under crop, is inappropriate and unnecessary. It may be disturbing for the farmers, hinders young people in developing a sense of direction and impedes their map reading skills. 1:25 000 scale maps should be used as they make instruction and learning easier. They show the field boundaries, making it easier to locate precisely the footpaths, tracks and lanes used for travel in this type of country, so helping to reduce friction with landowners. Participants should also be familiar with 1:50 000 scale maps.

#### *Preparatory Map Skills*

- The nature of maps and use of 1:25 000 and 1:50 000 topographic map;
- Map direction;
- Scale and distance, measuring distance, distance and time;
- Conventional signs and working with legends;
- Marginal information & Grid references;
- A simple introduction to contours and gradient;
- The ability to give a verbal description of a route linking two places from the map.

#### *Practical Map Skills*

- Setting the map & Locating position from the map;
- Determining geographical direction and direction of travel from the map;
- Checking the direction of paths using the set map;
- Identifying features in the countryside by using the map and vice versa;
- Planning a route, preparing a simple route card & Following a planned route.

*Compass Skills.* The introduction of the compass at Bronze level should only be at a basic level. It should not be introduced until the participants have mastered the techniques of finding their way using the map alone.

- The care of the compass;
- Direction from the compass in terms of the cardinal and the four inter cardinal points;
- Setting the map by the compass where magnetic variation may be ignored.

Practically all the understanding and techniques listed above are equally important for journeys on land or on water, but instruction should be modified as necessary for water expeditions and charts substituted.

**Extra recommended content for Silver and Gold (also for Bronze depending on terrain and circumstances):**

*Preparatory Map Skills*

- Understanding contours, recognition of major land forms such as hills, valleys, ridges, spurs. Interpretation of contours into mountain land forms and relief, slope and gradients and the determination of height;

*Practical Map Skills*

- Relating the map to the ground and estimating speed of travel and arrival times;
- Navigation in restricted visibility. Action to be taken in the event of being lost

*Compass Skills*

- Measuring direction in degrees & Determining the direction of footpaths and travel route;
- Travelling on a bearing. Obtaining a grid bearing from the map, allowing for magnetic variation where appropriate;
- The influence of ferrous objects and electromagnetic fields;
- Magnetic variation and the relationship between True, Magnetic and Grid Norths

Recommended resources
<ul style="list-style-type: none"><li>• <a href="#">‘Map reading made easy peasy’</a> leaflet of Ordnance Survey</li><li>• ‘Fly your route’ after inserting coordinates in <a href="#">Google Earth</a></li></ul>

## TOPIC 5: CAMPCRAFT, INCLUDING FOOD AND COOKING

**Recommended content for all levels:**

- Packing a rucksack, waterproofing the contents, always keeping the weight down to a minimum, and to about a quarter of the body weight when walking;
- Choosing a campsite, arrangements for water, cooking and sanitation, refuse disposal, fire precautions;
- Pitching and striking tents.
- Cooking and the use of stoves;
- Safety procedures and precautions which must be observed when using stoves and handling fuels;
- Cooking simple (or substantial for Silver/Gold) meals under camp conditions

Recommended resources
<ul style="list-style-type: none"><li>• Video on <a href="#">How to pack your rucksack?</a></li><li>• Video on <a href="#">How to cook with a Trangia?</a></li><li>• Example Kit List for Adventurous Journeys: accessible on the <a href="#">Online Learning Hub</a></li></ul>

## TOPIC 6: TEAM BUILDING AND LEADERSHIP

### Recommended content for all levels:

Team building should permeate all adventurous journey training and can be enhanced through team building exercises and regular reviews so that when the group sets out on the qualifying venture, participants are able to work together as an effective and cohesive unit.

Recommended resources
<ul style="list-style-type: none"><li>• <a href="#">Remember the Titans</a> (Video about group dynamics, based on Tuckman's (1965) stages of teamwork theory, with the fifth stage "adjourning" that was added later).</li><li>• Belbin's <a href="#">team roles model</a> or John Adair's <a href="#">action centred leadership model</a></li><li>• Bernard Bass's <a href="#">transformational leadership theory</a></li><li>• Team building &amp; group dynamics exercises from <a href="#">Icebreakers</a></li></ul>

## TOPIC 7: TECHNICAL SKILLS IN THE MODE OF TRAVEL

### Recommended for all levels:

- Developing and maintaining expedition fitness;
- A thorough knowledge of the content of the Highway Code of the specific AJ area (depending on the country/territory) with special emphasis on specific modes of travel such as horse riding or cycling if they are to be utilised during the venture;
- If undertaking a water venture, a thorough knowledge of the Water Sports Code of the country where the journey takes place;
- Additional training based on the country's standards in the selected mode of travel (cycling, horse riding, canoeing, rowing, sailing, skiing, etc.).

Recommended resources
The Duke of Edinburgh's Award in the UK provides specific guidance on cycling, water, paddle and rowing and sailing expeditions: <a href="#">The Expedition Guide</a> . Please note, this guidance is valid in and for the UK and further guidance should be sought based on the country where the adventurous journey is taking place.

## TOPIC 8: OBSERVATION AND RECORDING SKILLS

### Recommended content for all levels:

- Initial research about the aim of the journey and how best to practically investigate it throughout the journey;
- Developing observation skills and different methods of recording information;
- Skills relevant to the method of presentation.

Recommended resources
<ul style="list-style-type: none"><li>• Let participants consult specific subject teachers in school (e.g. Science, History, Geography)</li><li>• Fun and useful alternatives to MS Powerpoint: <a href="#">Prezi</a>, <a href="#">Powtoon</a>, iMovie (on Mac)</li></ul>

## TOPIC 9: UNDERSTANDING THE IMPACT OF THE JOURNEY ON THE ENVIRONMENT

### Recommended content for all levels:

- Nature Protection;
- Rules for different kinds of protected areas;
- The avoidance of noise and disturbance to rural communities;
- How to treat litter.

Recommended resources
<ul style="list-style-type: none"><li>• Expert Village videos on <a href="#">Impact on Environment while Hiking</a></li></ul>

## TOPIC 10: APPRECIATING THE CULTURE WITHIN THE JOURNEY'S ENVIRONMENT

### Recommended content for all levels:

- Develop awareness and respect for the natural environment;
- Develop a greater understanding of the natural world and the cultural setting of the surroundings of the adventurous journey area;
- Understand appropriate ways to enjoy, explore, move or live in the countryside

Recommended resources
<ul style="list-style-type: none"><li>• Awareness video on <a href="#">Earth Day</a></li></ul>