



The Handbook for DofE Leaders says:

“Expeditions must have a clearly defined team goal – this could be researching an area of interest, contributing to a community action project, or developing soft skills.”

Before any planning, the first thing an expedition team needs to do is decide on their team goal. Without it, the team cannot plan an effective and challenging expedition with a clear outcome. From thinking about the team goal come all the other decisions like environment and mode of travel. The team goal should relate to the interests and abilities of those taking part. This is the key to any expedition's success.

The team goal may change, for example following a practice expedition, but it must be agreed upon with the DofE Leader and Supervisor before the qualifying expedition. It may be altered again if circumstances change. It can be helpful to have a backup investigation plan.

For example: the team goal is to complete a Silver expedition using the cycle network in the UK and to undertake an investigation project on the provision and quality of cycle paths.

SUPPORTING PARTICIPANTS TO CHOOSE THEIR TEAM GOAL

Participants should think about their interests and abilities and then develop a team goal which enhances these within their expedition. For Bronze level expeditions only, the Leader can set the team goal if teams are struggling to think of ideas or destinations, modes of travel and project themes.

It is the role of the supporting staff to help participants to think clearly and logically about their ideas for destinations, modes of travel and project themes. It is important that Supervisors don't force participants to choose locations or a mode of travel because they know them well. Teams should be encouraged, particularly at Gold level, to push themselves and broaden their

horizons. Supervisors should be as inspired as the participants.

This can be a balancing act for Supervisors to support and empower participants' ideas against the real practicalities, time and cost of those ideas, multiple expedition groups and the resources available to the DofE centre.

If the DofE centre and staff feel they cannot facilitate a team goal the team wants to undertake, then there are many open expeditions and Approved Activity Providers who may be able to help. Participants can fundraise to help cover the costs; this adds another level to their development and commitment.



**YOUTH
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LIMITS**

GET EXPERT ADVICE

As the team goal takes shape, participants should talk to someone who has relevant expedition experience and knowledge. This helps participants avoid poor decisions and get the most out of their efforts and their Expedition section experience.

This person's help may be about the mode of travel, the destination area, local culture, flora and fauna or interesting ways to investigate the chosen project.

GET THE RIGHT BALANCE WITH A PROJECT FOCUS

All expeditions are focused on their team goal, and it is up to the participants to decide how much time they will give to exploring and investigating their qualifying expedition project.

The expedition needs to challenge the participants physically and mentally. There should be an honest balance between the time genuinely spent exploring and investigating the team goal and the time spent journeying. Teams should be prepared to explain to their Assessor what investigations they intend to do to fill the stated time spent on the team goal and how it is appropriate to them.

Remember that the minimum hours of activity require at least half the time to be spent journeying and it may be that teams need to complete more than the minimum required hours to meet the needs of their team goal.

As part of good planning, when completing their route cards participants need to clearly show what

time will be spent on investigating their team goal and what it is they will be doing. While all expeditions are focused on their team goal, some teams will put much more time into their expedition project, these are referred to as 'project-focused expeditions'.

As the exploring and project element of the expedition is enlarged, so must be the corresponding amount of research before and after the expedition, the investigation during the expedition and the scale of the presentation. For Bronze level expeditions with a project focus, participants should expect to discuss their findings in detail in their Assessor's debrief at the end of the expedition. Some teams may want to focus on their project to reduce the physical demands of their expedition. The expedition must remain an appropriate challenge and an adventure, meeting all the Expedition Requirements and Expedition section outcomes.

THINK ABOUT THE PRESENTATION

At Silver and Gold level, a presentation must be prepared and delivered after the expedition. For these expeditions the team goal and presentation are closely linked, so participants should think about what kind of presentation they might create at this early stage of the expedition process. Their initial ideas for the presentation may change and develop over the course of their Expedition section, but it is important participants have this endpoint in their minds.



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TEAM GOAL IDEAS

HISTORY:

- Investigate the changes in local agriculture over the last 100 years.
- Explore a historic place made famous in a film or television programme and document the scenery.
- Photograph and describe interesting old buildings along your route.
- Find clues to local industries or crafts that historically took place where you visit.
- Plan a route near a castle and explore how old it is and who occupied it in the past.
- Travel along parts of a disused railway to explore its history and use of any surviving buildings.
- Note the period and style of architecture of interesting buildings you pass.
- Plan a tour of famous battlefields, learning about their history.
- Explore and document cairns.

ENVIRONMENT:

- Decorate a white t-shirt, using inspiration from the scenery that you see along your route.
- Search for forms of fungi and photograph, sketch or record them.
- Paint different types of trees and correctly identify them.
- List and film the different kinds of birds that you see.
- Investigate the features of a river using an adjacent cycle path.

- Sketch some of the insects you spot and find out what they are.
- Report on the accessibility of open spaces to wheelchair users and others with restricted mobility.

TEAMWORK:

- Create a series of communication signals to use within your team.
- Do a fun team game or challenge each day to promote team building.
- Make a video diary of your team's experiences, from camping and cooking to reaching your destination.
- Design a team motif and make a badge or accessory for each team member to wear that reflects your journey.
- As a team, identify different team roles and rotate each day.
- Examining group dynamics and teamwork, by applying theories like Belbin or Tuckman to a study while on expedition, then producing a detailed statistical research presentation.
- Take a photo of your group at each checkpoint to create a collage to show if you are doing a presentation.
- Keep a log of the weather throughout your expedition and how you adapted to it as a team.
- Log the incidents that test your team every day and think about how you could have dealt with the incident more effectively.
- As a team, on your journey make a flag that you can raise on the last day.



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CONSERVATION:

- Monitor the levels of litter on your route and plan how you could campaign to reduce this.
- Consider the impact of vehicles on the environment along your route.
- Record evidence of wildlife breeding programmes and how you would start your own.
- Investigate the maintenance of footpaths and hedgerows.
- Study local efforts to stop the erosion of coastlines.
- Consider the impact of tourism on your surroundings.
- Examine the conservation efforts for wildlife in ponds and lakes on your route.

PHYSICAL:

- Record your different emotions over the expedition and relate them to the physical challenge.
- Set a group challenge to speed walk every day for a certain period and keep each other going.
- Monitoring and evidencing the impact of a physically demanding expedition on the body by walking all day and measuring calorie intake, blood pressure and pulse compared to normal.

- Monitor what time of day people have the most energy to push themselves harder and improve.
- Film warm-up and warm-down sessions before and after your day's walk.
- Monitor changing heart rates and body temperature on the expedition route.

LITERATURE:

- Write a series of poems about your experiences and critique them.
- Visit areas which inspired poetry, such as the Lake District and Wordsworth.
- Explore sites made famous in folklore, such as Robin Hood's legendary home of Sherwood Forest.
- Use your funniest expedition moments to create a play and perform it as your presentation.
- Write a short ghost story or mystery tale based loosely on your expedition.
- Produce an illustrated guide to a stretch of canal. Research the history and then travel along the towpath using the expedition to gather photographs and sketches to illustrate the guide.
- Prepare a user's guide of a country park or National Trust estate explaining how it can be used, e.g., fishing, picnicking, or conservation.