**Case Studies**

**Case Study 1 for supervisors**

One of your Bronze practice expedition teams has arrived safely onto their camp site and has cooked their evening meal. There did not look to be much food but they tell you they are full and have had enough to eat. When you come back to check on them later in the evening it is obvious that they have had some fast food delivered and ate chips, fizzy drinks and a burger. What should you do?

**CASE STUDY 1 for assessors**

A Silver expedition team of four boys from a school are visited by their Assessor at camp on the morning of day two of their expedition. It is clear that one of the boys is in some distress with severely blistered feet and cannot continue the expedition without further damage to himself. The Assessor agrees that it would be foolish for the boy to continue and, in order to save the rest of the team from disappointment, he allows the whole team to continue by using their foul weather alternative route which takes them through valleys with only a small amount of height gained, so allowing the injured boy to continue.

Is the Assessor correct in giving this advice?

**NOTES – Talk to them and tell them (again) that they are supposed to be completely self-sufficient. If they would do this on their Qualifying Journey, they would not meet the 14 requirements, because they’ve bought food on the way and they should bring all the food they need themselves.Case Study 2 for supervisors**

Your silver expedition team of five girls seem to be having problems. They have paired off and one girl has been left very much on the margins of the team. The sixth member of the team had to drop out at last minute and this one girl seems very much of her own. She also seems to be struggling with walking. What will you do?

**CASE STUDY 2 for assessors**

A mixed Bronze team of two males and four females from an IAC in Geneva are visited by the Assessor on night one. She finds that the Supervisor of the team is camping on the same site as the young people, an isolated field in the Alps. The Assessor says she is not happy with this and unless other arrangements are made is not prepared to assess the team.

Is she correct?

**NOTES – If this is a Practice Journey, perhaps you can insert some extra team building activities to make the left out girl feel more comfortable. Talk to the team and give the girl an important task for the next leg of the journey, so she becomes a more valued member of the team. Tell the rest of the team that the Adventurous Journey is a team effort: they can only make it if they help each other and stick together. Try to make the stronger members of the team realise themselves that they need to help this girl who is struggling, for example by taking some heavy things from her backpack and carrying it for her.**

**Case Study 3 for supervisors**

Your gold expedition team has been missing all day; they never made the check point with you or with the Assessor. However, they have turned up safe and well at the camp site eventually, although they are not in good spirit. When the Assessor asks them what route they took they seem unable to tell him and he is not very happy with them. What will you do now?

**CASE STUDY 3 for assessors**

The Assessor visits the camp site of a Gold team on the third night of their expedition. He has already visited them twice at camp and has been impressed by their camp craft skills. This is an extra visit put in at the last minute when another engagement has taken him into the area. Arriving at the site he finds no one there, but the tents have been erected and dirty pans and plates at the tent door indicate that the team have arrived and eaten. Whilst driving through the nearest village, two miles from the site, he notices the team sitting outside ‘The Duke’s Arms’ clearly enjoying some liquid refreshment and a basket meal.

Should he drive on as if nothing has happened or stop and tell them they should consider the expedition cancelled?

**NOTES – Flag the first sentence ‘has been missing all day’ first of all: if you’re a Supervisor, you’re responsible for the group’s safety: you don’t have to meet your team directly or follow them around all day, but you want to make sure you know where they are (e.g. by remote supervision) so if anything goes wrong, you can help. Tell the team the Assessor is not happy that they can’t tell where they are, try to find out what went wrong and why they are not happy. If they didn’t make the agreed checkpoints, they should have a good reason for that.**

**Case Study 4 for supervisors**

It is getting dark on the evening of the second day one of you team’s Silver qualifying expedition. On the first day the team were very slow and they were two hours late arriving at their campsite. The team has now been out nine hours and have at least another hour’s walk into their campsite. Your other Supervisor suggests that there is no other option but to pick the team up in the minibus and take them to their camp site as they have already done well over their seven hours of planned activity. What will you do now?

**CASE STUDY 4 for assessors**

The Assessor is waiting at a remote camp site when her Silver team of four girls arrive somewhat drenched after walking the whole of their second day in heavy continuous rain. Their tent and stoves have been pre-positioned by the Supervisor some time earlier in the day. The Supervisor does not expect to return to the camp site that evening, knowing that the Assessor would be seeing them. When the team start to erect their tent, they find that the pegs have not been included. The Assessor feels that, in view of the weather and low morale of the team, she has no option but to cancel the expedition and see that the team is returned to base camp. Is this really her only option? What advice would you offer to the Assessor?

**NOTES – There are always other options. They could walk in the dark with their torches if they have practised this and there are no major risks in this last leg of the journey. Or the Supervisor could stay close behind them to make sure they are safe. If this is no option, they could pitch their tents wherever they are now if they are in a country where that is allowed.**

**Case Study 6**

You are a Supervisor for a Bronze team that seem to be having difficulty grasping navigation. They have completed one practice expedition and frankly it was a bit of a disaster. You have told them that they will need to do another practice before the qualifying expedition. A parent has now written to the school to complain because they feel that their child should be able to do the qualifying expedition without doing another practice expedition. What should you do?

**NOTES – A proper parents evening beforehand would have solved this issue: it is of utmost importance that both parents and participants are aware of the requirements. As a Supervisor, you can ‘sell’ this idea of another Practice Expedition now to parents by playing the safety card: you have to be sure you can trust the team completely before they go on a Qualifying Journey. If you really think they need another Practice Journey, you can decide that as a Supervisor. Alternatively, perhaps they could spend an afternoon really focussing on whatever went wrong that made this into a ‘disaster’.**

**Case Study 7**

Your Bronze team left the camp site at 9am this morning and you have been to check on the site. When you get there you find that there is litter on the site and food waste around the area where the team cooked. You also find several pegs for one of the tents lying in the grass. The Assessor was not going to visit the team this morning so they have not seen the state of the camp site. What should you do now?

**NOTES – If the team is not too far away, the Supervisor could ask them to turn around and clean up their mess. If they are too far to return, I would pick up the rubbish, put it in a bag and spread it out on their next lunch area/campsite (if they were a Silver or Gold team doing more nights). They will then realise it’s not nice to have lunch or camp in such a mess and they will also bring your equipment back.**

**In addition, suggest it might be useful to have a good agreement with the teams if they use expedition kits provided by the school: make sure they know what the consequences are if they damage or lose things.**

**Case Study 8**

It is the second evening of your Silver team’s practice expedition which is proving to be quite a wet one, and you have arrived at the camp site to find that they are cooking their evening meal. You are a bit surprised to find only one tent up and when you suggest to the team that they put the other tent up they reluctantly admit that they don’t know where the poles are. They don’t know if they left them behind at the camp site this morning or whether they have

been lost on the route today. What are your options?

**NOTES – Ask the team how they want to solve the problem: let them be creative, perhaps they can find and/or make poles out of something? In the debrief, mention this again and make them realise they should learn from this experience so it won’t happen in the Qualifying Journey. If you have the option and want you equipment back, it might be an idea to contact the previous campsite to check if they are there so you can pick them up at some point.**

**Case Study 9**

You are part of a large IAC and have four Bronze expedition teams this year. You also have one participant who has special needs. Unfortunately each team have said that they don’t want this participant with them as they will slow the team down. How do you approach this issue?

**NOTES – The Supervisor has to be an excellent mentor here, talking to the participants telling them the Adventurous Journey is not about the distance, it’s about working together as a team for a specific number of hours on the journey and their aim (their project). Try to convince them that this will be even more rewarding because it’s a bigger challenge. Perhaps a friend of the participant with special needs wants to join just for the Adventurous Journey section? (this person will then have to go through the training and meet all requirements of the AJ as well, even if they’re not doing the rest of the Award). If it turns out to be absolutely impossible to find any group they could join, perhaps contact other IACs in your area?**

**Case Study 10**

It is the parents’ evening where you are explaining the requirements of the Adventurous Journey Section and what equipment the teams will need. You explain that the teams will be issued with maps and compasses. One parent demands to know why the teams will not be given GPS devices so that they will be

safe at all time. What will your response be?

**NOTES – The assumption that a GPS equals safety is false for many reasons: participants might not know how to use that, they might be out of reach (this happens in the forest sometimes) and, most importantly, the batteries drain quickly. Therefore they should all be able to use maps and compasses at all times. Tell the parents they receive proper training for this and that they go on a Practice Journey where they show they can do navigation properly. If they can’t, as a Supervisor you shouldn’t send them on their Qualifying Journey. You can also tell the parents that they have to stick to their routes and that you will supervise them at all times (not always directly, but also from a close distance and/or remotely if they are doing well). Finally, you can give the group a phone for emergencies. If they have no signal in a valley, they can move uphill to get in touch with you if they really have to. They know this because you have practised emergency situations and search & rescue with them in the training.**

**Case Study 11**

It is midway through the first afternoon of a Bronze practice expedition and it is very hot. You meet one of your teams and you are surprised to find one of your participants without their hat on. You tell him to put it on and he sheepishly admits that he has forgotten to bring it. What can you do now and what will you do in the future?

**NOTES – Let them try and solve the problem themselves first. Perhaps another team member has another hat or they can wear a T-shirt on their head to be protected from the sun. In the Practice debrief, bring up this issue again so they can learn from their mistakes.**

**Case Study 12**

A Silver team have come to you with an idea for an expedition which includes a cycle ride to a camp site near a canal, a canoe journey on the canal on day two, and a walk to the finish on the third day. Is this a good plan?

**NOTES – No, this is not a good idea unless they are happy to carry their canoes and bikes with them. Again they have to be self-sufficient for the entire duration of the journey. It is not a random adventurous activity, it is an Adventurous Journey for the Award and it should thus meet the 14 requirements. Multi-modal journeys are usually not a good option, because it would require the team to carry their equipment so they can be self sufficient for the entire duration of the AJ.**