

# Training others

This sheet provides practical ideas to help teach other volunteers and young people how to prepare for a day or overnight hike. These sessions lend themselves well to weekly meetings but might take place informally on camp, or more formally as part of a skills workshop or training course.

## Objectives

By the end of this session, Scouts will be able to:

1. Prepare a route plan, considering key factors
2. Make a kit list for a day hike in familiar country
3. Know how to pack a bag for a weekend hike in mountainous country
4. State the safety rules for a hike.

## Equipment

- Pens and large sheets of paper or card
- Blank route cards (available from Scout Shops)
- A selection of completed and partially completed route cards
- Hiking equipment as detailed in the kit list (you could ask participants to bring their own kit from the list. This is useful for games and also enables trainers to check the quality of kit, particularly waterproofs.)
- 'Red herrings', i.e. unnecessary kit, to see if participants can pick out what is and is not needed. Good examples include a swimming costume, an axe, matches and running shoes.

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## Lesson 1: Planning a route (30 minutes)

### Introduce...

**What?** Route planning means working out where to walk, how long to walk for and how challenging the route should be.

**How?** Consider where you will go, how the group will be supervised, whether the route is linear or circular and the purpose of the hike.

### Demonstrate...

**What?** The importance of planning the route using a route card.

**How?** Show the group a simple route card that has already been made up and ask them to follow the route on an Ordnance Survey map.

### Explain...

**What?** Explain the different elements of a route card and how to complete one (including how to calculate timings and pacing).

**How?** Ask the group to fill in the blanks on a partially completed route card. You should check that participants have done this correctly and understand the process.

### Apply...

**What?** Ask participants to plan a hike by completing a route card.

**How?** Adapt this activity to suit the abilities of your group. You could give participants the route drawn out on a map, list a series of check points they must visit, give them the start and the end points only or ask them to plan every element of the hike.

### Summarise...

**What?** Check participants' completed route cards. Reiterate the importance of the cards and why they are needed.

**How?** Swap participants' route cards and use them to follow each other's routes on an OS map.

## Lesson 2: What shall we take (20 minutes)

### Introduce...

**What?** Show that certain items of equipment are needed for hiking.

**How?** Draw comparisons with other popular Scouting activities – such as the specialist equipment you would need if you were going camping, for example.

### Demonstrate...

**What?** Various pieces of equipment and decide if they are necessary – this can apply to both day and overnight hikes and expeditions.

**How?** Show one item from a pile of kit and ask whether it is needed. Then present another item (perhaps a 'red herring', ie something that is definitely not needed) and ask the same question. Participants should answer or hold up 'yes' or 'no' flashcards. Ask them to justify their answers.

### Explain...

**What?** How to identify necessary and unnecessary pieces of equipment for hiking.

**How?** Present the same items again and explain why they are or are not needed. Select one item that is definitely needed, one that definitely isn't and one debatable item (such as sunglasses, which are weather dependent). Also highlight items such as sun cream – perhaps an essential, but do all members of the group need to take this? Could it be shared?

### Apply...

**What?** This section embeds the learning from the previous activities.

**How?** Ask participants to dress up a member of the group as a walker for a day hike, using items from the pile of kit. You could do this as a relay race in small teams, depending on your supply of kit. Then go through each team's selections and their merits. If your supply of kit is limited, ask teams to draw a Scout on a piece of paper and label their equipment. You could also draw a badly-prepared Scout with unnecessary kit.

### Summarise...

**What?** This section checks understanding of the topics covered.

**How?** Sort the kit into two or three piles (necessary and unnecessary kit, with a third debatable pile if necessary). As you do this, ask participants to write down necessary items to create their own kit list, which can be used when preparing for future hikes.

## Lesson 3: Packing a bag (20 minutes)

### Introduce...

**What?** Why is it important to pack bags in a specific way?

**How?** Pack two rucksacks containing various pieces of equipment – one bag should be well-packed, while the other should be poorly packed. Run a relay race in which two teams of participants have to retrieve specific items. The team with the well-packed rucksack should find this much easier!

### Demonstrate...

**What?** The advantage of a well-packed rucksack, which balances weight and ensures that the contents are accessible.

**How?** Give a brief account of a hike in which certain situations occur – e.g. it starts to rain. At each stage ask the group what they think they would need to deal with the situation, then find that item in the rucksack and lay it out on the floor. Tell the story of the hike so that each piece of equipment needed is the next item down in the bag.

### Explain...

**What?** Explain how a bag should be packed.

**How?** Illustrate the importance of sorting kit into items needed during a hike, items needed when setting up camp at the end of the hike and items that are only needed in an emergency. Ask participants to lay out the kit, arranged in order

of frequency of use. Also explain the concept of dividing kit, so all members of a group have an equal share of food, tents, stoves etc.

### Apply...

**What?** This activity reinforces the skills learned earlier in the lesson.

**How?** Ask participants to pack a rucksack. This can be done in teams, pairs or individually, depending on the size of your group and the supply of kit available. Ensure that participants consider how different pieces of kit fit together to save space, and what could go in external pockets (things that you'll need to access quickly or that might leak).

### Summarise...

**What?** This section checks understanding of the skills covered so far.

**How?** Inspect participants' bags and score them out of 10. Alternatively you could play a game, imagining you are on a hike as a group. Then make up scenarios to test skills, such as: 'it's really hot and the sun is coming out', 'you are thirsty after an uphill stretch', 'it starts to rain; you need your waterproofs', 'it's lunchtime', 'someone has a blister; who has the first aid kit?'. Get participants to react and see who has to empty their whole bag to find the piece of kit they need!

## Lesson 4: What if something goes wrong (20 minutes)

### Introduce...

**What?** The idea that something might go wrong but that we should be prepared for this.

**How?** Ask the group to suggest things that could go wrong on a hike. These might vary from the sensible to the ridiculous, but try to turn outlandish suggestions into something that could actually happen. For example, 'we might not be eaten by crocodiles but someone might fall in a stream and get wet.' Other suggestions could include suffering an injury, getting lost, being late (e.g. into dusk) or getting caught in changing weather conditions.

### Demonstrate...

**What?** How we might deal with certain situations.

**How?** Using the suggestions made previously, ask the group to discuss how they would deal with that situation, and how they could prepare for it prior to the hike.

### Explain...

**What?** That we can use an emergency action plan and card to be prepared if something goes wrong.

**How?** Show the group an emergency action plan based on a hike with specific hazards. Show them how the card is filled in and explain the extra information that needs to be included, e.g. emergency contact details.

### Apply...

**What?** This section reinforces the skills learned earlier in the lesson.

**How?** Ask participants to create their own emergency action plan and a set of rules to follow when completing a hike, such as the example they planned in the previous lessons.

### Summarise...

**What?** This section checks understanding of the skills covered.

**How?** Prepare a number of scenarios for the group to role-play. Ask teams of participants to pretend they are on a hike, and then present the with the different situations. The teams have to act out how they would deal with that scenario, using the kit from their rucksacks.

### Taking it further...

You could create lessons to cover some of the following topics:

- Plan and run an incident hike, including scenarios that deal with accidents and emergencies
- Plan and run hikes over multiple days (with or without support)
- Plan a hike in which Scouts have to plan the route in order to pick up kit from various caches (which could include tents and extra or luxury food rations). Certain caches could be placed in opposite directions, offering a choice as to which kit to pick up.