



## Adventurous Journey Training Guidelines

| 11 Training Components                                     | Bronze Minimum Standards  | Silver Minimum Standards   |
|--|---|--|
| Understanding Of The Adventurous Journey                   | Choosing a meaningful purpose that is relevant to the group   | Choosing a meaningful purpose that is relevant to the group and that may be used to benefit the community.   |
| Understanding The Impact Of The Journey On The Environment | Leaving the environment cleaner than before the group/s have been there. Being cognizant of the surroundings and respecting neighboring residents i.e. noise levels if necessary.   | Leaving the environment cleaner than before the group/s have been there. Being cognizant of the surroundings and respecting neighboring residents i.e. noise levels if necessary. Reporting any concerns regarding the environment to the proper authorities. i.e. damaged park bench at Astwood park to the dept. of Parks.   |
| Appreciating The Culture Within The Journey's Environment  | Understanding and appreciating differences within the AJ group.   | Understanding and appreciating differences within the AJ group. Understanding and being aware of cultural differences that may exist within the environment of the AJ.   |
| Observation & Recording Skills                             | Journaling, choosing the means of presentation before the journey, ensuring that the recording methods suit the purpose.  | Journaling, choosing the means of presentation before the journey, ensuring that the recording methods suit the purpose and presentation.  |
| Competency In The Mode Of Travel                           | Depending on the mode of travel, each member of the group should be amply trained in that mode of travel. I.e., if it is walking, then the participants should understand what that might entail, practice walking on a regular basis, condition the feet etc. If there is another mode of travel being used, participants may need to be certified in that mode. i.e. sailing or horseback riding. | Depending on the mode of travel, each member of the group should be amply trained in that mode of travel. I.e., if it is walking, then the participants should understand what that might entail, practice walking on a regular basis, condition the feet etc. If there is another mode of travel being used, participants may need to be certified in that mode. i.e. sailing or horseback riding. Mode of travel must suit purpose of journey. |

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|--------------------------------------|---|--|
| Team Building & Leadership Training  | There should be a team building component built into each session. Participants should understand their role within the group.  | There should be a team building component built into each session. Participants should understand their role within the group. Understand different styles of leadership and know what styles suit them/the group, know when there may be a need to change a style.  |
| First Aid & Emergency Procedures     | Blisters, Sprains, Burns, Splints   | Blisters, Sprains, Burns, Splints, CPR (participants should be certified by Red Cross or St. John’s Ambulance Brigade.)  |
| Necessary Equipment & How To Use It  | Participants should know how to use all of the equipment which they are taking for the AJ. i.e. they should know how to pack and wear a ruck sack so that it is most efficient for the journey.   | Participants should know how to use all of the equipment which they are using for the AJ. i.e. they should know how to pack and wear a ruck sack so that it is most efficient for the journey. Take the weather and season and environment into consideration when deciding what to take on the journey.   |
| Route Planning                       | Knowledge and use of (minimum) 4-digit grid references; 6 hours of purposeful journeying ( <b>does not include</b> lunch break and rest stops); identify nearest “safe location” on Escape Route  | Knowledge and use of (minimum) 6-digit grid references; 7 hours of purposeful effort ( <b>can include</b> reasonable time for lunch break and rest stops); identify nearest “safe location” on Escape Route and detail directions on how to reach that “safe location”   |
| Navigation                           | Identify parts of a compass; basic knowledge of how to use a compass; knowledge and use of 8 cardinal points  | Identify parts of a compass; more advanced knowledge of how to use a compass; knowledge and use of 16 cardinal points  |
| Camp Craft, Including Food & Cooking | Know how to pitch a basic tent, know how to use a gas stove in a safe way for participants and the environment, understand the importance of a balanced meal and be able to prepare it. (One substantial/cooked meal per day. May be prepared at home by group and heated during journey) | Know how to pitch a basic tent- understand placement of the tent at the site, know how to use a gas stove in a safe way for participants and the environment, understanding importance of packaging and safety of food for consumption, understand the importance of a balanced meal while also understanding the importance of the flavor and providing for the tastes of the group as a whole. (One substantial meal per day, must be cooked on site.) |