

APPENDIX 5: THE ADVENTURE SKILLS

How To Use the Competency Statements and Supporting Information

These competency statements and supporting information are designed to help you navigate exactly what you need to know to achieve any level of the Adventure Skills. How you go about learning this is entirely up to you! There will be a bank of further resources on Mahi Tahī, or you might want to ask someone with expertise to come along and teach you.

Remember to **Plan, Do,** and **Review** all activities you undertake while completing your Adventure Skills!

Assessment

Assessment of competencies can be done by a number of people:

- A youth member who has achieved the skill at least two more levels above you
- An adult who has relevant skills or qualifications in the area

Most Kaiārahi should be able to assess the earlier levels of most skills, however at some of the higher levels you may need to talk to an outside assessor with a formal qualification.



Kaitiakitanga

Kaitiakitanga is the understanding that we are a part of the natural world, not separate from it, and it is our responsibility to act as guardians of our environment.

As Scouts, it is important that we always act as conscientious Kaitiaki of our land, air, and water. All activities that we undertake should always consider their environmental impact, and adhere to the principles of Leave No Trace (leavenotrace.org.nz).

Risk Management and Health and Safety

When participating in adventurous activities it is vital that all appropriate safety measures are taken into account.

Before completing an adventurous activity you must ensure:

- The appropriate documentation has been completed and sent to the appropriate people by the correct time
- The activity is within the capacity of all participants (physical, mental, social, skills, etc.)
- All participants are aware of and have been age appropriately involved in the development of any safety measures
- The person in charge is appropriately competent and current in the material they will be teaching or leading
- All gear and safety equipment is serviceable and fit for purpose

Accessibility

All Scouts are different and have different needs and abilities, which is why this skill is designed to be as accessible as possible to all members of Scouting. If you are worried that a skill is outside of your abilities, whether that be physical, mental, or financial, talk to your assessor about how you might be able to adapt it to suit your needs.

Cross-Crediting Between Adventure Skills

Several of the Adventure Skills competencies are important for more than one skill. When working towards competency in one skill, it is worth checking if you are also gaining competency in another skill. To help with this, competencies that are the same or similar across multiple skills are marked with the corresponding skills and competency statements.

Boating



Level 1

1.1 I can behave safely in my boat

Scout can demonstrate that they must keep their weight low and are able to balance themselves by holding the gunwales (while keeping their fingers within the boat)
Scout knows that if they are sailing they should be sitting on the floor and that there should not be any jumping, sudden movements, or play acting while in the boat and keep their head away from the boom when tacking or gybing

1.2 I can follow directions from the person in charge of the boat

Scout can demonstrate the ability to follow a Kaiārahi's directions to keep safe, and can explain why it is important to follow directions from the person in charge

1.3 I can keep myself safe in the sun



Scout is aware of the risks of sunburn while outdoors
Scout can describe how often sunscreen needs to be reapplied, and what factors may have an influence on this (for example, getting wet/towelling off)
Where possible, Scout chooses sunscreens that do not have a negative impact on the marine environment
Scout knows about wearing appropriate sun hats, loose fitting shirts and use of shade to help protect them from the sun, as well as carrying a drink bottle and drinking plenty of water



1.4 I know what clothes and shoes to wear for a boating activity

Scout can describe what types of clothes and shoes would be appropriate for different types of boating activities



1.5 I know when to use a Personal Flotation Device (PFD) and can put one on with assistance

Scout can describe when a PFD is necessary and put one on with help from a more experienced person

1.6 I can make a simple model boat and show how it floats

Scout can make a simple model boat out of paper, popsicle sticks, or other materials and demonstrate floating it on water



Level 2



2.1 I can put on my PFD and know how it should fit

Scout knows how to put on and properly fit a PFD which is the appropriate size
Scout knows how to do up and undo all clips, zips, and buckles



2.2 I can safely enter chest-deep water while wearing my PFD

Scout can demonstrate that they are comfortable getting in and out of water and float while wearing their PFD

2.3 I know to keep all parts of myself inside a boat at all times

Scout can explain why having body parts outside the boat can be dangerous
Scout demonstrates this while in boats

2.4 I can safely get in and out of my boat

Scout can demonstrate how to get in and out of their boat in a safe manner alongside a jetty or on the beach

Things to be taken into consideration should include temperature, wind, sun, time taken for clothing to dry, warmth, practicality, and appropriate footwear

2.5 I know where the bow, stern, port, and starboard of a boat are
 Scout can point out the bow, stern, port, and starboard of a boat

2.6 I can be a responsible member of my team while boating
 Scout can identify some risk concerns that might be present on a boating adventure and offer safety procedures to counteract them
 Scout can explain how to be a member of the team while boating and how their behaviour will impact the activity and experience of others

2.7 I have taken part in a boating activity
 Scout has experienced being out on the water in a boat



Level 3

3.1 I can get help if somebody is in difficulty on the water



Scout knows to call for help by whistling, yelling, or telephone if they see someone in trouble on the water
 Scout knows when and how to make a call to the emergency services and provide them with clear information about what they have seen and where

3.2 I can identify safe areas of water for boating activities
 Scout can explain things that might make an area of water unsafe for boating
 Scout can identify where it is safe for them to go on a boating activity, and explain why it is important for them to stay within these boundaries

3.3 I know what to wear when on the water



3.5 Scout can explain the importance of layering and correct outerwear while on the water, both in terms of getting wet, and protecting from windchill

3.4 I can move around my boat safely
 Scout knows to stay seated while on the water unless moving around is necessary
 Scout can demonstrate how to safely move about their boat

3.5 I know some of the hazards I might encounter while boating
 Scout can explain the dangers of a boat when coming alongside a wharf or another boat and launching and retrieving a vessel
 Scout can display the correct seating in a vessel
 Scout can explain ways to manage these hazards or themselves to avoid injury or damage to a vessel

3.6 I can find an appropriate PFD that is the right size and fit for me
 Scout can demonstrate how to choose, check serviceability and properly fit a PFD that is of the appropriate weight range for them and will not slip over their heads

3.7 I know the main principles of the Water Care Code
 Scout can demonstrate an understanding of the key points of the Water Care Code to minimise their impact on the environment and other people

3.8 I can tie a reef knot and figure-8 and know what they are for
 Scout can consistently and accurately tie these knots and give examples of when they might be used in a boating context

3.9 I can name and identify key parts of my boat
 Scout can name the different parts of a boat used by their group
 This could include the tiller, rudder, oars crutch or paddles, thwarts, painters, bailors, and centre board/plate

3.10 I can identify basic distress signals

Scout can identify distress signals, including hand signals and flags

3.11 I can find out which direction the wind is coming from on land

Scout can explain ways to figure out the wind direction while on land using their surroundings

3.12 I know how and when to get a maritime forecast

Scout can access information from the appropriate weather forecasters in their area
Scout can explain how and when it is best to access this information

3.13 I can help others learn about boating

Scout has helped a less experienced person learn about an aspect of boating and shows a willingness to share their expertise with others

**Level 4****4.1 I know about the risks of hypothermia and how to prevent it while boating****+ 4.13****4.1****4.1**

Scout understands the risks of hypothermia while boating and can discuss ways to prevent it, including:

- The importance of appropriate clothing, including layers, windproof gear, and non-cotton fabrics
- Eating enough food and drinking water to sustain energy
- Getting into shelter and dry as soon as possible if they start to become cold
- Not participating in boating activities if it is too cold to do so

4.2 I know about the risks of heat exhaustion and how to prevent it while boating**+ 4.14****4.2****4.2**

Scout understands the risks of heat exhaustion while boating and can discuss ways to prevent it, including:

- The importance of appropriate clothing, including sun protection, and light, breathable fabrics
- Eating enough food and drinking plenty of water to prevent dehydration
- Staying out of direct sunlight where possible
- Not over exerting themselves in hot conditions

4.3 I understand the dangers of various waterways

Scout can describe the dangers of various waterways, including boating near a swimming beach, tidal rip, current flow, fishing from jetties or bridges, strainers, polluted waters, rocks and coastal areas, and harbour channels/water ski lanes

Scout can create and implement a plan to deal with these hazards

4.4 I know basic collision avoidance

Scout can explain why bigger boats may not be able to avoid small boats
Scout is familiar with some of the basic rules of the road at sea, including giving way to larger vessels, and staying on the starboard side of any channel or fairway

4.5 I know the hazards for boating in different weather conditions

Scout can explain how different weather conditions (wind, rain, sun, sea state, and cold) can affect a day sail and what hazards they can pose

Scout can explain what actions should be taken to ensure safety in different weather conditions including cancelling or postponing a boating activity

4.6**4.7****I can explain the principles of “Check, Clean, Dry” for boating in different bodies of water**

Scout can explain why it is important to check,

clean, and dry their boats and equipment before using them in different bodies of water

4.7 I can demonstrate rope handling techniques

Scout can tie knots that are useful for their boating adventures and appropriately store rope

4.8 I can help prepare my boat as part of a team

Scout can work as part of a team to rig and de-rig their boat for sailing
 Scout can work as part of a team to prepare their boat for rowing

4.9 I can identify a variety of communication methods that might be used on a boat

Scout can explain why communication is important in boating and identify various communication methods
 This could include hand signals, buoys, radios, distress signals, and signal flags

4.10 I can look after less experienced members of my team while boating

Scout has an awareness of the capabilities of others in their group and is able to assist and encourage those with less experience in a considerate way



Level 5

5.1 I have taken part in a capsized drill led by an experienced person

Scout has participated in a capsized drill that involved deliberately capsizing a boat and righting it again under the guidance of an experienced person

Scout knows why it is important to stay with a capsized boat

5.2 I can explain the importance of wearing the right clothing and gear while boating

Scout can explain why certain items of clothing and gear must be worn while boating and

what to look for when deciding what to wear
 This should include discussion of the layering system, clothes that retain warmth when they get wet, how to control body heat and ventilation, as well as foot protection and grip
 Scout can identify some of the hazards of inappropriate clothing or gear

5.3 I can demonstrate proper Person Overboard (POB) procedures as part of a team

Scout is familiar with POB procedures, including Stop, Shout, Point
 Scout can work as part of a team to help get the POB back into the boat

5.4 I can explain the most important things to do if the boat swamps or capsizes

Scout can describe the key actions to take if their boat was to swamp or capsize, including:

- Stay with the boat
- Make noise to get attention
- Count to five and take a breath
- Hang on to the boat
- Follow the instructions of the rescuer

5.5 I understand and can apply the principles of the Water Care Code while participating in boating activities

Scout has an awareness of the Water Care Code and can discuss how this can be applied while participating in boating activities
 Scout demonstrates putting these principles into practice while boating

5.6 I am familiar with the key parts of my sailing boat and what they do

Scout can name the following parts of a boat rigged for sailing and explain their roles: mast, stays, boom, rudder, sheets, halyards, and oars

5.7 I can explain the principles of the centre plate or centre board



- Scout can explain what the centre-plate or centre board is used for and how it works
Scout knows when the centre-plate or centre board should be lowered and raised
- 5.8 I can help with the launch, retrieval, and manoeuvring of a boat on land**
Scout can work with a team to launch, retrieve, and move their boat on land, or explain to others how to safely do so
This might include lifting and carrying, or using a trailer or trolley
- 5.9 I can de-rig a sailboat, dry the sails, and store all the parts properly as part of a team**
Scout can work with a team to put all parts of their boat into proper storage when they are finished with each sailing experience
- 5.10 I can hold the tiller of a sailboat and in light conditions sail straight for one minute**
Scout can demonstrate basic sailing skills while on the water
- 5.11 I can take charge of the mainsail of a boat**
Scout can demonstrate taking control of the operation of the mainsail, including knowing when to pull in the mainsheet and ease the sheets of a sailboat
- 5.12 I can find out which direction the wind is coming from while in a moving boat**
Scout can demonstrate how to tell where the wind is coming from while in a moving boat
- 5.13 I can name the parts of a sail I use regularly**
This could include foot, head, clew, outhaul, tack, reef points, battens/pockets, leech, and luff
- 5.14 I understand the following terms and what they might look like: ease, lee-o, let fly, tighten, gusts, lulls**
- Scout is familiar with basic sailing theory and terminology
- 5.15 I can demonstrate how to move my body weight around a boat to help keep it balanced**
Scout can sit on the gunwale, hike, bail the boat, and balance the boat
- 5.16 I can row a boat as part of a team**
Scout can row a boat as part of a team, including keeping in time with others
- 5.17 I can anchor my boat**
Scout is aware of three different types of anchors and when each should be used Scout can lead a team in anchoring their boat, including selecting an appropriate location, determining the appropriate length of chain and warp, and checking the anchor is secure



Level 6



6.1 I know how and when to complete the appropriate safety assessments for boating activities, and who I need to share them with

Scout understands the importance of communicating their plans to others and assessing the risk of any activities they undertake





Scout has an understanding of any qualifications that must be present during their activities

Scout is familiar with the appropriate paperwork required to complete a boating activity, and is able to complete and communicate these within the appropriate time frame



6.2 I can recognise and treat hypothermia and heat exhaustion

Scout can identify the symptoms of

-  **6.2** hypothermia and heat exhaustion and explain why it is important to keep an eye out for them
-  **6.3** Scout can explain how to care for someone that is showing signs of hypothermia or heat exhaustion in a boating environment
- 6.3 I can explain what precautions to take in increasing winds and the wind limits of our activities**
Scout can describe the factors they should consider when sailing in higher winds, the precautions they might take in high wind situations, and the wind limits of their activities
- 6.4 I can demonstrate proper Person Overboard (POB) procedures while on the water**
Scout can sail solo to tack/gybe the boat around, sail back to the location of the person overboard, bring the boat into wind next to the person in the water, and help the POB get back into the boat
-  **6.5 I can demonstrate the use of "Check, Clean, Dry" in my boating activities**
-  **6.4** Scout has an awareness of how freshwater pests such as didymo can be spread between waterways
Scout can demonstrate how to properly check, clean, and dry all their boating equipment
- 6.6 I can take into account any environmental concerns of the local area**
Scout can identify environmental concerns that may be present in their local area (e.g. sewage overflow if it has been raining heavily, toxic algae, etc.) and take appropriate actions
- 6.7 I know what gear I should have in my boat while I am on the water**
Scout can list the gear they must have in their boat or a support vessel while on the water. This should include PFDs, two forms of communication equipment, navigation materials, a bailing system, anchor, first aid kit, and throwline
- 6.8 I can inspect a boat and identify any faulty parts**
Scout knows what to look for when inspecting a boat to ensure it is safe to use
- 6.9 I can explain the effects that rips, tides, and currents have on boating and how to counter these effects**
Scout is familiar with different features that might affect their boating
Scout can explain how to identify these features, the effects they are likely to have, and how best to counter them
- 6.10 I understand and can explain how sails work and interact to drive a sailing boat**
Scout can explain how sails produce thrust, and how the hydrofoils counteract lateral movement to produce forward drive
- 6.11 I can rig and de-rig my boat by myself**
Scout can demonstrate how to rig and de-rig their boat without assistance, and how to correctly store all parts once they have finished each sailing experience
- 6.12 I can sail away from dock, tack, gybe, slow down, and speed up**
Scout can demonstrate basic sailing skills while on the water by themselves or with a buddy
- 6.13 I have an understanding of the collision rules for vessels**
Scout understands the collision rules for vessels and consistently applies them in their boating activities, including:
- Listening and looking ahead
 - Keeping a safe speed
 - Respecting give way rules
 - Giving way when overtaking
 - Keeping clear of bigger ships

6.14 I can safely dock or beach a sailboat

Scout can slow speed before turning head to wind towards the dock or jetty, stop the boat within one arm's length of the dock or jetty, and secure the boat to avoid damage
Scout can turn the boat head to wind parallel to the shore in waist deep water, slowing the boat to a stop before disembarking and securing the boat to avoid damage

6.15 I can effectively demonstrate how to trim the boat under sail to gain a good speed

Scout, in control of their sailboat, can read the wind at all points of sail in order to gain the best performance in changing wind conditions
Scout can adjust the sails for wind shifts, including adjusting for puffs or lulls

6.16 I can row a sailing boat with just one other person

Scout can work with a buddy to confidently row a sailboat

6.17 I can control a sailboat evenly around a course, and on a straight course between two marks for 200m

Scout can take charge of a boat and confidently control it

6.18 I can rescue a swamped or capsized boat

Scout is familiar with the procedures to follow in the event of a swamped or capsized boat to first ensure the safety of their crew, and then to rescue their boat

6.19 I can clearly communicate with my crew while on the water

While in charge of a boat, Scout can provide clear verbal commands for manoeuvring the boat, and instruction for what to do if the boat capsizes

6.20 I can teach a less experienced person about boating

Scout can teach a less experienced person about an aspect of boating in order to help

them complete their Level 4 in this skill
After completing this activity, Scout has participated in a review

**Level 7****7.1****I can take responsibility for the environmental impact of my boating**

Scout demonstrates an understanding of the environment in which their boating activities occur and takes all possible measures to reduce their environmental impact

**7.3****7.4****7.5****7.2****I can properly secure a boat and its load on a trailer for road travel**

Scout can secure a boat and its load on a trailer for safe road travel, ensuring that the boat, trailer, and all contents remain secure for the duration of the journey, and remains within the weight requirements of the trailer, trailer coupling, and tow vehicle

7.3**I can take the helm of a sailing boat and demonstrate how to undertake various manoeuvres**

Scout is able to:

- Demonstrate how and when to tack when sailing upwind
- Accelerate out of marks
- Promote planeing on a reach and surfing downwind

Scout can demonstrate a constant awareness of the five essentials (weather, traffic, hazards, proximity to shore, and current location) while doing this

7.4**I can balance, steer, and trim sails while underway**

Scout is able to:

- Maintain accurate body position at all points of sail
- Balance the boat by using hiking, and by moving fore and aft

- Demonstrate how to pinch up to lay a mark, and round said mark
- Demonstrate smooth tactical mark roundings
- Complete sail setting adjustments to head up and bear away
- As a crew, identify point and speed modes for helm upwind
- Trim the sails using all sail settings
- Trim the jib leech to keep top and bottom telltales breaking together
- Sheet the main to trim sails appropriately
- Depower the sails using sail controls

7.5 I know a variety of different ways of obtaining a forecast

Scout can obtain and interpret a forecast from a variety of sources

Scout can discuss the advantages and disadvantages of different types of forecast
Scout can use the forecast to plan for their boating activities

7.6 I am familiar with different navigational markers and can explain what they indicate, and what this means for my boating activities

Scout can explain and show what these markers look like: cardinal marks, harbour entrance marks, isolated danger mark, underwater power cables, water ski lanes, and dive flags

7.7 I have led a team in a capsizing drill under sail using proper procedures

Scout has led a team in a capsizing drill that involved deliberately capsizing a boat under sail and righting it again
Scout can demonstrate leadership and an awareness of the safety of others during this drill



Level 8

8.1 I can take charge of a boat and respond efficiently to a (simulated) emergency scenario

Scout can discuss the types of emergency that might occur while participating in boating activities and what they would do in the event of these

Scout has led a response to a simulated emergency

8.2 I have a basic understanding of how to use a powered boat, including participating in flushing and cleaning the engine

Scout can explain things they need to take into consideration when using a powered boat
Scout has a basic familiarity with powered boats and has participated in flushing and cleaning the engine

8.3 I can describe how sails interact and demonstrate techniques to maximise this effect

Scout understands the principles at play with interacting sails and can show how to use these effects to their advantage

8.4 I can use a spinnaker

Scout can effectively demonstrate the use of a spinnaker, including hoisting, sailing at different points of the wind and taking it down

8.5 I can evaluate current weather, tidal effects and geography of a new sailing venue

Scout can describe current weather and tide conditions and their implications for boating in the new area

8.6 I can interpret the current forecast and make sound decisions on planned activities in view of expected weather and sea conditions and tidal effects

Scout has a thorough knowledge of weather forecasts and can use that information to plan their boating experiences accordingly

8.7 I can set a chart, plot, and estimate positions

Scout can demonstrate an ability to use maritime charts and an understanding of position marking conventions

8.8 I can develop a route plan for a day trip

Scout can consult navigation and tidal charts and weather forecasts to develop a passage plan for a day trip

8.9 I have planned and led a boating session for a younger section

Scout has organised and led a session for less skilled youth members in order to teach them some of the skills required for Levels 5 or 6 of this skill

After completing this activity, Scout has participated in a review

8.10 I have led, planned, and executed an overnight boating camp

Scout has organised and led an overnight boating camp for a small team

This should include the organisation of sleeping arrangements, food, boating gear, route plan, and safety requirements

After completion of the camp, Scout must complete a review

8.11 I have completed my charge certificate

Scout has completed their charge certificate from Scouts Aotearoa

**Level 9****9.1 I can empower others to practice active kaitiakitanga while participating in boating experiences**

Scout understands that all outdoor activities have some form of environmental impact and it is important to minimise this as much as possible. Scout is able to discuss best practice for minimising the environmental impact of activities while also enjoying the outdoor experience

Scout can brief others on their boating activity's sustainability practices and why it is important for everyone to look after our environment

9.2 I can use an outboard engine to manoeuvre a boat while in displacement mode

Scout can demonstrate an ability to safely and accurately manoeuvre a boat suitable to the prevailing conditions propelled by an outboard or inboard motor

Scout is able to tow a boat behind them while doing this, keeping the boat in tow steadily behind them

9.3 I can use all available relevant information to plan an expedition outside my home waters

Scout can use information from published and informal sources to produce an expedition plan. This plan should include launch and recovery sites, campsites, sources of fresh water and supplies, tidal streams and ranges, ports of refuge, emergency plans, communication plans, and inventory lists

9.4 I can safely plan, lead, and support a boating experience for a group of people with different boating expertise

Scout can create inclusive boating experiences for a variety of people. Scout is able to foster an environment where others can learn new boating skills in a supported way

9.5 I have planned and led a boating session for a small team of people

Scout has planned and led a boating session for less experienced people to teach them some of the skills required of Level 7 or 8 of this skill

After completing this activity, Scout has participated in a review



9.2

9.3

9.1