

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.

Emergency Skills



Level 1

1.1 I can follow directions in an emergency

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

1.2 I know which emergency services are available and how and when to contact them

Scout can name the three core emergency services (Fire, Ambulance, and Police) and explain when each should be called
 Scout can name the 111 number, and explain what information they need to provide when calling (name, address, what has happened)
 Scout understands the importance of only calling 111 in a proper emergency and can identify times when it would and would not be appropriate to make a 111 call
 Scout is familiar with the Police 105 number for non-emergencies

1.3 I know my home phone number and address

Scout can recite from memory their home phone number or their parent/guardian's mobile number and their home address

1.4 I can get help from an adult if someone is hurt or upset

Scout can demonstrate how to stay calm and clearly inform an adult what has happened in a situation they are worried about

1.5 I always tell an adult where I am going

Scout can explain why it is important to inform an adult before leaving a designated activity area



1.6 I know what to do if I get separated from my group in the outdoors

Scout knows to stay where they were when they realised they have lost their group and not to wander off

Scout knows to put on their jacket while they wait to be found if it is cold

Scout can describe ways of making themselves seen and heard



1.7 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)

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



1.8 I know what clothes and shoes to wear in different weather

Scout can describe what types of clothes and shoes would be appropriate in rainy, sunny, cold, and windy weather

1.9 I know where to find the first aid kit at home and my meeting place

Scout knows where the First Aid kit is located at both their home and their meeting place, and can direct another person to its location

1.10 I can treat minor cuts and scrapes

Scout can demonstrate how to clean and care for a small wound

1.11 I know where the emergency exits at my meeting place are

Scout can point out the emergency exits at their regular meeting place

1.12 I can drop, cover, and hold in an earthquake

Scout can demonstrate the correct drop, cover, hold procedure, and has participated in an earthquake drill



Level 2

2.1 I can keep myself safe in an emergency

Scout knows to always ensure their own safety before helping others
Scout is able to identify some hazards that might occur in an emergency situation and how to look for them

2.2 I know how and when to get help from an adult if someone is hurt or upset

Scout can give examples of times it is important to get help from an adult
Scout can demonstrate how to stay calm and clearly inform an adult what has happened

2.3 I can direct a responder to a location where help is needed

Scout can lead or direct responders to the specific location where help is needed in a drill

2.4 I know what should be in my personal First Aid Kit

Scout can explain why it is important to have a personal first aid kit and when they might need it
Scout can list the items that should be in their personal first aid kit
Scout is able to pack the first aid kit properly

2.5 I know what an allergy is

Scout knows that some people can have serious allergic reactions to some things
Scout can name some of the serious allergies people might have and explain why they need to be careful when sharing food
Scout knows what medic alert bracelets are and how they are used

2.6 I can care for someone who has a minor burn

Scout can describe and demonstrate minor burn care: Cooling the burn with clean, cool water for at least 10 minutes, or until the burn is cool
Scout can apply burn gel (Not burn cream)

2.7 I can care for someone who has bumped their head

Scout can wrap an ice pack or similar in a tea towel and apply it to the affected area
Scout can explain why they should always get help from an adult when someone has hurt their head

2.8 I know what the emergency services do and how they work

Scout can explain the roles of the three main emergency services (Ambulance, Fire, and Police) and the role each plays in an emergency
Scout can explain which emergency services would respond to a variety of different emergencies
This might include visiting a local emergency service of the Scout's choice

2.9 I can stop, drop, and roll if my clothes are on fire

Scout can demonstrate a stop, drop, and roll drill

2.10 I know what my home evacuation plan is

Scout has talked with their family about what they would do if they needed to evacuate their house in an emergency and knows what they would need to do if this happened

2.11 I know what a hazard is and how to identify it

Scout can explain what a hazard is and identify a variety of hazards that might occur during Scouting activities

2.12 I can recognise a warning label on a product and know to leave it alone

Scout can identify the four hazard symbol pictures (explosive, corrosive, flammable, poison) on a number of household products and know what it means for themselves or younger Scouts

2.13 I know the hazards of bodies of water in my local area

Scout can explain the dangers of getting too close to creeks, streams, rivers, lakes and other bodies of water
Scout knows to have a responsible adult present when swimming and to never swim or play in water alone



Level 3

3.1 I can spot hazards in my home

Scout can list a few items in the home that may be dangerous (for example, hot or sharp) to touch, such as stoves, barbecues, fireplaces, knives, tools, etc.

3.2 I have made a list of emergency numbers and posted it in an appropriate place in my home

Scout can verify the emergency numbers are posted in a convenient location in their homes

3.3 I know a responsible adult other than my parents/caregivers that I can contact in an emergency

Scout can discuss who they might call in an emergency if they were unable to call their parents or caregivers
Scout has this number in their list of emergency numbers

3.4 I know which adults I can talk to if I feel unsafe or upset

Scout can name a number of adults they might talk to if they felt unsafe or upset

3.5 I have made my own First Aid Kit and know how and when to use it

Scout has made their own first aid kit
Scout can explain how and when to use the different items in the first aid kit

3.6 I can make a makeshift sling from my scarf

Scout can demonstrate how to make a makeshift sling for an injured arm from their scout scarf

3.7 I can perform first aid for medium sized wounds

Scout can demonstrate how to put pressure on medium sized wounds and seek help from an adult

3.8 I can comfort someone who is ill or injured

Scout can demonstrate the proper care, including:

- Talking calmly with the person
- Keeping the person comfortable
- Reassuring the person that help is on the way
- Staying with the person unless they need to go somewhere to call for more help

3.9 I can perform first aid for nosebleeds

Scout can demonstrate proper care for a common nosebleed

3.10 I know what actions should be taken if I find a fire indoors or outdoors

Scout can describe what they would do in a fire situation, including:

- Evacuating the building and/or moving to a safe distance if outside
- Identifying any people who may need extra assistance and the actions needed to keep them safe
- Setting off a fire alarm and calling the fire brigade

Scout is able to distinguish between a small fire they could safely extinguish themselves, and one that requires outside help

3.11 I know what should be in a home emergency kit

Scout can identify the key elements of a home emergency kit, and discuss the purpose of each item

3.12 I can name the natural disasters that might happen in my area and know what to do if they occur

Scouts can identify natural disasters that might occur in their area and what they would do if they happened

Disasters might include: Flood, Tsunami, Earthquake, Volcanic Eruption, Forest Fire, Tornado, Cyclone

3.13 I know where my nearest Civil Defence location is

Scout can identify where their nearest Civil Defence location is

3.14 I know the dangers of electricity and how to be safe around electrical hazards

Scout can identify the hazards associated with electricity and know what precautions to take Scout knows to treat all exposed wires as live until otherwise proven, and never poke electrical outlets, touch power lines, or climb electrical poles, towers, or substations

3.15 I can help others learn about Emergency Skills

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



Level 4

4.1 I know what should be in our Group First Aid Kit and how to use it correctly

Scout can take out the group first aid kit before an outing and review the contents with the outing group

4.2 I am familiar with the 0508 SCOUT HELP service and know when to use it

Scout can explain what 0508 SCOUT HELP is and discuss times when they might need to call it

Scout can discuss other places they might go if they were worried about something or in need of support

4.3 I can check for a response in someone I think might be unconscious

Scout can demonstrate how to check if a patient is responsive

4.4 I can check someone's airway and breathing

Scout can demonstrate how to check a patient's airway is clear and how to ensure it stays clear Scout can demonstrate how to check if a patient is breathing

4.5 I can place someone in the stable side position

Scout can demonstrate placing someone in the stable side position including care for an unconscious person

4.6 I can look after an injured person until help arrives

Scout is able to make good decisions in a simulated emergency situation and do what is in the best interests of the injured person Scout can keep the person comfortable until help arrives

4.7 I can support a person who is experiencing distress after an upsetting incident

Scout can explain what a person experiencing distress might look like

Scout can reassure and help calm a distressed

patient
Scout knows where to go for further help



4.13

4.1



4.1



4.1

4.8 I know what to do if I think someone has been poisoned

Scout can explain:

- The difference between poison and venom
- Not giving the person anything to eat or drink
- Not inducing vomiting
- Finding out what the poison was
- Calling the National Poisons Centre 0800 POISON (0800 764 766) or 111 and following their advice

4.9 I can treat stings, insect bites, and reactions to some local plants (such as stinging nettle)

Scout can describe the treatment for a bee or wasp sting and exposure to poisonous plants, including discussing what to do if someone has an allergic reaction to a sting



4.14

4.2



4.2



4.2

4.10 I can recognise if someone is choking and how to help them

Scouts can demonstrate proper care for a choking victim according to the latest methods taught by a first aid organisation

4.11 I can recognise and care for sprains, strains, and fractures

Scout can recognise and care for sprains and strains using the RICE method (Rest, Ice, Compression, Elevation)
Scout knows when to seek medical attention for suspected fractures, and how to make the person comfortable until help arrives

4.15

I can test and care for a smoke alarm

Scout can demonstrate testing a smoke alarm, describe where in a building they should be located, and explain how often testing and battery replacement should occur

4.16

I can explain the dangers and fire precautions to be taken around household items

Scout can explain household fire dangers such as airing and drying clothes, household heating, and multi-plug adaptors, and the precautions to be taken around them

4.12 I can provide first aid for moderate burns

Scout can describe and demonstrate burn care, including immediately cooling the burn with cool, clear water, dressing the wound, and when to seek further help

I know about the risks of hypothermia and how to prevent it

Scout understands the risks of hypothermia 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 activities if it is too cold to do so

I know about the risks of heat exhaustion and how to prevent it

Scout understands the risks of heat exhaustion 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

4.17 I have made my own Personal Survival Kit



7.12

Personal Survival Kit should include:

- Personal first aid supplies
- Any personal medication with instructions on how/when to administer it
- A fixed blade or Swiss Army Knife
- Flint and steel or waterproof matches
- Emergency blanket
- Small sewing kit
- Mirror and whistle
- Compass
- Water treatment system

4.18 I can make my home earthquake safe

Scout can give examples of things in their home that might be unsafe during an earthquake or other natural disaster
Scout can explain how to secure their home to minimise the dangers in a natural disaster

4.19 I have helped create an evacuation plan for my meeting place

Scout has helped create an emergency evacuation plan, taking into consideration appropriate exits, assembly points, and evacuation wardens
Scout can explain how they might help those who may need extra assistance in an emergency situation

4.20 I have made a home escape plan with my family

Scout can show how they and their family would evacuate their house in an emergency, including locations of the best exits and consideration of any pets and/or young children, and the use of a grab and go bag

4.21 I know where to find the power mains at my home and meeting place and how to turn them off

Scout can show where the power mains are and demonstrate how to turn them off
Scout can give examples of situations when it would be necessary to turn off the power at the mains



Level 5

5.1 I can identify and eliminate or minimise hazards around my meeting place

Scout is able to identify things that may be unsafe around their regular meeting place and offer ways of minimising risks

5.2 I know what a risk matrix is and how to use it

Scout is familiar with different types of risk matrices and is able to assess common scouting activity risks using one of them

5.3 I can identify when I need emotional support

Scout can discuss the importance of looking after their own health when looking after others
Scout can identify when they might need to talk to another person
Scout can identify people or agencies they might talk to and discuss when they might talk to different types of people (eg. peers, trusted adults, support services)

5.4 I can provide first aid for large wounds

Scout can demonstrate proper care for large wounds:

- Mirror and whistle
- Applying pressure to the wound with a clean dressing (such as gauze)
- Securing the dressing with a bandage such as roller gauze or a triangular bandage
- If the bleeding does not stop, applying more dressing and bandages and seeking additional help

5.5 I can provide first aid for someone who has dirt in their eye

Scout can explain:

- Not rubbing the eye
- Blinking fast
- If there is still something in the eye, flushing the eye under running water (with the affected eye towards the ground)
- Getting medical assistance if material remains in the eye

5.6 I can recognise and assist someone suffering from the effects of asthma, seizures, diabetes, anaphylaxis, and stroke

Scout has basic knowledge of common ailments such as asthma, seizures, diabetes, anaphylaxis, and stroke

Scout can identify symptoms of these conditions and assist people suffering their effects

Scout knows what a medic alert bracelet is and what to look for on one

5.7 I know the risks of smoke inhalation and how to prevent and treat it

Scout can discuss key symptoms of smoke inhalation, how to prevent it, and first aid that should be applied if they think a person might be suffering from smoke inhalation

5.8 I know how the Civil Defence organisation works and what it does in an emergency

Scout can explain how New Zealand Civil Defence work, what types of assistance they provide in an emergency, and how they would be able to help in a civil defence situation

5.9 I have a home emergency kit and know how to keep it current

Scout can verify they have a home emergency kit for their household and know what is in it
Scout is able to explain how often the kit needs to be updated and checked

Scout knows which items need replacing and how often to do this

5.10 I know what to do in the event of a burst water pipe or gas leak

Scout can discuss how they might be able to tell if a water pipe has burst or there is a gas leak somewhere

Scout can describe the protocol to follow if they suspect a burst water pipe or gas leak

5.11 I know what to look for in the aftermath of a natural disaster and how to keep myself safe

Scout can identify hazards that might occur after a natural disaster (such as debris, burst pipes, unsafe buildings, exposed wires, liquefaction for an earthquake) and knows how to keep themselves safe around them



Level 6

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

-  6.1
-  6.1
-  6.1
-  6.1
-  6.1
-  6.1

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 adventurous activities, and is able to complete and communicate these within the appropriate timeframe

6.2 I can provide first aid for serious burns

Scout can describe and demonstrate serious burn care, including cooling the burn with cool, clear water, pain relief, preventing infection, and when to seek further medical attention

6.3 I am familiar with the signs and symptoms of concussion

Scout can describe what to look for if they are concerned someone has sustained a head injury

Scout understands the importance of seeking professional help for head injuries

6.4 I can recognise and treat hypothermia and heat exhaustion



6.2



6.2



6.2



6.3

Scout can identify the symptoms of hypothermia and heat exhaustion and explain why it is important to keep an eye out for them

Scout can explain how to care for someone that is showing signs of hypothermia or heat exhaustion

6.5 I can deal with an incident, injury, or illness in a remote outdoor location and know how to summon help

Scout can explain how to:

- Secure the site and individual(s) from further hazards
- Care for the victim(s) and rest of the group
- Make and activate a plan to raise the alarm for assistance
- Begin an evacuation or establish a treatment site

6.6 I am familiar with the places I can contact if I or someone else is in need of mental health support

Scout can name a variety of support services available and how they can be contacted

This might include services such as Youthline, 1737, Lifeline, What's Up, Kidsline, The Lowdown, Rainbow Youth, Revolution, school counsellors, or a number of other agencies

6.7 I have completed a basic First Aid course

Scout has completed a basic First Aid course from an authorised provider

6.8 I know how and when to use different fire

extinguishers

Scout can explain the different classes of fires (classes A-F)

Scout can discuss the different types of fire extinguisher and identify which is most

appropriate for different classes of fire

Scout can explain how to operate a fire extinguisher

6.9 I can recognise the warning signs of an impending emergency

Scout is familiar with the warning signs of emergencies that might occur in their area and can discuss what precautions to take

6.10 I can teach a less experienced person about Emergency Skills

Scout can teach a less experienced person about an aspect of emergency skills in order to help them complete their Level 4 in this skill

After completing this activity, Scout has participated in a review

6.11 I have taken part in an emergency exercise organised by the emergency services or another competent person

Scout has participated in a simulated emergency scenario

After completing this activity, Scout has participated in a review



Level 7

7.1 I know what Personal Protective Equipment (PPE) is and how to ensure I have the right gear for any tasks I undertake

Scout can identify and discuss the use of various items of Personal Protective Equipment when undertaking certain tasks

Scout is able to explain when particular items might be necessary for different tasks, and understands the importance of caring for their own personal safety



7.2 I can assess the risks of a given situation and make a call as to whether or not to safely proceed

Scout is competent in risk assessment procedures and is able to comfortably use these skills to make ongoing informed decisions about the safety of an adventurous activity and how to act in an emergency situation

Scout can assess emergency situations and the safety of any accident site and act promptly to make accident casualties safe

7.3 I can follow accident reporting procedures

Scout can discuss the importance of accurately reporting any incidents or near misses that do occur, and demonstrate the procedures that need to be taken should an accident occur

7.4 I have completed a comprehensive First Aid course

Scout has completed a comprehensive First Aid course from an authorised provider

7.5 I know what to do to prevent further harm in a car accident scenario

Scout can discuss the safety measures to be taken in a car accident situation including:

- Ensuring their own safety before helping others
- Enlisting others to help direct traffic away from the incident
- The use of hi-vis clothing and emergency triangles
- Asking a specific person to call the emergency services with relevant information
- Administering first aid where needed
- Where possible, moving the cars to the side of the road or away from oncoming traffic

7.6 I know the correct protocols for communication devices in an emergency

situation

Scout understands how to use radio equipment and is familiar with radio procedures used by rescue teams and response personnel

7.7 I know what preparations should be made when calling a rescue helicopter

Scout can explain the landing requirements, landing site safety, and victim packaging requirements

7.8 I know how to identify a fire, what systems are in place to stop it from spreading, and how to execute an evacuation

Scout is able to identify different classes of fire and describe ways in which it can be prevented from spreading

Scout can demonstrate the ability to execute and lead the evacuation of a building in the event of a fire

7.9 I know what Civil Defence procedures are in place in my local area and how to best receive communications in an emergency

Scout has investigated their local Civil Defence organisation and can discuss how they operate, and what they would do in an emergency situation

7.10 I can care for someone whose mental health I am worried about

Scout can discuss how they would talk to someone whose mental health they are concerned about

This should include discussion of:

- How to initiate a conversation while also respecting boundaries
- Listening, validating the other person's experiences, and being supportive
- Helping the person come up with a plan and finding professional help where needed and possible
- Looking after their own mental health and taking time to decompress

- Following up and checking in with the person as required



Level 8

8.1 I have completed an outdoor First Aid course

Scout has completed an outdoor First Aid course from an authorised provider

8.2 I know how to care for someone with a suspected concussion and when to seek further help

Scout can explain the appropriate care for someone they suspect has a concussion, including monitoring the person, ensuring they have plenty of rest, and not participating in sports or vigorous activity for a few weeks after the injury

Scout can explain when it is important to seek further help from a medical professional

8.3 I understand the effects fatigue can have on my ability to care for myself and others

Scout can explain the physical and emotional effects of fatigue

Scout can discuss activities that can be particularly dangerous when overly fatigued, such as driving a vehicle or working with dangerous tools

Scout can discuss the differences and progression between fatigue and burnout, and strategies for management and prevention

8.4 I can create and implement an evacuation plan for a number of different environments and scenarios

Scout understands what is required of an evacuation plan in a variety of emergencies and buildings and is able to safely and effectively create and implement an evacuation that considers the needs of everyone who might be affected

8.5 I know the basic principles of search and rescue

Scout can describe the key aspects of search and rescue, including roles and responsibilities, basic searching techniques, communications, and basic rescue techniques

Scout has participated in a search and rescue exercise

8.6 I have completed the SCOUTS Aotearoa Child Protection training

Scout has completed all modules of the Child Protection training

8.7 I can educate others on possible dangers that can be encountered and how to deal with them

Scout is able to anticipate and notify others to possible dangers and how to cope with them
Scout has knowledge of possible emergency situations that might occur on an activity and is able to impart this knowledge to others

8.8 I have planned and led an Emergency Skills 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



Level 9

9.1 I can assess and manage risk in various and constantly changing situations

Scout is able to demonstrate a thorough knowledge of risk assessment practices in a variety of adventurous activities and emergency scenarios, including risk assessment for situations involving large numbers of people

9.2 I have kept my First Aid qualifications up to date

Scout has kept their first aid qualifications from earlier Levels of this skill current

9.3 I have completed a Mental Health First Aid course

Scout has completed a Mental Health First Aid course from an authorised source

9.4 I can provide immediate treatment and deal with complicated emergency situations

Scout can demonstrate this either by:

- Presenting a case study of a situation the Scout has been in

Or

- Participating in relevant emergency scenarios

9.5 I know how to protect myself and others in a variety of Civil Defence Emergency situations

Scout has a sound understanding of Civil Defence practices and is able to discuss in

depth the procedures in place in their community and how they are able to assist in a range of emergency scenarios

9.6 I can research the health risks and ways to mitigate risks when travelling to parts of the world I have not visited before

Scout can explain what governmental and non-governmental sources can be accessed as part of the health and safety planning for an international trip

9.7 I have planned and led an Emergency Skills session for a small team of people

Scout has planned and led an Emergency Skills 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

Tramping



Level 1

1.1 I can stay safe while tramping

Scout can describe safety rules and procedures that will keep themselves and their group safe while on a day tramp
 Scout can describe the buddy system and explain how and why it is used on a day tramp
 Scout can demonstrate how to follow directions, keep up with others, and the importance of always being able to see an adult while on the day tramp

-  1.3
-  1.2
-  1.7
-  1.3

1.2 I know what to do if I get separated from my group



Scout knows to stay where they were when they realised they had lost the group and not wander off

-  1.4
-  1.3

Scout knows to put on their jacket while they wait to be found if it is cold
 Scout can describe ways of making themselves seen and heard

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)
 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

I know what to do with any rubbish I create while tramping

Scout knows that all rubbish should be carried