



SCOUTS Aotearoa Youth Programme Manual

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SCOUTS AOTEAROA YOUTH PROGRAMME MANUAL



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INTRODUCTION

Welcome to the Scouts Aotearoa Youth Programme!

Our Youth Programme is a combination of all the activities, experiences, and learning opportunities that our youth members take part in throughout their Scouting journey. In essence, the programme is everything we **do** to develop young people.

Our programme places youth at the centre, and delivers personal development in adventurous, fun, challenging, active, and inclusive ways. Our programme brings out the very best of the fundamental aspects of Scouting that have been around for over a century, yet complements the formal education of children, adolescents, and young adults.

Thank you for being a part of this amazing experience. This manual provides you with all the details of the Scouts Aotearoa Youth Programme.

Our Purpose

We are part of a global movement with a common purpose. Scouting is more than just a place for young people to have fun, it's about bringing out the best in our young people. Our purpose statement shows this very clearly.

This purpose is made up of three core parts;

Empowering youth to gain confidence, take ownership of their adventures, and be the best versions of themselves.

Adventurous experiences that encourage young people to push their comfort zones, experience new things, and interact with the world around them.

Making a **positive difference** in our communities; this includes at a personal, local, national, and global level.

Everything we do in Scouting ties back to our purpose, and the programme is the facilitator of this.

How to use this manual

This manual is designed to equip you with the tools you need to deliver a quality and relevant programme to youth members in Scouting.

The next two chapters will take you through the why, how, and what of the Youth Programme, then how to apply these principles in planning your programmes. The following chapters will show how to apply the programme at an age appropriate level for each of our five Sections.

The manual is not intended for you to read from start to finish. Start by reading the overview of the principles at the beginning of the manual, then jump to your Section to understand how this relates to the age group you are working with, and use the appendices for the fuller detail. There is a bit of repetition throughout the manual, in the intention that if you are jumping around you still get the full information you need.



Our Youth Development Policy

At its core, Scouting is about positive youth development. Our Youth Development Policy provides the outline for why and how we do this in a way that puts young people at the centre of everything we do.

The Youth Development Policy does three things:

1. It aligns our programme to international and New Zealand best practice in youth development.
2. It defines our learning objectives, the things we are aiming to develop in our young people, through the SPICES Areas of Personal Growth.
3. It sets out the foundation of how we apply our programme through the use of the Scout Method.

Youth at the Centre

In Scouting, we put youth at the centre of everything we do. We are a youth movement supported by adults, not a movement of adults developing young people.

This means two things:

1. Every decision we make, at every level of the movement, should be made with the best interests of young people in mind.
2. Young people should always have a meaningful role in all our decision making.

Youth involvement in decision making is critical to keeping the interests of young people in mind. This means youth should be involved in shaping their Scouting experience at every level in an age appropriate manner. We cover more about this later in this manual.

Two Important Definitions

The two terms below are used throughout the Programme Manual, and refer to the two main types of people that use our Youth Programme. These are important for understanding the roles of young people and adults in the context of Scouting in Aotearoa New Zealand.

Kaiārahi:

Kaiārahi is the te reo Māori term for a guide or mentor. Kaiārahi use their skills and experience to support the development and enhance the mana of young people. The Kaiārahi model of leadership embodies the commitment of Scouts Aotearoa to apply the Scout Method to bring out the best in our young people.

Rangatahi:

Rangatahi are our youth, or the younger generation. Distinct from tamariki (children), the term rangatahi encompasses a wider age range and acknowledges the importance of our young people as those who are shaping our future. By focusing on the value of our rangatahi we are empowering them to take on challenges and make a positive difference both in Scouting and in their wider communities.

PROGRAMME ESSENTIALS

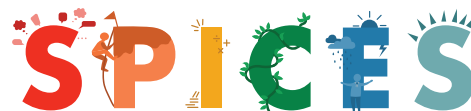
One Programme: The Why, How, and What

A key principle in our approach to programming is the concept of **One Programme**. This means that all youth members in Scouting are working on the same programme. What this looks like will differ between Sections and individuals, but at its core, the programme is the same for everyone.

There are three main parts to this:

SPICES: Why We Do It

SPICES are our Areas of Personal Growth. These are the things we are developing in our rangatahi in a variety of ways as they make their way through their Scouting journey, and empower them to become the best versions of themselves. The six SPICES are: Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual development.



The Scout Method: How We Do It

The Scout Method is how we go about developing these areas of growth in our young people. There are seven parts to the method, each as important as the others. The components of the Scout Method are: Law and Promise, Adventure, Personal Progression, Learning by Doing, Small Teams, Community Engagement, and Youth Leading, Adults Supporting.



Programme Areas: What We Do

These are the things that make up all our day-to-day Scouting. Everything we do in Scouting is an opportunity for our rangatahi to learn new things and develop their skills. The three programme areas are Personal, Adventure, and Community, and we use these Programme Areas to plan and organise all our activities.



Achievement Pathways

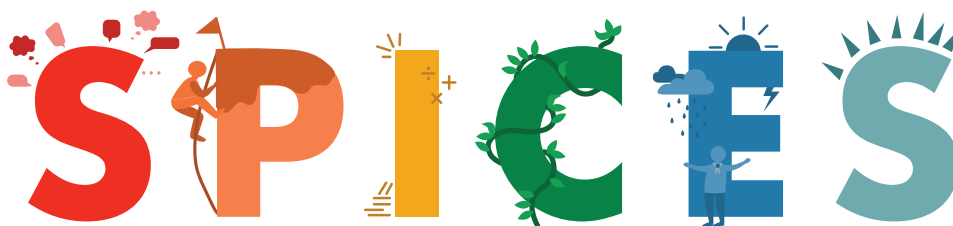
The achievement pathways are another facilitator for learning. They have been designed to encourage our rangatahi to pursue development opportunities in the ways that work best for them.

You can find more information on this later in Chapter 4.

SPICES

“Why We Do It”

The areas of **Social**, **Physical/Mental**, **Intellectual**, **Emotional**, and **Spiritual** make up the fundamental basis of a person’s **Character**, making six areas total. This concept is called SPICES for short. Our goal is to have a well-balanced programme in which all of these dimensions have attention given to them throughout the year.



SPICES are used in every Section in age-appropriate ways. Each of the SPICES have defined educational objectives which represent the ultimate picture of the growth and development that a young person should reach through their time in Scouts. They also each have two to four ‘sub-categories’ with their own educational objectives, which are listed in the following pages.

These objectives are then further broken down for each Section, which represent the growth and development

that each young person should be able to reach by the end of their time in that Section. These specific educational objectives are listed in each Section’s chapter of this manual.

The language used in each of the statements is active and focuses on the learner. Hence, you will read statements like “I will develop my ability...” or “I will learn how.” This intentionally links the statements back to our purpose; to develop young people.



S: Social Development

Te Whanaketanga Pāpori

Developing my ability to cooperate and lead in a variety of ways, while gaining a sense of identity and the understanding that we live in an interdependent world.

Social development is all about belonging, understanding relationships with others, and developing leadership skills. Through the programme, young people learn to understand how others can depend on them and how they can depend on others. They develop a sense of community at a local and global level and understand and celebrate differences between people.

There are four sub-categories of this; Interpersonal Development, Civic Engagement, Leadership and Cooperation, and Global Citizenship.



Interpersonal Development

Te Whanaketanga Taha Tangata

I will develop my interpersonal skills that enable me to interact with and communicate effectively and safely with a diverse range of people.

Interpersonal Development is about how we work and engage with other people.

This might include:

- Learning about communication skills
- Cooperating and collaborating with others
- Understanding how to engage with people who have different opinions to our own
- Reflecting on how our actions can impact others

Global Citizenship

Te Kirirarau Ā-Ao

I will understand global issues and reflect on how they apply to my everyday life.

Global Citizenship is about understanding our place in the world, and how we connect with global issues.

This might include:

- Learning about other parts of the world and the issues that affect them
- Unpacking some big global challenges of our time
- Engaging with global issues and taking local action
- Understanding our connections to global issues

Civic Engagement

Te Whai Wāhanga Kirirau

I will develop an understanding of the communities I belong to, and how I can be actively involved in making a difference.

Civic Engagement encourages us to explore the places we hold in our communities, and the roles we have in creating a better world.

This might include:

- Learning about what it means to be part of a community
- Spending time engaged with our different communities
- Taking part in projects that help improve our communities
- Learning what it means to be an active citizen

Leadership and Cooperation

Te Arataki Me Te Mahi Paheko

I will develop the ability to cooperate with others and take on responsibility.

This is about taking on different types of responsibilities and leadership roles, as well as learning how to support others in positions of leadership.

This might include:

- Learning how to work with others in a team environment
- Taking on new responsibilities
- Understanding different leadership styles and how to use them effectively
- Supporting others in their own development



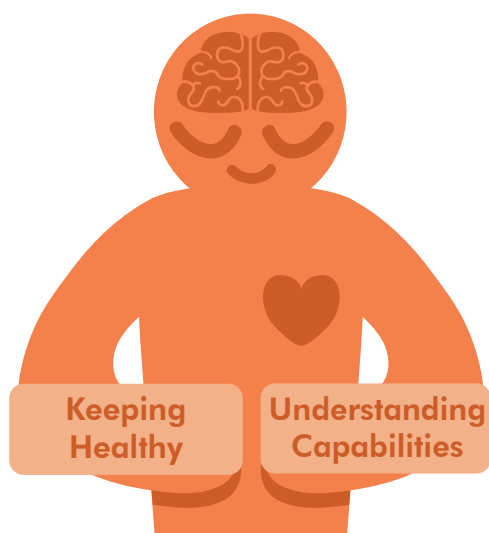
P: Physical & Mental Health Development

Te Whanaketanga Ā-Tinana, Ā-Hinengaro

Being active and developing responsibility for the care, health, and well-being of my mind and body.

Physical and Mental Health development is about giving youth members the tools to value and understand their mental and physical health. As youth members progress through the Sections, it is likely that the focus of this area of development will shift from more physical health in the younger Sections to have an increased focus on mental health in the older Sections.

The two sub-categories are; Keeping Healthy and Understanding Capabilities.



Keeping Healthy

Te Noho Hauora Tonu

I will value and maintain my physical and mental health.

Keeping Healthy is about how we care for and maintain our physical and mental wellbeing.

This might include:

- Exploring what our individual needs are
- Being mindful of the impact outside forces have on our physical and mental health
- Developing habits that support our wellbeing
- Making intentional choices about the things we consume (with both our bodies and minds)

Understanding Capabilities

Te Noho Mārama Ki Ngā Pūmanawa

I will develop an appreciation of my capabilities, as well as those of others, while setting goals and safely challenging myself to grow outside my comfort zone.

Understanding Capabilities is how we recognise our limitations and set appropriate challenges that push our boundaries in constructive ways.

This might include:

- Recognising our boundaries and what it feels like when they're being pushed too far
- Recognising the capabilities of others and understanding when and how to challenge them in appropriate ways
- Taking responsibility for the impacts our actions have on ourselves and others
- Pushing the limits of what we think we can achieve



I: Intellectual Development

Te Whanaketanga Ā-Hinengaro

Developing my ability to think, analyse, shape, and apply information to adapt to new situations.

Intellectual development encourages young people to have opportunities to think, plan, innovate, review, and apply information to adapt to different situations. This is split into the three areas of Finding and Processing Information, Applying Information, and Reflecting Critically.



Reflecting Critically

Te Huritao Tātari

I will develop the ability to reflect on information, make decisions/judgements about its value, and identify how improvements to plans can be made.

Reflecting Critically encourages us to consider the value and legitimacy of information and adapt our thinking and actions accordingly.

This might include:

- Adapting our thinking and plans based on new information
- Questioning the sources of our information and being critical about their intent
- Identifying the biases of ourselves and others
- Work constructively to improve our thinking and planning based on informed decisions

Applying Information

Te Hoatu I Te Mōhiotanga

I will be able to apply information to develop creative and safe solutions.

Applying Information is how we use knowledge to inform our thinking and actions.

This might include:

- Developing informed opinions based on new information
- Solving problems in innovative ways
- Critically evaluating different options to make informed decisions

Finding and Processing Information

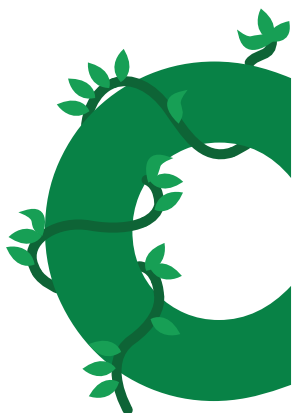
Te Kimi Me Te Wānanga Mōhiotanga

I will be able to investigate new and unfamiliar concepts, and I will develop the ability to interpret information and relate it to other concepts.

Finding and Processing Information is about how we explore new things and critically interpret information.

This might include:

- Learning where to go to find accurate information on topics of interest, and what questions to ask to get the information we want
- Thinking critically about the information presented to us
- Drawing connections between different concepts based on information



C: Character Development

Te Whanaketanga Rangatira

Accepting myself and recognising my own potential for growth and development. Developing myself in a manner consistent with a set of values and with mutual respect and understanding for others.

Character development encapsulates the other five SPICES and refers to rangatahi accepting and recognising their own growth. This includes their own personal and social identity and how they can understand and practice their personal and shared values.

Character is split into three sub-categories; Values for life (The Scout Law and Promise), Personal Identity, and Social Identity.



Personal Identity

Te Tuakiri Whaiaro

I will develop a sense of personal identity and take positions on issues important to me, while having the courage to live out my dreams and aspirations.

Personal Identity is about reflecting on our own identities and the things that are important to us, and how we reflect them in our lives.

This might include:

- Developing informed opinions on the issues that are important to us
- Taking responsibility for our words and actions
- Exploring the things that make us unique
- Being true to ourselves and living out our values

Values for Life (The Scout Law and Promise)

Ngā Uara Mō Te Oranga Katoa

(Te Ture Matataua Me Te Kī Taurangi)

I will understand the values expressed in my Promise and the Scout Law, and actively seek to apply them in my daily life.

Values for Life is about exploring our shared values as Scouts.

This might include:

- Thinking about what the Law and Promise mean to you
- Consistently demonstrating a commitment to the values outlined in our Law and Promise
- Sharing our Scouting values with others

Social Identity

Te Tuakiri Pāpori

I will develop an understanding of self within a variety of social contexts.

Social Identity is about understanding our place in the world and relating our personal identity to the identities of others.

This might include:

- Exploring our cultural identities and sharing them with others
- Engaging with and learning from communities outside our own
- Reflecting on the roles we play in the lives of others
- Learning about what connects us with others



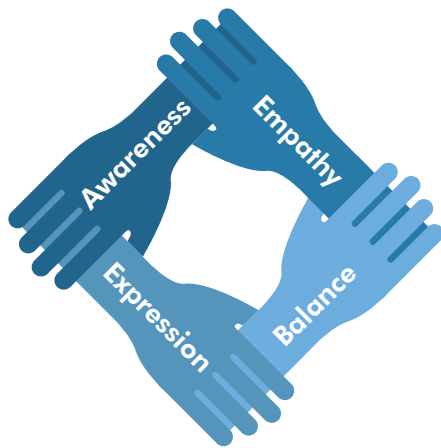
E: Emotional Development

Te Whanaketanga Kare Ā-Roto

Exploring and gaining my understanding about emotions to develop emotional resilience.

Emotional Development is all about youth members understanding their own emotions and the emotions of others. Our programme provides opportunities for rangatahi to be aware of their emotions, feel comfortable expressing them, and understand the importance of maintaining an emotional balance.

There are four sub-categories of Emotional; Awareness, Expression, Empathy, and Balance.



Balance

Te Tūtika

I will value the importance of, and actively work towards, maintaining a positive emotional balance for myself.

Balance is about recognising the different influences on our emotions within our lives and endeavouring to maintain a positive balance in them.

This might include:

- Identifying the different parts of our lives that take up our emotional energy
- Understanding how different parts of our lives contribute to our emotional wellbeing
- Recognising when and how to prioritise our different commitments

Expression

Te Whakaputa Whakaaro

I will show the ability to express my emotions appropriately in varied situations in order to maintain positive relationships with others.

This is about how we express our emotions and the ways this affects our relationships with others.

This might include:

- Discussing how different things make us feel
- Recognising appropriate strategies for expressing our emotions when they feel overwhelming
- Reflecting on how our expressions of emotions can affect ourselves and others

Empathy

Te Ngākau Aroha

I will be able to put myself in someone else's shoes, in order to fully respect their emotions, and learn through doing so.

Empathy is how we consider others in a respectful and generous way, understanding that we all have different experiences and emotions.

This might include:

- Considering how others might feel about a situation
- Learning how to empathise and actively listen to others in order to better understand their feelings and needs
- Recognising the emotions and needs of others and learning how to support them

Awareness

Te Mārama

I will be able to identify my own feelings and read those of others around me, demonstrating acceptance that people express their emotions in varying ways.

Awareness is about recognising our emotions, those of the people around us, and the effects that they have.

This might include:

- Recognising how different emotions feel for us, and what they might look like in others
- Understanding the different ways that people might express their emotions
- Understanding how we respond to different emotions, and what the things that most affect them are



S: Spiritual Development

Te Whanaketanga Taha Wairua

Developing my understanding of personal beliefs, as well as the diversity of beliefs that makes up our communities (local, national, global) while practicing the art of reflecting and showing gratitude in a genuine way.

Spiritual development is about rangatahi developing and understanding their personal beliefs, as well as the diversity of beliefs that make up their communities.

Spiritual is made up of four sub-categories; Exploring Beliefs, Respect for Others, Reflection, and Gratitude.

Of the six SPICES, Spiritual development is often the most difficult to comprehend and develop, but equally as important. The aim is to equip all Kaiārahi, rangatahi, and adults, with an understanding of:

- what Spiritual development means in modern New Zealand society,
- why it is important, and
- how to deliver it within the Scouting programme

While spirituality has historically been associated with religion, this is by no means the only lens by which Spiritual development can or should be approached. As a movement that is open to all, it is important that we keep in mind the diversity of faiths and beliefs that exist within our communities when we approach Spiritual development.

In Scouting, we talk about Spirituality as an exploration of the connection between your own sense of being in connection with others and the world around you. It is about investigating the deepest values and meanings by which people choose to live their lives as individuals and within groups, as well as exploring the challenging questions of life within the context of a larger reality.

A tool that can help us encourage spiritual development is the Internal Compass. Just as a regular compass helps us to seek direction and find our way on a journey, the internal compass helps us to find our direction in life.

The Internal Compass contains four points, each referring to a key aspect of spiritual development.



Exploring Beliefs

Te Torotoro Whakapono

I will explore my own spirituality, and think deeply about the purpose and journey of life.

Exploring Beliefs is about thinking deeply on what we believe and value, and why.

This might include:

- Exploring what beliefs are
- Exploring our own beliefs
- Questioning and exploring our place in the world
- Thinking about the purpose and journey of our lives

Gratitude

Te Whakamoemiti

I will express my gratitude for the many gifts of the natural and human community, and express this regularly.

Gratitude encourages us to appreciate and give thanks for the many gifts of the natural and human community.

This might include:

- Appreciation for the beauty of our natural and human world
- Appreciation for the relationships we share and the role others play in shaping our lives
- Appreciation for the opportunities available throughout our lives

Respect for Others

Te Manaaki I Te Tangata Kē

I will respect and acknowledge other peoples' beliefs and will value and celebrate spiritual diversity.

This includes not only respecting and acknowledging the beliefs of others, but also valuing and celebrating the spiritual diversity of our world.

This might include:

- Investigating the belief systems of others and how they relate to our own
- Learning about different social and cultural backgrounds and how they affect spirituality
- Celebrating the unique perspectives offered by different beliefs in our communities

Reflection

Te Huritao

I will pause for reflection upon the Scout Promise and Law, as well as my individual beliefs, and consider the role they play in my life and my connection with others.

Reflection is about pausing to reflect upon the Law and Promise, beliefs, personal values, and the roles they play in our lives and connections with others.

This might include:

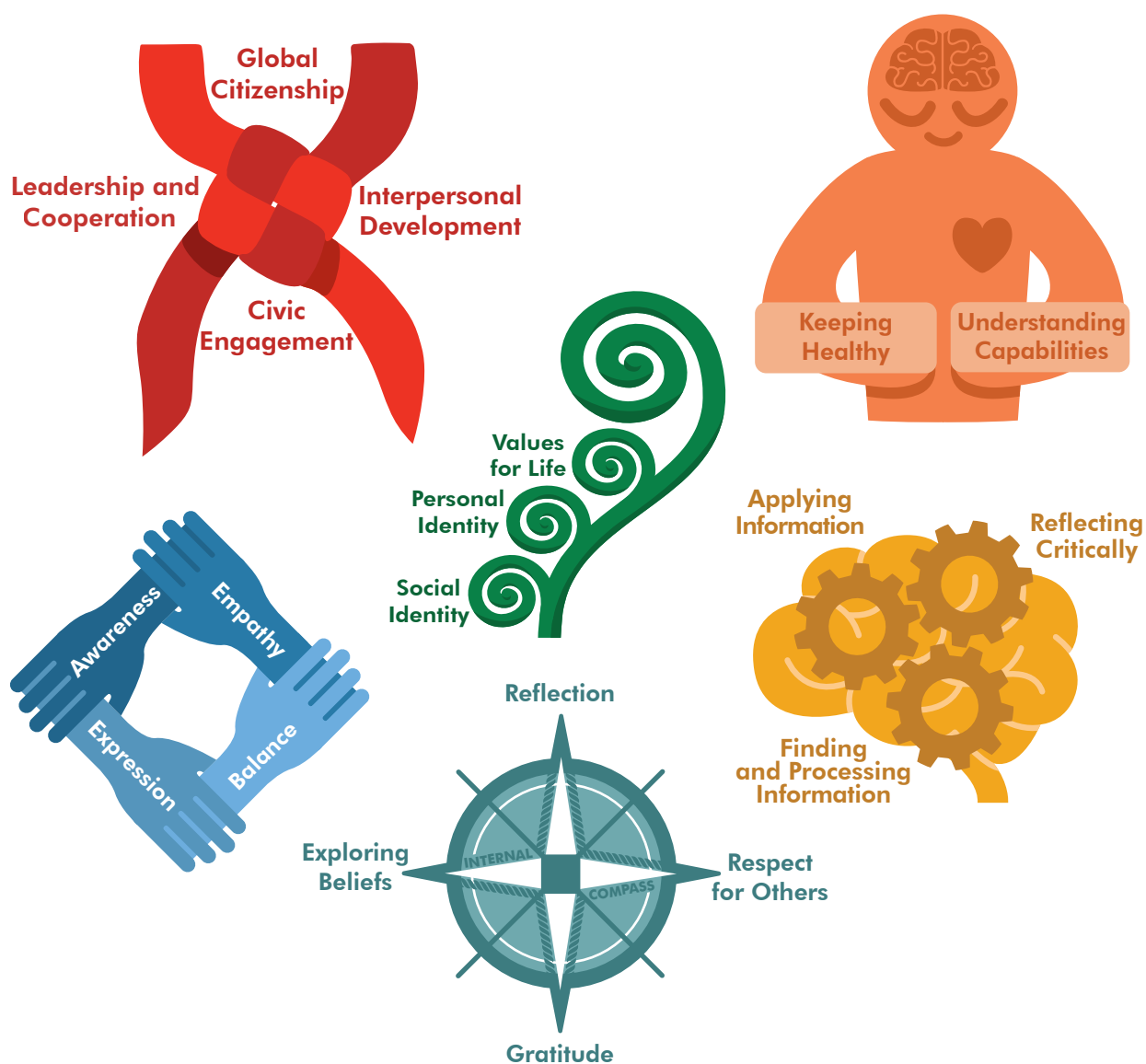
- Reflecting on the role beliefs and the Law and Promise play in our lives, and how they develop over time
- Reflecting on how we may better live up to our values and beliefs
- Reflection upon our connections with others and our place in the world

Mixing the SPICES

It is important to achieve a mix of all six SPICES areas across the programme, throughout the year. While not every activity will relate to all aspects, you may be able to tie in a few at once by learning to identify them in different settings. For example, a physical activity could also develop emotion and spirituality through the integration of rules (e.g. if you hurt someone during this ball-throwing game, you have to sit with them until they feel willing to join in again), or the use of gratitude during a physical hike.

The same activity will provide different development outcomes for different rangatahi. For example, one Scout may find participating in an outdoor rock climbing adventure could be purely a physical development activity, while another who, through the same activity, conquers their fear of heights, may find that they develop emotionally and spiritually.

Different Sections will likely use a different mix of each of the six areas across their programme.



The Scout Method

“How We Do It”

The Scout Method is how we go about achieving development in our young people. It gives youth members and Kaiārahi the framework for creating a programme that empowers rangatahi to take ownership of their own development. This approach to **non-formal education** is unique to Scouting across the world, and should feature in everything we do.

There are seven parts to the Scout Method:





Law and Promise

Te Kī Taurangi Me Te Ture

Our shared values as Scouts.



Adventure

Te Wae-Kai-Kapua

Trying new things, exploring our world, and pushing the boundaries of our comfort zones.



Personal Progression

Te Ahunga Whakamua Whaiaro

Every young person grows at their own pace, and builds their development as they progress through their Scouting journey.



Learning by Doing

Mā Mahi Ka Ako

A practical, hands-on approach to learning and development.



Small Teams

He Tīma Iti

Working in a variety of small teams to gain new skills and share expertise and experiences with others.



Community Engagement

Te Whakawhanaunga Ki Te Hapori

Involvement and connection with our local, national, and international communities.



Youth Leading, Adults Supporting

Ko Ngā Taiohi Ki Te Arataki, Ko Ngā Pakeke Ki Te Tautoko

Young people leading and driving their own development and experience, with the support and guidance of adults.

Each of these parts are of equal importance, however different elements will feature more prominently in different Sections, activities, and experiences.

These are all broken down in the following pages.



Law and Promise

The Law and Promise are the core values for the Scouting organisation. Individually, and collectively, everyone in Scouts Aotearoa expresses their membership and acceptance of its principles by following the Scout Law and Promise. These values guide how we deliver the programme and engage

with others as we make our way through our Scouting journeys and lives.

As they move through the Sections, all youth members (and Kaiārahi) are encouraged to reflect on what the Law and Promise means for them, and how they demonstrate these values in their daily life.

The Scout Law ⁱ Te Ture Scout

Our Scout Law is comprised of three values in a contemporary values model:



Have Respect He Whai Whakaaro

For yourself and others
Ki a koe, ki tangata kē atu

For the environment
Ki te taiao



Do What is Right Kia Tika

Be trustworthy
and tolerant
Kia manawanui

Have integrity
Kia ngākau pono



Be Positive Kia Ngākau Pai

Accept challenges
with courage
Tū whitia te hopo

Be a friend to all
Hei hoa ki te katoa

The Scout Law is aspirational; every member of Scouting does their best to live by it. Through reflection we are encouraged to consider how well we have lived by the Scout Law and to focus on doing our best in the future.

Scan the QR code to watch a video about the Scout Law:



ACTIONS TO REMEMBER ⁱ

There are actions that can be used to help members learn and remember the Scout Law.

- Have Respect – use your right fist to tap your heart twice
- Do What is Right – draw a tick in the air in front of you
- Be Positive – thumbs up

The Scout Promise

The Scout Promise is our public commitment to live by the values outlined in the Scout Law.

The Promise has two common uses:

1. Recital at key ceremonial milestones (like when new members are invested, or a major event opening)
2. A useful summary of our values for general use in the programme or when dealing with behavioural issues

In Scouts Aotearoa we have two versions of the Promise; a simpler version that is easier to understand for Keas, and the full Promise, which is used by our other Sections.



Our Kea Promise

I share, I care, I discover, I grow.



Te kī Taurangi Kea (Our Kea Promise):

Ka tohatoha ahau, ka manaaki ahau,
ka kite ahau, ka whanake ahau.



Our Scout Promise (for all other Sections and Kaiārahi):

On my honour,
I promise to do my best,
To develop my spiritual beliefs,
To contribute to my community,
country and world,
To help other people,
And to live by the Scout Law.



Te kī Taurangi Scout (Our Scout Promise):

E mana ai taku kī taurangi,
kia pukumahi te mahi,
Kia tau te whakaponono-ā-wairua,
Kia ihu oneone ki te hapori,
ki te whenua tupu, ki te ao
Kia manaakitia tangata kē atu,
Kia ū ki tā te ture i kī mai ai.

New Zealand Sign Language:

The Kea Promise:

The Scout Promise:



Before anyone makes the Promise for the first time, or reaffirms it at a special ceremony, it's important to have a discussion about what it means for them. This is an opportunity to go through each of the parts of the Promise and develop a deeper understanding of its principles.

Scouts don't need to remember the Promise by heart. What's important is that they understand and commit to the principles behind it.



Adventure ⁱ

Adventure is about exploring new things, sharing new ideas, learning new skills, and creating new paths. Adventure-based learning gives young people unique opportunities to explore both themselves and the world around them, and is one of our most important tools in youth empowerment.

Adventure is about more than just getting outdoors and testing your physical limits (although this is definitely part of it!), adventure is a state of mind. Anything that involves pushing your comfort zone, trying something new, or exploring the world around you can be an adventurous experience.

When considering adventure in your Scouting, there are some important things to remember:

Adventure is personal. Adventurous experiences will look different for different young people, and are likely to change over time. As rangatahi grow in their confidence and skills, so will the things that are adventurous for them.

Providing rangatahi with the opportunity and choice to define their own adventure is vital in encouraging their development across the SPICES Areas of Personal Growth.

Adventure is a choice. Youth members should be empowered to decide whether or not they take part in any activity. Whilst we encourage every young person to try new things and to challenge themselves across the SPICES Areas of Personal Growth, it is also expected that we all respect each other's right to choose not to take part in an adventure.

The opportunities for adventure are infinite, and in Scouting there is always the ability to create a new experience. If there's something your youth members are excited about or interested in, help them to make it happen! Plan an overseas trip, challenge your Section to camp in an obscure place, or organise an exploration of somewhere new. There's no limit to the adventurous experiences you can support young people to create for themselves and others.

DEFINITION

Adventure: A risk taking experience that challenges an individual beyond their comfort zone, in any (or all) of the SPICES.





Personal Progression

Personal progression is, at its core, the growth of our rangatahi. As they move through their Scouting journey, everyone will grow in their own unique way, and develop across the SPICES Areas of Personal Growth.

Both words of this element are equally important in our understanding of personal progression:

Personal

Every young person develops in their own way, at their own pace, and with their own interests. Every young person in Scouting has a unique set of skills and abilities. Youth members start wherever they are at and, in the company of other rangatahi and Kaiārahi, challenge themselves to acquire new skills and knowledge. While rangatahi work together in the activities they undertake, they also choose individual projects based on their own skills and interests.

As Kaiārahi it is our role to empower youth members to make their own decisions about what they want to do and understand what personal progression looks like for them.

Progression

We all always have room for growth and improvement, and in Scouting we aim to give young people a variety of opportunities to develop as individuals. When we look at progression, we should be considering what a young person **learned** as opposed to what they **did**. Learning opportunities are everywhere, and as rangatahi move through the programme, they will continue to learn and grow in ways that are unique to them.

Goal Setting

As Kaiārahi in Scouting, we aim not only to challenge rangatahi, but to empower them to challenge themselves. Goal setting is one of the ways we do this.

Goal setting should take place at many different times in the programme, and will take different forms depending on the needs of the young people involved and the specific situation. Goals can be big or small, and should be realistic and manageable for the youth member to achieve.

Goals might be based around trying something new, completing a project, leading an activity, developing a skill, helping others, or anything else the young person can think of! They could be anything from “I want to try rollerblading” to “I want to run a national event”. The most important thing is that rangatahi are empowered and supported to set their own challenges.

You can support young people to set appropriate goals by encouraging them to explore their interests, think about what they want to achieve, and asking guiding questions to help them think about how they will achieve their goals and measure success.



Learning By Doing

Being a Scout is not theoretical – we love the practical application of any learning. This hands-on focus helps both our youth members and Kaiārahi build confidence and self-belief. Activities, games, and challenges are an engaging and fun way to develop new skills.

Learning by Doing is grounded in the idea that people are often more capable than they believe themselves to be and, if they are given the chance to try something in a supportive atmosphere, can discover their individual excellence.

As Kaiārahi we can encourage Learning by Doing by giving young people the opportunity to make their own mistakes and learn from them.

Asking open-ended questions and providing spaces for experiential learning will provide far more opportunity for growth and development than simply providing all the answers and doing everything for our rangatahi. It's not about getting everything right on the first try, but rather the experience and development gained in the process.

For example, a Learning by Doing approach can help a young person learn what happens when you substitute flour for icing sugar in a recipe, however the same approach could have disastrous consequences when applied to learning what happens when you go tramping above the treeline in only a cotton t-shirt.



Small Teams

Scouting is not a solitary experience, but rather a journey taken with many other people. Youth members plan, do, and review many of their programme activities and adventures in a variety of small teams. In doing so, they not only get to experience the sense of unity teamwork can bring, but they can practice collaboration, negotiation, and leadership in a safe, age-appropriate environment.

Using small teams is important to how we build an inclusive and accepting environment. Through Kaiārahi support at the small team level, rangatahi get to know and make good connections with each other. Using the structure of the small teams of each Section, all rangatahi will start to feel like they belong as part of a Scouting family in a safe, accepting environment.

By working in small teams, especially when the make-up of those teams often changes, young people hone their self-responsibility, self-reliance, and self-confidence.

There are many different types of small teams youth members are likely to work in while participating in Scouting.

Home Team

In most Sections, youth members will have a Home Team, who they will likely complete much of their week-to-week Scouting with. There are usually several of these teams in a Section, each with a Team Leader, and often an Assistant Team Leader. Home Teams provide structure and familiarity to weekly Scouting activities, and give youth members the opportunity to form deeper working relationships with each other.

It's important to remember that while these teams may often be one of the main structures of a weekly Section night, a variety of different small teams should be used, depending on the activities and skills required.

This variation is also important for providing youth members the opportunity to learn from and work with a range of other people and expand their horizons.

Project Team

When a specific project with a set timeline presents itself, this is a team formed to undertake the planning, doing, and reviewing of the project. Once finished, the team typically disbands.

These teams might be used to plan a specific event or project such as a Zone camp, Better World project, or Group fundraiser, and often bring together those with the specific skills or interests needed for the project.

They encourage a multidisciplinary view, in which team members complement the knowledge of others, bringing more creative and comprehensive results. Project teams sometimes involve members from different Sections, for instance when preparing a Group or Zone activity.



Community Engagement

Scouts is a community-based movement. This means that everything we do happens within the context of the different communities we are a part of. As Scouts, we actively explore our local, national, and international communities and consider the roles we play in them. As each youth member progresses through their Scouting journey, their understanding of what community means to them will evolve, as will the nature of their community engagement.

Community engagement is vital to the 'positive difference' aspect of our purpose as Scouts. Part of creating a better world is to **think global, act local** to create positive difference. Our commitment to creating a better world is more than giving 'service'. Community Engagement is about being active and visible in all our different communities. It plays a key part of every youth member's programme and personal progression.

Community engagement includes:

- Having a presence in our different communities
- Creating and sustaining community partnerships
- Empowering rangatahi to have a voice and interest in community issues
- Advocating for the interests and needs of young people
- Volunteering in our communities (both inside and outside of Scouting)
- Setting an example for responsible and active citizenship in our communities
- Learning about issues affecting our communities and how to engage in active citizenship



Youth Leading, Adults Supporting

Scouting is a Movement **of** young people, supported by adults; it is not a Movement for young people managed by adults only.

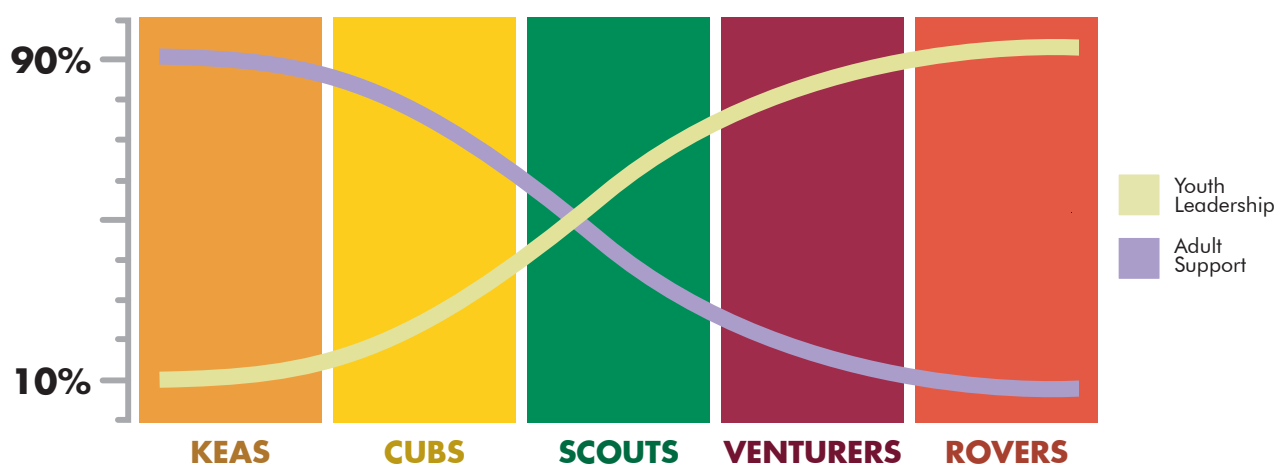
Youth have a desire for self-direction. It is important to actively engage rangatahi in all decision making across the Movement, especially in the development and review of their programmes.

The intergenerational partnership between youth and adults is central to how we ensure our young people have agency over their own growth.

This will look different across different Sections, as youth members grow in their confidence and capability, but even our youngest youth members should have direction of their learning and development.

As Kaiārahi, it is important that we are encouraging youth members to take on leadership opportunities, and creating opportunities for young people to develop their skills in ways that work best for them.

Below is a diagram showing how youth leadership and adult support intersect throughout the Sections.



Youth Leadership Team

One of the best structures to enable Youth Leading, Adults Supporting, is a Youth Leadership Team (YLT) made up of the Team Leaders of the Section's Home Teams (Kea, Cubs, and Scouts), or elected youth members from the Section (Venturers and Rovers).

Youth Leadership Teams give rangatahi the opportunity to develop their leadership skills, and take ownership of their Scouting journey. These leadership teams are a great practical application of Youth Leading, Adults Supporting, and they provide an important insight into the interests, wellbeing, and dynamics of the youth members in the Section. Kaiārahi should support their Section's YLT as mentors, providing help when asked, words of wisdom, listening to their wants and needs, and asking open-ended or prompted questions when it appears the young people need some guidance.

Youth Leadership Teams are one of many ways for youth members to experience leadership in a controlled and safe environment, while building on skills that will help them later in life.

These teams should be given the responsibility to make their own decisions, with Kaiārahi only stepping in where absolutely necessary. If this is done, it is a good opportunity to review the decisions leading up to the Kaiārahi stepping in, and discuss these with the YLT.

The responsibilities of the YLT will vary between Sections, but in general, they include:

- Working with youth and adult members
- Ensuring the programme runs smoothly
- Supporting less experienced members of the Section
- Signing off achievement pathways work
- Leading the Section

You can read more about Youth Leadership Teams and their roles and responsibilities in each Section's chapter of this manual, as well as other ways to apply the principles of Youth Leading, Adults Supporting at an age-appropriate level.

Programme Areas

“What We Do”

A balanced programme should offer our rangatahi the opportunity to develop through a wide variety of experiences. We use the three Programme Areas to plan and organise all our activities.

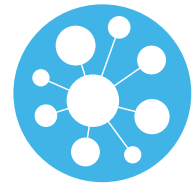
These Programme Areas correlate directly with our purpose.



Personal



Adventure



Community



The Programme Areas embed the Areas of Personal Growth (SPICES) across a wide range of activities. They are there to facilitate idea generation and youth development across a broad spectrum of activities, not be strict guidelines on which activities youth members must undertake.

Each of the three Programme Areas offers a wide variety of challenges and learning opportunities.



Personal

The Personal Programme Area covers opportunities that help youth members learn about themselves. Activities in the Personal Programme Area encourage youth members to try new things, share their interests, grow as people, and be creative.

Some examples of activities youth members might undertake in the Personal Programme Area:

- Learn or develop a new skill; an instrument, language, Adventure Skill, sport, how to drive, paint, bake, or any number of other skills
- Reflect on and learn about yourself; beliefs, identities, biases, strengths finding, mental health, stress management
- Develop skills for life; road safety, cooking, CV writing, keeping healthy, first aid, finance skills
- Expand your leadership skills; conflict resolution, public speaking, communication skills, leadership styles, goal setting
- Enhance your interpersonal skills; healthy relationships, bullying, peer pressure, teamwork skills, supporting friends
- Explore your creativity; performing arts, music, storytelling, photography, game development, recycled sculpture

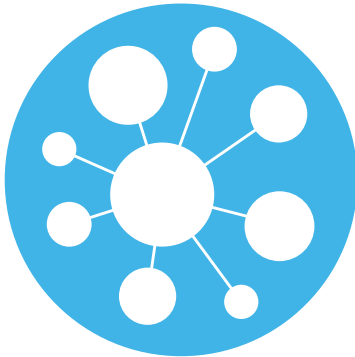


Adventure

The Adventure Programme Area is all about pushing the boundaries of youth members' comfort zones, and interacting with the environment around them. Activities in the Adventure Programme Area encourage youth members to give things a go, explore their world, spend time in nature, and push their boundaries.

Some examples of activities youth members might undertake in the Adventure Programme Area:

- Try something new; shooting, skydiving, firefighting, ziplining, drive a tractor, eat a foreign food, cook something ambitious
- Explore your world; go tramping, sailing, kayaking, or cycling, travel somewhere new, visit an observatory, take a virtual trip to the moon, climb a mountain, find a geocache
- Push your comfort zone; speak in public, visit a haunted house, sleep outside, hold a wētā, try a high ropes course
- Adventure planning; risk management, menu planning, looking after others, emergency management, equipment care, navigation, weather reading



Community

The Community Programme Area helps youth members learn about and engage with different communities, both local and global. Activities in the Community Programme Area encourage youth members to engage with their communities, learn about new perspectives, celebrate diversity, and think about their place in the world.

Some examples of activities youth members might undertake in the Community Programme Area:

- Explore your community; visit a community location (fire station, marae, park, food bank, place of faith, local council, etc.), invite a guest speaker, learn about your diverse communities
- Engage with your community; take part in a community event (conservation week, pride festival, Christmas parade, Matariki), collaborate with another local organisation, learn about local politics
- Help your community; volunteer at a local community organisation, get involved with conservation efforts, start a campaign about an issue that's important to you, collect for a charity, donate blood
- Scouting community; run a night with/for another Section, attend a Group/Zone/National/International event, learn about historical or international Scouting, connect with Scouts that live in a different city/country, fundraise for your Group, take part in a JOTI/JOTA/JOTT
- Reflect on your place in community; learn about what it means to be an active citizen, reflect on the different communities you are a part of, share your culture with others, learn about your heritage, find out about your rights and responsibilities

Programme Outcome

Considering the SPICES, applying the Scout Method, and using the Programme Areas should lead to a great Scouting programme that facilitates positive youth development. Here is a guide to summarise what the programme should look and feel like in action, and a standard for measuring success.

Adventurous, fun, challenging, active, and inclusive can be used as a quick quality test for an activity or idea. Every Scouting activity needs to involve all five of these, and they should be considered in things like your meetings, ceremonies, and training sessions as well as your regular activities.

A note: Active doesn't necessarily mean physically active, but it means actively engaged - physically, mentally, emotionally, intellectually, and spiritually - with the activities they are doing. Inclusive means the activities within the Section programme should be available to everyone, and no individual should feel excluded. Consider:

- Can everyone be involved?
- What can we adjust so everyone can take part?
- Is it still adventurous, fun, challenging, and active for everyone?
- What different roles could people take on to be involved and still experience adventure, fun, challenge, and inclusion?

If you are unsure that all members will be able to participate, discuss the planned activities with the relevant youth member and - in the case of younger youth - their guardians to better understand how they can be included. Creative solutions to incorporate every person will often result in a fun, adventurous, challenging, and active activity for everyone!



The 2020 exit survey indicated that delivering a fun programme is not enough. Rangatahi come for the fun, but stay for the adventure and challenge. We need to make sure that the programme is also challenging, adventurous, and youth led. This means coaching a rangatahi who is afraid of water through the Water Safety Adventure Skill. Or, it means taking a Cub who is shy and helping them to lead the opening ceremony. It means helping our rangatahi plan and lead a night. A good programme combines all the elements to keep rangatahi engaged.



APPLYING THE PROGRAMME

This chapter provides practical guidance on how to plan and support delivery of the programme, and outlines tools and frameworks you can use to empower young people to create adventurous, fun, challenging, active, and inclusive programmes.

There are a number of things to factor in when planning your programme, such as balance, youth involvement, and youth development. You will then determine your programme cycle and **plan** it, **do** it, and **review** it.

A Balanced Programme

A balanced programme is one that provides a variety of learning opportunities to our youth members. A balanced programme will likely look different over the course of the year. In summer terms, it's likely that significantly more outdoor activities will feature, while the winter months may provide an opportunity to work on more indoor-based projects. Use a wide and holistic view to create a programme that balances over time.

Some things to consider when balancing your programmes:

- How much time are you spending away from your regular meeting place?
- Is the programme providing developmental opportunities for all youth members?
- Are different youth members getting the opportunity to participate, assist, and lead in activities?
- How are you covering the three Programme Areas (Personal, Adventure, and Community)?
- Which SPICES Areas of Personal Growth have been developed well in past programmes? Which could use further development?
- How are you applying the different elements of the Scout Method?

Youth Involvement

Youth members should be involved in all levels of programme planning, in an age-appropriate way. Your Section's Youth Leadership Team should be where all programme planning starts. This will look different for different Sections, and is broken down in more detail in each Section's chapter.

One way to ensure youth members continue to develop is to provide them with different roles in different activities. We split these different roles into three categories; Participate, Assist, and Lead.

Participate, Assist, Lead

We use this tool to empower young people to take ownership of their involvement in the programme. Participate, Assist, Lead also aligns closely with several aspects of the Scout Method, in particular Learning by Doing and Youth Leading, Adults Supporting.

There is no standard for what participating, assisting, or leading needs to look like, and it will develop as youth members change and grow. What challenges one youth member and counts as leading for them may be very different to what another does, and that's ok.





Participate

Participating is all about being actively involved in the activities of the programme. Active participation is more than just being present, it's about engaging with the activity and getting the most of the experience. For older youth members, this is also about reviewing their learning and development.



Assist

Assisting is one of the ways we learn more about what is involved with the leadership of an activity. This will look different for different youth members, but at its core is about taking a supporting role in the running of an activity.



Lead

Like assisting, leading can take many different forms for different youth members, and will look different in different Sections. For some, this could be at the front of a room, while for others, a lead from behind approach may be more in line with their strengths. There is no one right way to take the lead in an activity, and it's important to ensure rangatahi have a diversity of different leadership opportunities.

Often activities may be led by one youth member, who is assisted by multiple others, with different youth members helping with different elements or components of the task. For large or complex events, multiple youth members may lead the organisation, which can also help to develop teamwork skills.

You can find specific guidance on what Participate, Assist, and Lead look like at an age-appropriate level in the Section chapters of this manual.

Programme Cycles

The programme cycle is a period in which activities are prepared, conducted, and evaluated, and the personal growth of the young people is observed and recognised.

You might like to think of it as the school term, but it is best described as the time for which a specific theme is followed within the Section. We use these programme cycles to help break down our planning into chunks, and account for the events and activities over a period of time, and the skills needed to get the most out of them.

Programme cycles don't have to be the same length all of the time. When planning for a big adventure, a programme cycle might be longer to take into account all of the planning that needs to happen, and skills that need to be learned. At other times, programming might be on shorter cycles, or a mix of both.

Planning for the next programme cycle may need to begin while another one is still going. Individual Teams within a Section may even have different programme cycles of different lengths.

Types of Programme Cycle

There are many different types of programme cycle you might encounter in Scouting. Here are some of the most common programme cycles we use:

Night Programme Cycle

These are the fundamental building blocks of the programme, and what you will use on a weekly basis.

Term Programme Cycle

This is based around the four terms of the school year, and is useful for setting medium-term goals.

Year Programme Cycle

The full year cycle provides a wider view of the programme over the course of the year. This will help you take into account the changing seasons, any larger events, and the longer term developmental goals of young people. This is the best place to start - developing your annual plan and goals, and building the term and night programmes within this.

Event Programme Cycle

This programme cycle focuses around an upcoming event, and any preparation and skills needed for the event. Event programme cycles can vary significantly in length, depending on the upcoming event, and the amount of preparation required. For example, an event programme cycle could be based around something like a Group camp or Zone event, or a large event like a Jamboree or Regatta.

Project Programme Cycle

Project programme cycles are based around a particular project being undertaken. This might involve planning, fundraising, learning new skills, sharing experiences, or any number of other activities. Examples of this could include undertaking a Better World project, fundraising for a specific piece of gear, or creating something new.

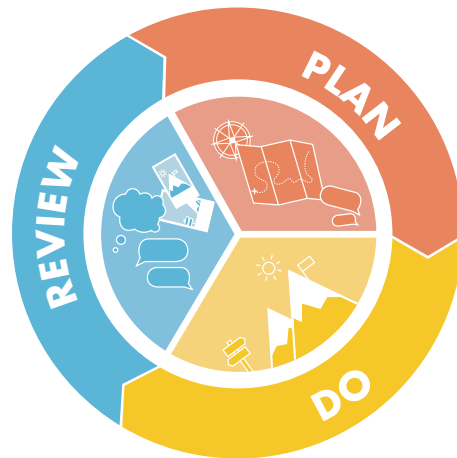


Plan, Do, Review

One of the key tools in embedding learning is the Plan, Do, Review cycle.

Plan, Do, Review is a tool to engage and empower youth members to develop and run an exciting programme in which everyone can individually develop and enjoy. It enables youth to maximise the learning in their activities and most importantly, enables youth involvement in decision making. Plan, Do, Review should be used in all Sections of Scouting, from Kea to Rovers, in an age-appropriate way.

Plan, Do, Review occurs in many different ways and at different times throughout the Scouting journey, depending on the needs of the group and the activity being done. It is used for everything from an individual game to the whole programme, and is especially helpful for running big projects and adventures.



Plan, Do, Review isn't always a linear process. It may be that the nature of the activity you are embarking on requires you to revisit the plan stage multiple times. Perhaps when you go to do the activity, you find that it just isn't working and you need to do a mini review with those involved, before going back to the plan stage, and having another go.



Plan Whakamahere

Decide what you are going to do, and how you are going to do it.



Do Mahi

Put your plan into action!



Review Arotake

Think about how it went, what went well, what you might do differently next time, and how you can use what you learned the next time you plan.

Plan, Do, Review is a cycle, and after every review there should be some way to record learnings, to ensure it is built into the next round of planning. This is perhaps the most important part, and where the real learning happens, as you are putting practical changes in place based on your experience.



Planning a Great Programme



This is the Plan portion of the Plan, Do, Review cycle. There are several steps to this process.

1. Define Your Programme Cycle

Define the time period you're planning for, and take note of any events, projects, and external factors (seasons, school exams, holidays etc) that you will need to account for. Is there any training or planning you will need to do in preparation? You will likely start with your annual programme cycle, and then break this down further.

2. Consider Your Review of the Last Programme Cycle(s)

What were your learnings from your last reviews? How can you use these learnings in your next plan?

What Programme Areas and SPICES did you cover really well, and which ones might you need to work on this time?

What are the strengths of your Section? What are the areas for development?

3. Consider Some Goals

What areas do different youth members want or need to develop in? Are there any projects individual youth members or the Section as a whole want to complete, like an expedition, Better World project, or fundraising goal?

Are there achievement pathway pieces youth members need to be thinking about?

4. Brainstorm Ideas

All youth members in the Section should be involved in the brainstorming process. Consider turning it into a game like minute to think it, or giving a letter, word, or theme to brainstorm ideas around. This stage is all about generating as many ideas as possible, even if not all of them are realistic.

5. Narrow the Ideas Down

This is where you take all the ideas generated and narrow them down to the ones the Section actually wants to do. It's important to ensure everyone is given a voice in this process.

ACTIVITY IDEA



After the brainstorming process, give each youth member a number of stickers. They can then stick their stickers next to their favourite ideas to "vote" for them and give an indication as to which activities the Section is most interested in.

6. Ideas Into Plans

This is where you start putting the ideas into a structure. Usually this is done by the Youth Leadership Team, with guidance from Kaiārahi as appropriate. Flesh out your chosen ideas, and create plans for how you'll make them happen.

Some things to consider:

- How balanced is our programme?
- Is it based on the Scout Method?
- What resources will we need?
- Does the programme have development opportunities for everyone?
- How can we ensure everyone is safe?
- Do we want/need to bring any experts onboard?
- What are the detailed requirements for our plan?
- How much time will we need to communicate plans, and how will we do this?
- How can we make the programme even more adventurous, fun, challenging, active, and inclusive?

7. Assign Duties

Determine what skills you need, and how are you going to ensure your Team has those skills. Figure out who will take responsibility for which activities and events, as well as things like gear, finances, and communication. Which youth members will be participating, assisting, and leading for each activity? What support will they need to make it happen?

Consider the strengths and areas for development for each youth member, and who is wanting to take on the different responsibilities of the programme.

Doing the Programme

This is where we make it happen! Youth members engage in the adventures they have planned, and do great things. Remember to review activities as they are happening, and adapt accordingly.

Here are some things to think about while doing your activity:

- Ensure everyone is involved. Some will be actively participating, some will be leading, some will be assisting, mentoring, guiding, advising, or supporting



- Test out new skills. Put into practice what you have learned. Learn some more!
- Follow your plan. Ensure it meets the aspirations and goals you have set, but be prepared to change and adapt it if the need arises
- Stay safe. Follow your safety guidelines and look out for one another
- Have fun! Be challenged, and enjoy the adventure
- Work as a team. Help and support each other to be successful

Reviewing the Programme

A significant part of the learning that takes place through Scouting adventures is accomplished by having young people reflect on what they learned.

Reviews should take place during and after activities, or at a suitable time soon after. They can take place at an individual, team, or entire Section level. Reviews might be of an individual activity or event, or an entire programme cycle.

A review could be planned or spontaneous, formal or informal, documented or not, and done individually, one-on-one, or in a group. Sometimes writing it down, drawing, or making a video or something else permanent is helpful so it can be remembered in the future, but not all reviews need to be like this. Make sure the reviews are inclusive of everyone who's participating, and feel free to be creative!

When reviewing, you should:

- Take a moment. The review doesn't need to be formal. Around the campfire, on the bus going home, a minute or two at the end of the night.



- Ask good questions. Ask open ended questions that require participants to think about their answers. Try these:
 - What worked well?
 - What didn't go to plan?
 - What would you do differently next time?
- Check your achievements. Talk about what you achieved, even if it wasn't what you originally set out to do.
- Recognise participation. Ensure those involved feel a sense of belonging, and that any personal progression is appropriately recognised.
- Review safety. Discuss your safety practices and if anything could have been done better.
- Review personal development. Reflect on which SPICES you've developed. Are there any that you haven't developed in a while? Think about ways you might incorporate further development another time.

Role of Kaiārahi

As Kaiārahi, it is our role to understand the development our young people need, and support them to plan a programme that facilitates this development in an adventurous, fun, challenging, active, and inclusive way. Finding the Youth Leading, Adults Supporting balance in this will change and evolve over time, depending on the needs and strengths of the individual rangatahi in the Section at the time.

Sometimes you will need to step in and take a more leading role, while at other times it will be important to take a step back and allow youth members to learn through their mistakes. Remember that it's not about them doing it perfectly the first time, it's about learning how to do it better next time, and the fun that can be had along the way.

There are many ways you can provide support to your young people as they lead their programme:

- Support the use of the Plan, Do, Review cycle
- Offer programme suggestions and ideas
- Provide resources or assist in sourcing them
- Act as a subject matter expert when required
- Advise youth members on making sensible and informed decisions
- Support a successful Youth Leadership Team
- Set boundaries, or assist youth with setting boundaries
- Manage some of the more mundane details of running the Section
- Support the personal progression of each member of the Section
- Provide a safety net and backup if things don't go as planned
- Ensure youth members are having fun, are appropriately challenged, and feel included
- Ask leading questions to prompt thinking
- Ensure the safety of youth members, and compliance of activities with Scouting policies and procedures - including the Code of Ethics and Safe From Harm

This support will look different for each Section, and vary from Group to Group, depending on the strengths and maturity of your youth members. The aim is to support young people to develop leadership skills through Learning by Doing.

QUESTIONS



Questions to ask rangatahi when supporting them to lead:

- What do we need to do next?
- How will we make sure everyone is included?
- What do you think will happen if...?
- What do we need to make that happen?
- Before you start, can you quickly talk me through your risk assessment?
- Who would be a good person to ask to help with that?
- How long do you think it will take to make that happen?
- What else do we need to do before we start?
- Is there anything else we need to account for?
- How can we make it more adventurous/fun/challenging/active/inclusive?
- Is there anything else we need to do?
- How can I help?





OUR ACHIEVEMENT PATHWAYS

Overview

Our achievement pathways are one of the ways we recognise the development and personal progression of youth members. They help us to mark milestones in the Scouting journey, and provide young people with a framework to guide their development across the SPICES Areas of Personal Growth. They also help offer a balanced programme to rangatahi.

You may have heard the term “award scheme” from your time in Scouting. This is reflective of an older approach to youth development which focused on “badges” being the goal of participating in Scouts. We are intentionally focusing on personal progression over “award scheme”, for two reasons:

1. We want to focus on the development of young people, not the supporting structure.
2. We want to emphasise the overall programme.

In line with the One Programme approach, the structure of the achievement pathways is the same across all Sections, with youth members encouraged to create their own path and build on their existing competencies as they move through their Scouting journey.

There are three main pieces to the achievement pathways; Membership Badge, Bronze, Silver, and Gold awards, and a Capstone Award. These are supported by the Adventure Skills and Better World.

Using the Achievement Pathways

It is important to remember that the achievement pathways are a programme facilitator, not the programme itself.

Different youth members will engage with it in different ways, and our role as Kaiārahi is to support them in discovering their own journey. They should be challenged to stretch themselves and work to their personal best. Youth members may be working on skills at different levels to their peers - through personal reflection all development can be recognised and celebrated regardless of their level, and without comparison to others.

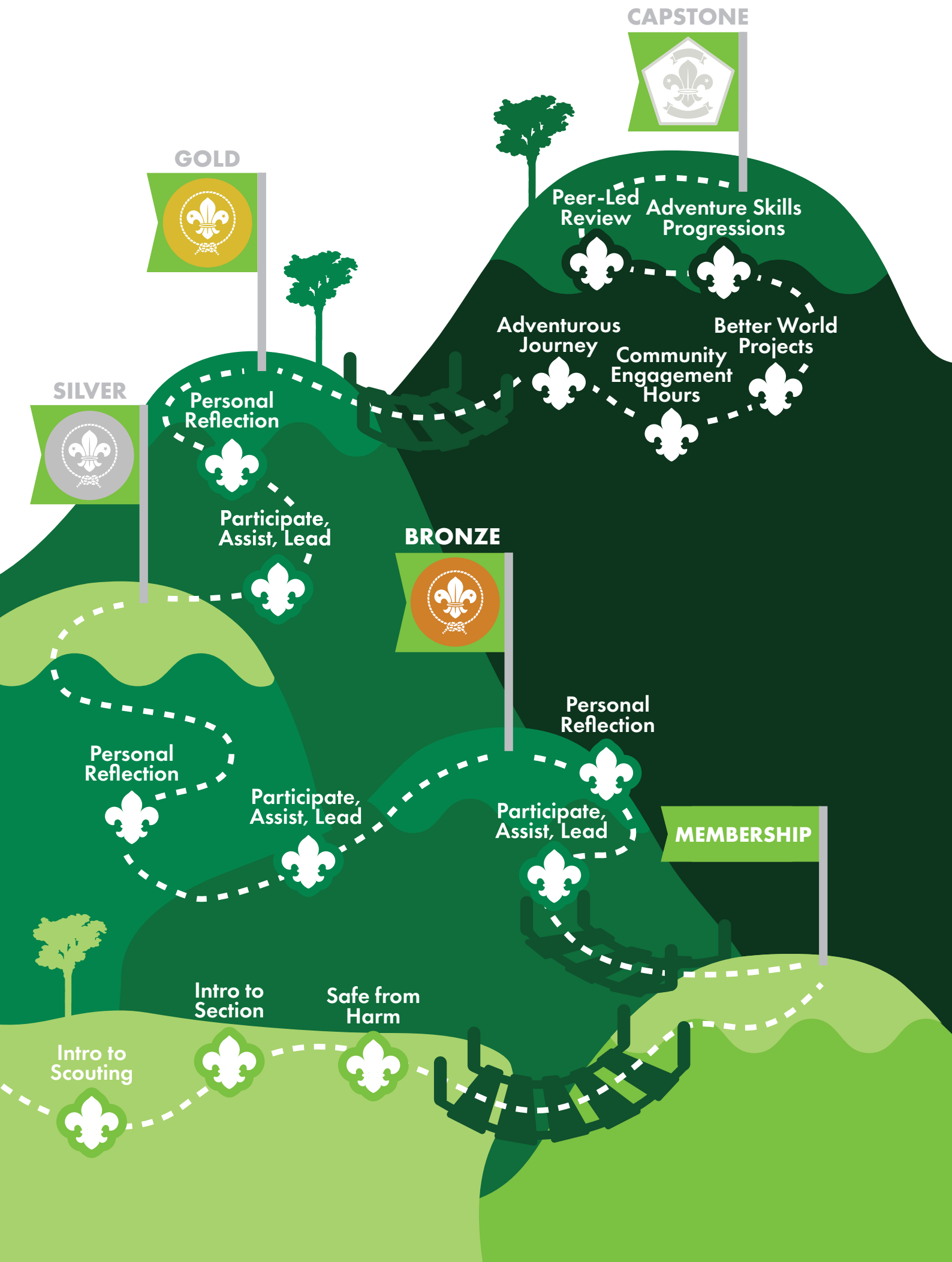
Assessing achievement for the achievement pathways can feel very foreign to some people, due to its flexibility. When we view awards and badges as recognition of progression, rather than a set of boxes to tick, this becomes clearer.

Here are some questions you might consider when assessing achievements:

- Has the young person participated, assisted, or led to the best of their ability?
- Did they challenge themselves?
- Did they try something new?
- Were they actively engaged in what they were doing?

Access and Inclusion

Adjustments to achievement pathway requirements may be necessary for individuals. This might include reducing a number of challenges involved. Adjustments like this should be discussed with the youth member, their whānau, and managed by the Youth Leadership Team for the Section as appropriate. For further guidance on this, have a discussion with your Group Leader, Zone Team, and other Kaiārahi in your community of practice.



Membership Badge

The Membership Badge helps give youth members who are new to the Section an introduction to the basics of Scouting and their Section. It is generally the first award a youth member will achieve in the Section.

This badge is presented when a youth member is invested into the Section - this is a formal welcome to the Section and movement and marks the beginning, or reaffirmation, of their Scouting journey.

There are several key parts of this:

- Introduction to Scouting
- Introduction to Section
- Safe From Harm



Introduction to Scouting

In order to make sure a new person knows what to expect from Scouting, they will go through an Introduction to Scouting discussion. This might take place over a number of weeks, or in one go. It's important that it happens in the context of experiencing the programme first hand, to allow the new youth member to fully understand what's covered through the discussion.

Youth members who have moved up from a younger Section may not need to complete their Introduction to Scouting, or may wish to take part in a short refresher discussion.

This isn't an interview or test – the person may know very little about what Scouting involves. The person leading the discussion (youth or adult) should have a good understanding and will explain it all to the new member.

The full details of what should be covered are included in a discussion guide within each Section's handbook. In general, the discussion points include:

- The World Organisation of the Scout Movement
- Scouting in New Zealand
- Our Scout Group
- Symbols, traditions, and ceremonies
- Investiture

Introduction to Section

Every time a youth member starts a new Section, they'll have a discussion covering off the basics of how the programme works in that Section. This doesn't have to be done all at once, and might happen over a few weeks. Another part of this aspect is the person being allocated a mentor to support their transition and help them feel welcome.

Full details of what's involved in the discussion is explored in the relevant Section chapter of this manual, and within the Section's handbook.

In general, the discussion points include:

- How the Section operates
- What the programme looks like in that Section, including:
 - How the Section structure works in the Section
 - The types of adventures and interests that might be experienced and explored
 - How achievements are recorded and recognised
 - The Law and Promise, including how it's explored in that Section
 - The Programme Essentials as they apply to the Section; SPICES, the Scout Method, the Programme Areas, and Plan, Do, Review
- The Section Code of Conduct
- Goal setting

Goal Setting

The introduction to Section also includes a focus on the youth member as an individual. The relevant Section handbook will include some space for the person to record their thoughts on the below:

- Their interests
- What skills and experience they already have
- What goals they have for their time in the Section

These goals may be short or long-term goals but are important for shaping the youth member's initial involvement in the Section.



Safe From Harm

All members of Scouting need to have an age-appropriate understanding of our Safe From Harm policies and where they can go to get further help.

For our younger Sections this will involve discussion and activities around the Youth Yellow Card. Once a youth member reaches the Venturer and Rover Sections they will also need to complete all three modules of the Safe From Harm training as part of their Membership Badge.

For further details on this training, see the relevant parts of this handbook.

Once a youth member has completed their Membership Badge they should be invested into the Section.



Bronze, Silver, and Gold Awards

Each Section has a Bronze, Silver, and Gold award, which recognise a youth member's involvement in the programme over their time in the Section. Each award involves activities across all three Programme Areas; Personal, Adventure, and Community, with youth members participating, assisting, and leading. These experiences should be developmentally appropriate for the individual, and at each Section the expectations and requirements will change. You can read more about this in the relevant Section chapters of this manual, and in the Section's handbook.

Activity Requirements:

An activity in the Bronze, Silver, and Gold awards is any programme activity in the Personal, Adventure, or Community Programme Areas that a youth member

participates, assists, or leads in. These activities could also be part of working towards the completion of an Adventure Skill or Better World programme.

For guidance on the types of things these could include, see the appropriate Section's chapter, as well as the expanded outline of the Programme Areas on page 22.

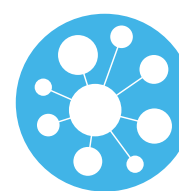
The three Programme Areas are:




Personal



Adventure






Community

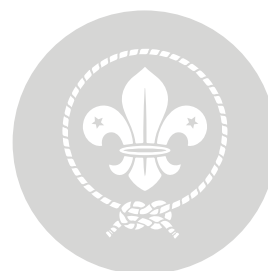
			
Participate 	 8 activities  8 activities  8 activities	 6 activities  6 activities  6 activities	 5 activities  5 activities  5 activities
Assist 	3 activities from at least 2   	4 activities from at least 2   	5 activities from at least 2   
Lead 	1 activity from any   	2 activities from any   	4 activities from at least 2   

Late entry into Section:

If a youth member starts part way through the Section age-range, they're not necessarily expected to start at Bronze.

As a guide:

- 
 - Start at Bronze, if:
 - o transitioning into the Section from the Section below
 - o joining the Section less than 1/3 of the way through its length (in the first year for a 3-year Section)
- 
 - Start at Silver, if:
 - o joining in the Section between 1/3 and 2/3 through a Section's length (in the second year for a 3-year Section)
- 
 - Start at Gold, if:
 - o joining in the Section in the final 1/3 of the Section's length



Adventure Skills and Better World

The Adventure Skills and Better World programmes provide a resource for deepening skills and broadening the horizons of youth members. Both frameworks will contain activities that span across all three Programme Areas.

Some activities from the Adventure Skills and Better World programmes will make up the activities youth members undertake while working on their Bronze, Silver, and Gold awards. However, youth members should also complete a number of their own activities from outside these programmes.

Some examples of how these programmes might be a Programme Area activity:

- Growing competency in a new skill (Adventure Skills) or learning about the impact you have on an issue (Better World) could both be Personal activities
- Leading an adventurous expedition (Adventure Skills) or experiencing a new part of the world (Better World) could be Adventure activities
- Practicing active kaitiakitanga (Adventure Skills) or getting involved with a community project (Better World) could be Community activities

See the following pages for further information on the Adventure Skills and Better World.

Personal Reflection/Discussion

Once a youth member has fulfilled all the requirements of each award, they should take part in a personal reflection. This is an opportunity for them to reflect on their development throughout their time working on this award.

The purpose of these reflections are to enable rangatahi to identify and appreciate that they have been developing in the SPICES, and to identify what learning they have undertaken. Young people (and research) tell us that they wish to know the purpose of activities and requirements for recognition of achievement. By reflecting and tracking their personal development, they are also able to tailor their future challenges and ongoing development.

The notes that youth members have written as they have completed their participating, assisting and leading may assist them to reflect on their journey and remind them what they have done. This reflection should be seen as a component of Plan, Do, Review, and builds upon the informal and formal reviews they have already completed throughout their time working on the award.

Questioning is an important element of this personal reflection. Most young people will not simply be able to instantly identify their development, instead they need to engage in discussion and be asked age-appropriate questions that lead them to self-reflection. For younger members, an adult will need to ask these questions and guide them through the discussion. For older members, or those who are more familiar with the format of the reflection discussion, their Team Leader may be able to ask the questions, and this peer-to-peer engagement and reflection should be encouraged. Youth members fulfilling the role of questioner may also require support and mentoring from adults until they develop the skills required.

Adventure Skills

The Adventure Skills empower young people to take ownership of their adventures by equipping them with the skills they will need to safely participate, assist, and lead in a variety of adventurous experiences. They are by no means a limit on what adventurous activities youth members may undertake, but set out a framework for the development of skill in some of the most popular outdoor pursuits in Scouting.

The Adventure Skills are structured using the One Programme approach – the levels span all Sections. There are no age restrictions on achievement, except where required by industry safety standards.

There are currently 7 Adventure Skills:



Air Activities:

Principles of Flight,
Practical Flying



Boating:

Sailing and Rowing



Camping:

Camping Skills,
Cooking, Fires



Emergency Skills:

First Aid, Civil Defence,
Risk Management



Tramping:

Survival, Navigation,
Tramping, Meteorology



Vertical:

Rock Climbing,
Abseiling, Caving



Water Safety:

Swimming, Water Rescue,
Risk Awareness

Each Adventure Skill is split into 9 levels, with each level involving a series of competencies. The earliest levels involve basic skill development and are designed to be achievable for the younger age groups. By the later levels of each Skill, youth members will be considered very advanced in that area.

As an approximation, the following guide gives an overview of where a youth member should be in their learning at any given stage of a skill:

Level 1: Scout can follow instructions relating to this skill and has a basic level of familiarity

Level 2: Scout can look after their own safety while participating in this skill and has some simple skills

Level 3: Scout can take responsibility for themselves and has an awareness of others. They have a basic understanding of the core elements of this skill

Level 4: Scout can work as part of a team and has a sound knowledge of the core elements of this skill

Level 5: Scout can assist in leading a small group in areas of this skill and has an intermediate knowledge of the skill

Level 6: Scout can take a key role in leading activities in this skill and can discuss elements of it in a complex way

Level 7: Scout can take responsibility for group safety and has a wide level of knowledge in the skill

Level 8: Scout can lead this skill on a wide level and has an advanced understanding of the skill

Level 9: Scout can take full responsibility for leading and teaching all aspects of this skill and has expert knowledge

Full details on what is required for each level of each Adventure Skill can be found in Appendix 3.

Sharing Adventure Skill Progression

The Adventure Skills are intended to be achieved by individual youth members, though a Section or Small Team might explore skill development together. As progression through the Adventure Skills is quite individual, youth members will probably be developing at a range of different Adventure Skill levels at the same time.

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 the person being assessed
- 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 in that field.

Assessing the Adventure Skills

Each level of each Adventure Skill has a set of **competency statements**. These are “I...” statements, which are designed to measure how competent a youth member is in a given area, as opposed to what tasks they have completed. This means that to sign one off, the youth member must be comfortable doing or talking about what the statement says. For example, if a competency says “I can be safe around fires”, the youth member should be able to talk about what they need to do to stay safe around fires, as well as consistently demonstrate this. It is important that you give the person you are assessing the opportunity to demonstrate what they know for themselves. Giving them prompts and asking open ended questions is a great way to find out what they know without telling them exactly what to do.

Young people are all different, and have different abilities and interests. As such, the way in which different people show competency will also be different. As an assessor, it is completely okay if the person you are assessing demonstrates their competency in a way that is unusual or different to how you would have done it. There is space for you to be flexible in how you assess these skills, and it is encouraged that you consider whether competency has been demonstrated within the intent of the statement, rather than down to the letter. If you are unsure about the way someone wishes to demonstrate competency, it is a great idea to discuss it with other assessors.

Direct Entry to the Adventure Skills

It is likely that many youth members will join the Movement with some existing competency in the Adventure Skills, especially those joining directly to the older Sections. It is not compulsory for all youth members to start their Adventure Skills journey at level 1 if they have a higher level of competency, instead, assist them to assess where their existing skill level is, and go from there.

When assessing for direct entry, begin with the youth member completing a self assessment, and then have a competent assessor work through the skills with them. Some things to keep in mind:

- A youth member must be competent in all the levels below the one they are working on. For example, a youth member working on their level 4 Camping, must also be competent in levels 1, 2, and 3.
- If there are gaps in knowledge, support the youth member to start at the lower levels, and work through them.
- Trust your judgement, and the judgement of your young people. The best person to know what is appropriate for a young person is the young person themselves and those who know their capabilities best.

Programme Planning for Adventure Skills

The Adventure Skills can be part of a weekly programme in many ways. The skills may help inspire ideas for Programme Area activities, inspire the nature of an adventurous journey, weekend, holiday camp or activity, or a Team project.

The best way to develop competencies of Adventure Skills is by going out and doing activities. A great deal of adventure, challenge, and enjoyment can be gained from a purposeful experience in the outdoors. Why spend a night learning knots at the hall when you can go out rock climbing and learn the ones you need along the way?



Access and Inclusion

The Adventure Skills are competency-based, and for most youth members this should be adhered to. If the youth member is not yet ready to perform certain tasks, they should be encouraged to keep practising and working towards mastering the skill. The Adventure Skills framework has been devised to enable youth members to work on the skills they are ready for at the time, which may be further ahead, or different, to their peers.

Some youth members may be limited by aspects out of their control. As an inclusive movement, we should always do our best to help these individuals achieve as much as possible.

Some youth members may need adjustments to be made to make achievement of the Adventure Skills accessible. Adaptations can be made to cater for physical, mental, or financial limitations, aligning to the intent of the requirement. This could include providing accessible equipment, having additional adult or peer support available when undertaking the activity, or adapting the context or circumstances of an adventure. It's recommended that you source a suitable subject matter expert to help make this happen.

If for some reason a youth member can't undertake a required qualification, such as a physical inability to perform CPR within first aid requirements, they should complete as much as possible.



Better World

Better World facilitates a youth member's contribution to their community, country, and world, through their own self-development. It encourages rangatahi to be active and engaged in their communities by researching and undertaking projects, then sharing them with others. The aim behind these programmes is "Think Global, Act Local".

There are 8 Better World programmes, split into Community and Environment programmes.

The 4 Community programmes are:



Community

Equity

**Global
Citizenship**

**Peace
Education**

The 4 Environment programmes are:



**Climate
Change**

Conservation

Oceans

**Sustainable
Choices**

The programmes all follow the same non-prescriptive cycle:

1. Experience
2. Act
3. Share



Experience investigates the topic, increasing the youth member's knowledge through activities across four different focus areas.



Act is a call to action, where the youth member identifies where action is needed, and actively participates in or creates a project that will help address at least one of the issues.



Share is to share the youth member's knowledge and project with others, thereby inspiring further change.

A youth member may complete the same programme as many times as they like, so long as they undertake a different project each time.

Projects can be completed by individuals or in teams, and youth members can take a Participate, Assist, or Lead role. They should Plan, Do, and Review throughout the entire project.

Details on the content of each of the Better World programmes can be found in Appendix 4.

Resources

The aim of these programmes is to allow youth members to explore and carry out a project in an area that is of interest to them. For each programme you can find a two-page overview of what is involved in the programme, as well as a more detailed activity pack with a range of activities for each focus area and project ideas. These resources are designed to give an idea of the types of activity involved in each programme, but are by no means an exhaustive list of the activities youth members might choose to complete.

Partnerships

While working on a Better World project, it is important to consider the work that other organisations are already doing in the area. Collaboration and partnerships are a vital part of the Better World programmes, and rangatahi should be encouraged to learn about and engage with work those that are already making positive differences in their area of interest. Local, national, and global partnerships are vital to the Better World programmes.

You can learn about our existing Better World partners on Mahi Tahi.

Capstone Awards

The Capstone award for each Section is a big achievement. It's designed for individual youth members who want to give a whole range of things a try and to experience a high number of personal challenges. Often it will involve youth members completing some challenges in their own time as well as being involved in the Section's programme.

To complete the Capstone award for their Section, a youth member must:

- Complete their Gold award
- Complete a certain number of Adventure Skill progressions

- Complete 4 Better World projects across at least 2 of the programmes
- Undertake an Adventurous Journey
- Complete a certain number of Community Engagement hours
- Complete a Residential Project (Venturer and Rover Sections only)
- Participate in a peer-led review of their journey through the Section and the award

The table below outlines what this looks like in each Section.



REQUIREMENT	KEA	CUB	SCOUT	VENTURER	ROVER
Gold Award	Yes	Yes	Yes	Yes	Yes
Adventure Skills Progressions	10	10	10	8	8
Better World Projects	4 projects across at least 2 programmes	4 projects across at least 2 programmes	4 projects across at least 2 programmes	4 projects across at least 2 programmes	4 projects across at least 2 programmes
Adventurous Journey	3 hours	4 hours	3 days, 2 nights	4 days, 3 nights	4 days, 3 nights
Community Engagement Hours	8	15	25 over at least 6 months	50 over at least 12 months	100 over at least 12 months
Residential Project	N/A	N/A	N/A	5 days, 4 nights	5 days, 4 nights
Peer-Led Review	Yes	Yes	Yes	Yes	Yes



	Entry point:	Kea, Cub, Scout Silver	Kea, Cub, Scout Gold	Venturer and Rover Silver	Venturer and Rover Gold
Adjustments required:	Adventure Skills Progressions	7	4	6	4
	Better World Projects	3	2	3	2

Late entry to Section

If a youth member has begun their work on achievement pathways directly at the Silver or Gold level, there are some adjustments to the Capstone requirements that can be made, to ensure they are achievable in the shorter period of time.

Use the above table to guide Adventure Skill and Better World capstone requirements for late entry to the achievement pathways.

Adventurous Journey

The Adventurous Journey is part of the Capstone award, and is usually undertaken around the time a youth member is finishing their Gold award. It should allow a youth member to put into practice some of the skills they have learned during their time in the Section (this doesn't mean only those doing their Capstone award can or should undertake this challenge!)

Youth members go on their Adventurous Journey with other capable youth members (especially those from the current and next Section) and are supported by adults to varying degrees (depending on the Section). The Adventurous Journey should present a real adventure – something new and exciting that helps set the scene for the experiences to come in the programme.

The Adventurous Journey requires youth members to be challenged and to connect with nature and the outdoors. Journeys that simply involve travelling from one point to another by vehicle aren't considered to meet these requirements. Unsuitable examples include road trips, organised tours, and overseas holidays.

Guidance for the Adventurous Journey is detailed in each Section's handbook. In general, the following apply as requirements:

- The journey could take many different forms; it doesn't necessarily need to be tramping
- The journey should help the youth member connect with nature and the outdoors

- The youth member should use the Plan, Do, Review process while planning and undertaking the journey

Access and Inclusion

All youth members should be challenged to undertake a journey they themselves can call adventurous. For each individual this will mean something different. Additionally, youth members may choose from a range of different methods of movement.

It may be necessary to adjust specific Section requirements like journey duration, or to increase the level of support involved in order to make sure a youth member can undertake their Adventurous Journey. It should be noted there are no distance requirements for the Adventurous Journey.

Community Engagement Hours

Community Engagement hours are a reflection of a youth member's time engaged in community activities. These hours might come from participating in Better World programmes, or from other activities.

Community Engagement can come in many forms, and does not need to be community service. Instead, Community Engagement is about spending time engaging with, and participating in your wider community. This may take the form of service, but does not need to.

Residential Project

The Residential Project is an extra opportunity for Venturers and Rovers completing their Capstone award. As with all parts of the programme, this does not mean that only those working towards their Capstone award can participate in a Residential Project.

Completing the Residential Project involves spending at least five consecutive days and four nights in a residential setting where you are working and mixing with people who are new to you.

The requirements for this are aligned with those of the Duke of Edinburgh's Hillary Gold Award, to allow those who are also working towards this award to fill the requirements for both.

Peer-Led Review

The peer-led review is the final step of the Capstone award, and should be supported by both adults and peers. Guidelines on this process are outlined in each Section's handbook and the relevant Section chapters of this handbook.

The review isn't about deciding whether the youth member does or doesn't receive their award; this is about helping them to reflect on everything they've learned along the way and to celebrate their own achievement.

The review gives the youth member the opportunity to reflect on what was enjoyable and challenging, and what they developed and learned through their involvement in the Section and completion of the Capstone award. It forms the high-level review of their time in the Section, as per Plan, Do, Review.

The youth member should demonstrate and reflect on their development SPICES Areas of Personal Growth. They do this by talking through the major items in the award, and the development they found through completing them. This includes any planning, how it went, what they learned from it, and things they may do differently next time.

The peer-led review is a key stage in recognising the youth member's achievements and how they've developed and grown.

Other Awards

Duke of Edinburgh's Hillary Award

Venturers and Rovers who are working towards their Capstone Award may also wish to work on their Duke of Edinburgh's Hillary Award at the same time. The Venturer and Rover achievement pathways are specifically designed to align with the requirements of this award, and many Groups are Duke of Edinburgh providers who can facilitate this.

For further information, visit the Duke of Edinburgh's Hillary Award website (dofehillary.org.nz).

Recognising Achievement

Any achievement is worthy of recognition and celebration in Scouting, and there are many different ways we recognise achievement and development. With the achievement pathways this often involves the presentation of a badge to wear on their uniform.

Any award presentation should be focused on the individual youth member and the experience and personal progress they've experienced related to this achievement. Award presentations often take place during the closing ceremony of a Section night, however they can be done at any place and time that makes sense for the award recipient. Consider presenting awards in an adventurous setting or a place of significance for the young person. For younger Sections, you may wish to consider inviting whānau to attend to add significance to the ceremony.

It's important to remember that the biggest achievement isn't the award itself, but the personal progression that's occurred!





THE KEA SECTION

*I Share, I Care,
I Discover, I Grow*

5-8 Years



Kea are our youngest Section and are all experiencing the world of Scouting for the first time. At this age they are seeking adventure, exploring the world around them, questioning, experimenting, and learning to challenge themselves. The Kea programme will challenge them to discover all kinds of new adventures, creativity and imagination, fun, and friendship, all of which are key to this age group. This chapter covers how to apply the Youth Programme within the Kea setting.

Programme Essentials

A key principle in our approach to programming is the concept of **One Programme**. This means that all youth members in Scouting are working on the same programme. What this looks like will differ between Sections and individuals, but at its core, the programme is the same for everyone.

There are three main parts to this:

SPICES: Why We Do It

SPICES are our Areas of Personal Growth. These are the things we are developing in our young people in a variety of ways as they make their way through their Scouting journey, and empower them to become the best versions of themselves. The six SPICES are: Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual development.

The Scout Method: How We Do It

The Scout Method is how we go about developing these areas of growth in our young people. There are seven parts to the method, each as important as the others. The components of the Scout Method are: Law and Promise, Adventure, Personal Progression, Learning by Doing, Small Teams, Community Engagement, and Youth Leading, Adults Supporting.

Programme Areas: What We Do

These are the things that make up all our day-to-day Scouting. Everything we do in Scouting is an opportunity for our rangatahi to learn new things and develop their skills. The three programme areas are Personal, Adventure, and Community, and we use these Programme Areas to plan and organise all our activities.

SPICES For Kea

SPICES are the six Areas of Personal Growth our rangatahi develop in as they make their way through their Scouting journey; **Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual**.

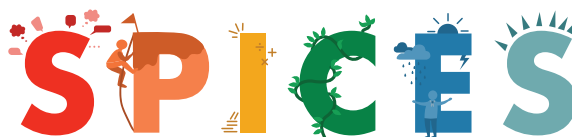
All Kea will come to learn what the SPICES are through their involvement in the programme. It's important for all youth members to be aware of their development through different activities. Kaiārahi will support Kea to identify when certain development has happened.

A full explanation of what the SPICES Areas of Personal Growth are and how they fit into the programme in general can be found on page 2.

Introducing SPICES to Kea

Kea will hear about SPICES from very early in their journey through the Section. They should have the basics of SPICES explained to them during their Introduction to the Kea Section discussion. The Kea Handbook includes an explanation that they can read, or that you or parents/carers can read with them.

Following are the educational objectives which represent the growth and development that every young person should be able to reach by the end of their time in the Kea Section.

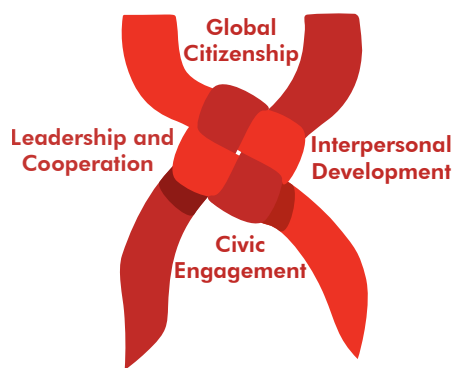




S: Social Development

Te Whanaketanga Pāpori

Social development in Kea occurs through the opportunities within the programme for interacting with others and developing greater awareness of themselves, individuals, and the community around them. Kind and caring behaviour, in addition to demonstrating a sense of fair play in games, is significant behavioural learning for this age group.



Educational Competencies

Interpersonal Development

Te Whanaketanga Taha Tangata

I will develop my interpersonal skills by listening, sharing my opinions, taking part, and encouraging others.

Civic Engagement

Te Whai Wāhanga Kirirau

I will learn how my local community works and how I can contribute.

Leadership and Cooperation

Te Arataki Me Te Mahi Paheko

I will develop my cooperation skills by listening, sharing my things, actively taking part in team activities, and encouraging others.

Global Citizenship

Te Kirirarau Ā-Ao

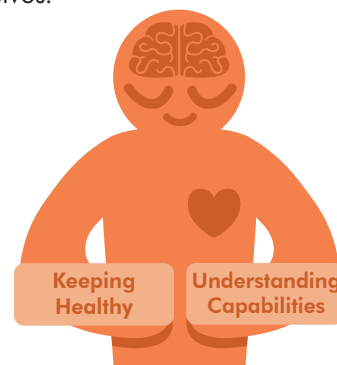
I will develop an awareness of other countries in the world.



P: Physical & Mental Health Development

Te Whanaketanga Ā-Tinana, Ā-Hinengaro

Physical and Mental Health development in the Kea Section occurs through participation in active, new, and exciting activities and experiences. They develop an understanding of safety when participating in activities, and care for their local environment. They are also increasing their care for themselves.



Educational Competencies

Keeping Healthy

Te Noho Hauora Tonu

I will develop an understanding of the importance of keeping fit and active, healthy eating, and good hygiene.

Understanding Capabilities

Te Noho Mārama Ki Ngā Pūmanawa

I will discover my capabilities, and those of others, by taking part and being active in team activities.



I: Intellectual Development

Te Whanaketanga Ā-Hinengaro

Intellectual development in the Kea Section occurs through the new, exciting, and challenging adventures they undertake. They share experiences and stories relevant to the activities and work on problem-solving skills through discussions about situations and problems. They contribute ideas, identify their own interests and abilities, and participate in reflection. This age group responds and learns best while doing activities such as experiments, modelling, or games, which are fun and engaging to help them learn without realising it.



Educational Competencies

Finding and Processing Information

Te Kimi Me Te Wānanga Mōhiotanga

I will develop through questioning and creative play, and through exploring new ideas with an open and enquiring mind.

Applying Information

Te Hoatu I Te Mōhiotanga

I will try new things, explore safely and be creative in a variety of ways.

Reflecting Critically

Te Huritao Tātari

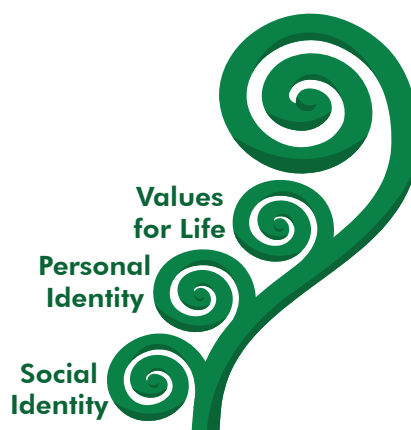
I will be able to answer questions posed by Kaiārahi about my experiences.



C: Character Development

Te Whanaketanga Rangatira

Character development in the Kea Section occurs as they start to identify their strengths and shape their identity, with the beginning of their journey of discovery. They have a willingness to give everything a go and attempt to do their best each time, including committing to finishing tasks to the best of their abilities.



Educational Competencies

Values for Life (The Scout Law and Promise)

Ngā Uara Mō Te Oranga Katoa

(Te Ture Matataua Me Te Kī Taurangi)

I will know the Kea Promise and the headline values of the Scout Law, and can express what they mean to me.

Personal Identity

Te Tuakiri Whaiaro

I will be able to say whether I think something is right or wrong.

Social Identity

Te Tuakiri Pāpori

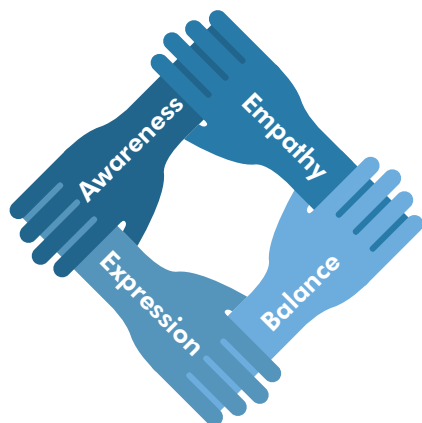
I will learn about my family and my culture; I am identifying my likes and dislikes.



E: Emotional Development

Te Whanaketanga Kare Ā-Roto

Emotional development in Kea is focused on the feelings of the Kea individually, and the feelings of others, as they begin their emotional awareness journey. Kea are learning to identify different feelings and share their feelings with others. As Kea develop, they increasingly show respect, adapting their relationships within the small groups they operate in.



Educational Competencies

Awareness

Te Mārama

I will be able to describe the feelings of both myself and others; I will treat others the way I'd like to be treated.

Expression

Te Whakaputa Whakaaro

I will be able to say how I feel about different things, and talk about how I can express myself in different ways.

Empathy

Te Ngākau Aroha

I will be able to recognise that people react differently to the same situation and I have respect for people around me.

Balance

Te Tūtika

I will learn how to be positive and work in small teams.



S: Spiritual Development

Te Whanaketanga Taha Wairua

Spiritual development in the Kea Section provides opportunities and experiences for appreciating the world around them. Kea explore beliefs, particularly focused on the beliefs of their whānau. They respect that others may have different beliefs to their own, also learning that other people in their communities may have different social and cultural backgrounds to their own. Whilst stopping to reflect, Kea know that they are part of something bigger than themselves.



Educational Competencies

Exploring Beliefs

Te Torotoro Whakapono

I will explore what beliefs are.

Respect for Others

Te Manaaki I Te Tangata Kē

I will develop awareness that everyone is different and that beliefs differ from person to person.

Reflection

Te Huritao

I will pause and consider what's important to me.

Gratitude

Te Whakamoemiti

I will be able to recognise when to say thank you and what for.

The Scout Method For Kea

The Scout Method is about how we do things. Kea will learn about the Scout Method naturally through how they take part in the programme. Kaiārahi should ensure that all elements of the Scout Method are being used throughout the programme. Below is a breakdown of how each element relates to the Kea Section.





Law and Promise

Kea should learn the Scout Law and Kea Promise, and talk with their peers and Kaiārahi about what it means.

The Scout Law is a multi-faceted one, with three core headings that are used by all Sections, and additional statements to be incorporated at a developmentally appropriate time. For the majority of Kea, they will work mainly with the three core headings; Have Respect, Do What is Right, and Be Positive. They could also learn the actions for these to help remember them (see page 13)

The Law and Promise can be incorporated into some of the Kea ceremonies. In closing ceremonies they can be an opportunity to reflect on the activities and experiences of the session. Kaiārahi should also refer to the Law and Promise throughout the Section night

and activities to help provide learning opportunities, assist with behaviour management, or to show youth members how they apply in daily life. For example, a Kea struggling to share could be reminded of “I Share” in the Kea Promise, or a Kea talking over someone else could be reminded of “Have Respect” in the Scout Law.

Kaiārahi could prompt Kea to ask themselves:

- How have I done my best, in Scouting and in my daily life, today/this week?
- How did I help others today?
- How have I demonstrated “Being Positive” this week?
- How have I been respectful?



Adventure

Almost anything can be viewed as an adventure for Kea! It's all about trying things for the first time. The outdoors are a fantastic learning environment, and Kea should have the opportunity to take their programme outdoors as often as possible. This could include exploring nature, scavenger hunts, discovering the community around them, encouraging outdoor appreciation, or trying something new. Kea can take part in a day walk or tree-planting. They should be encouraged to reflect on the outdoors, stopping to listen to the wind and the trees moving on a calm day, or taking the time to watch and admire the night sky. Kea can also start learning how to look after themselves outdoors, for example by knowing what to pack on a day walk.

Adventure will be different for each Kea, so a wide range of activities is encouraged. Whilst many Kea will find traditional outdoor activities adventurous, other activities, such as creative role play, team games, and trying a new activity can also provide experiences of adventure for Kea. Having a Kea sleepover is frequently a new experience for many young people and therefore many find it adventurous.

When fulfilling the Adventure part of your Kea programme, it is particularly important to keep yourselves Safe from Harm and follow safe Scouting practices.



Personal Progression

In the Kea section, rangatahi are at the beginning of their learning journey. The programme should provide regular semi-structured opportunities to reflect on individual development, learning, and achievements. Each Kea is very different so their Personal Progression needs to be adapted to take this into account. A specific activity may be a struggle for one Kea but easy for another.

In addition to the development that occurs within the regular Scouting programme, the achievement pathways are designed to challenge Kea to pursue their interests in a range of areas, and develop these over time. The achievement pathways also serve to recognise the personal progression achieved by Kea throughout their time in the Section.

To assist with this, having a visual aid can help the Kea to see their personal progression and helps them set goals around their next achievements.



Learning By Doing

Kea should be encouraged to learn through experience and practice, in an environment where it is perfectly acceptable to make mistakes and learn from them.

All activities have a learning component; for example team games can teach concepts such as teamwork, gross motor skills, and strategy, or crafts might develop creativity, problem solving, and fine motor skills. Activities where learning can be had through modelling and hands-on experience can create the best learning opportunities for Kea. When things don't go to plan, Kea should be encouraged to be resilient, problem solve, take responsibility for their learning, and apply creative solutions to challenges. It is important for leaders to model activities for the Kea as often as possible. This is a type of learning by doing and is a natural way of learning for this age group.

Sitting and listening will have its place for things like storytelling, campfires, instructions, listening to others' experiences, and reflections, however including ways for Kea to be involved (for example using actions, or asking questions that help them think) is important, especially if an activity is a little longer.

It is the role of Kaiārahi to support this learning process, whilst ensuring safe practices occur. It is important that Kaiārahi allow Kea to make mistakes, however they should intervene if there is a serious risk to health and safety. Kaiārahi should also help Kea to review and reflect on mistakes, to help embed the lessons learned. Not all Kea will always achieve everything – it is ok not to complete an activity, provided you tried your best!



Small Teams

Small Teams should be used regularly to allow Kea to experience a range of activities in collaborative environments, with groups of peers. This will also help to make the Section more manageable and assist with the use of resources. Kea should work in a variety of small teams, and these should change regularly to give them opportunities to work with a variety of different people and develop leadership and interpersonal skills.

These should include their Home Team, Youth Leadership Team, and Project Teams. Project Teams are temporary teams formed for special interests, activities,

events, and adventures. These teams have a short lifespan, regularly change, and may sometimes even be composed of members from other Sections or Groups. They might consist of the members who are available to attend or who are particularly interested in an element of the activity, or just made up on the spot for different games (e.g. grouped by age, experience, height, first name, or randomly numbered off).

It is good to allocate different Team Leaders for different activity teams to provide leadership opportunities to all.



Community Engagement

At this age, Kea's families and school will be their core community. They are also becoming part of many others; their sporting, Scouting, and local neighbourhood communities, for example. It is important to teach them that being a Kea means they are involved in a huge Scouting community, and help them develop a sense of belonging – what it's like to belong to something bigger than themselves. One way to do this is to involve them in activities with other Kea and other Sections, this could include a Group camp with the other Sections in your Group, visiting a Gang Show, going to a Zone Kea event, visiting another Kea Section, or taking part in Jamboree on the Air/Internet/Trail (JOTA/JOTI/JOTT).

They should visit key places in the community to gain an awareness of their place within it, for example the fire station, library, police, or other community services. They should also be encouraged to attend local events, such as community tree planting days, Santa parades, fairs, and festivals. They could learn about different community groups in the local area, and invite them to join in the Scouting programme.

Kea can also start to be involved with community service and understanding what it means to help others; they could visit a local rest home or take part in tree planting, a beach clean-up, or even assist with a project for a local charity such as a food bank collection.



Youth Leading, Adults Supporting

In the Kea Section, Kea are leading their peers regularly, they are involved in the decision making, and they may initiate some of the activities. The planning process occurs with shared input from Kea and Kaiārahi. Kaiārahi closely monitor all facets of the programme, particularly taking the lead on bringing to life some of the more complex and riskier aspects to the youth-initiated programme. As they mature through the Section, Kea should be empowered to have greater autonomy in the programme. Adults provide support through guidance, ideas, risk management, and providing assistance to access resources.

Some examples of how this might look:

- Kea select the activity for the week, and one of them might lead it
- A group brainstorm is held at the beginning of each term, with Kea drawing their activity ideas on the pavement in chalk and how they might work

- Kea run a game of their choosing, or even make up their own game to share!
- Offering choice is the simplest way to introduce the youth-led concept for this age group. For example, write down a bunch of activities that you can easily do and have the resources available for, and ask the Kea to choose their favourites
- Discuss activity risks and what can be done to avoid them
- Each week different Kea are selected to lead opening and closing ceremonies, and the Kea song and yell

As Kea grow throughout their Section journey, so will their leadership abilities and confidence.

Kea Section Structure

Home Team

The Home Team is the group of people Kea will do much of their regular programme activities with, allowing them to develop with a consistent group of peers. This is usually made up of around 4-6 Kea of varying levels of experience. Team names can be selected by the Kea themselves, and are often based on a theme (eg. native birds, local landmarks).

Each Home Team should have a Team Leader, who is generally a more experienced Kea, giving them responsibility to look after the younger members and teach them what to do in ceremonies and activities. It also keeps them engaged as they prepare to move to Cubs and find the Kea activities a little less challenging than they were six months ago. In the Kea Section, it is likely that the role of Team Leader will change often, giving different Kea opportunities for leadership.

Home Teams generally have the same people in them for one or two school terms. They are usually formed by Kaiārahi, but input from the Kea should be considered.

When forming Home Teams, consider the following:



- The age of Kea, so teams have a wide range of ages and experiences
- Using a mix of familiar and unfamiliar Kea to give them the opportunity to get to know new people while still working with others they know
- Keeping teams as diverse as possible, to ensure the experiences and influences Kea have are as wide as possible

Youth Leadership Team

The Youth Leadership Team (YLT) is made up of the Team Leaders of each of the Home Teams, and is likely to be one of a Kea's first leadership experiences. It provides a safe place for rangatahi to lead their peers for the first time in a controlled environment while being supported by adults.

The YLT acts as a go-between for the Section and Kaiārahi, have a key role in programme planning, and should have responsibility for some activities. YLT meetings should be short and relatively informal.

Programme Areas For Kea

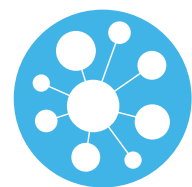
Use the Programme Areas to help Kea brainstorm activity ideas and balance their programme. Everything Kea do in the Section will fall into at least one of the Programme Areas. They provide a structure and framework around which Kea can develop ideas, challenge themselves, and make decisions.



Personal



Adventure



Community

Personal



Kea activities in the Personal Programme Area involve creativity, expression, learning about themselves, trying new things, and working with others.

Examples of Personal activities for Kea:

- Storytelling: Kea make up or find a story, and share it with the Section in a creative way
- Science experiments: create baking soda volcanoes, rockets, try an egg drop
- Technology investigation: gather old technology items and pull them apart to find out how they work
- Keeping yourself safe: learn about water safety, outdoor safety, road safety, fire safety etc
- Health: learn about healthy eating, try different types of fruit and vegetables, take part in activities to keep fit
- Mental wellbeing: talk about feelings and how we might express our emotions, do some mindfulness activities

Adventure



Adventure for Kea is all about exploring the world around them and testing their limits. Kea are beginning to explore their world, and a sense of adventure can be found in many different places!

Examples of Adventure activities for Kea:

- Kea sleepover: spend a night away from home with other Kea
- Learn how to pitch a hike tent, working in teams, then how to set up bedding inside it so it doesn't get wet
- Hold a campfire, or build a cooking fire, with the Kea collecting kindling and Kaiarahi lighting the fire. Then hold a campfire, with more experienced Kea leading songs they know, or if a cooking fire, toast marshmallows.
- Go on a nature walk, identifying native trees and birds, or if on a weekend, go for a hike

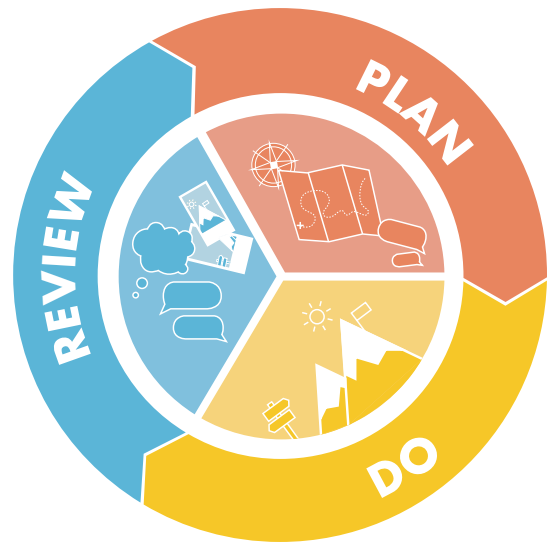


Community

Community activities give Kea the opportunity to discover different parts of their communities, how they work, and what this means for them.

Examples of Community activities for Kea:

- Visit some significant locations or community services in your local community e.g. visit the local fire station, library, religious and spiritual services or surf lifesavers
- Collect items to be donated within the community e.g. food items for a food bank, children's books for a hospital or community centre, or Christmas presents for The Salvation Army or another organisation to deliver
- Learn about Scouting in another country: learn greetings, games, songs, or try food from that country



Programme Planning For Kea

Programming in Kea should be as youth-led as possible, with support from adults to make the programme come to life. Kea, in partnership with Kaiārahi, provide ideas for what the Section will do, and may have a go at running some of their suggestions.

Check out Chapter 3 for a step-by-step guide on planning a great programme.

Plan, Do, Review for Kea

The Plan, Do, Review process is core to creating a quality Kea programme. Kea should be involved in this process at each stage, and be empowered to share their ideas and opinions. This should be guided by Kaiārahi and will generally take place in short periods of time throughout the programme.

Examples of how to involve Kea in the Plan, Do, Review of their programme:

- Kea, with the help of Kaiārahi, brainstorm ideas for an upcoming programme using the Programme Areas, and their personal goals for SPICES development and the achievement pathways.
- When involving Kea in planning, Kaiārahi will lead most of the questioning, but responses will be from

youth members. Kaiārahi will likely do most of the documenting of ideas and plans, but should be making sure notes are true to the wishes of the Kea.

- The YLT helps to narrow down the programme ideas, develops them into more solid plans, and put them on a term calendar.
- Sometimes, a small team of Kea, or an individual Kea, will have a turn at planning and running a game or small activity. They might ask their fellow Kea for feedback afterwards.
- Kea have their say after a programme experience (e.g. a Section night), reviewing what they did and what they personally got out of it. Sometimes this might be a simple thumbs-up, sometimes it's a part of a short game, and sometimes it's going around the circle and each Kea having a say. It would never be a writing task of any sort. Keep this short and simple to keep the Kea engaged.
- The YLT reviews each programme cycle once complete, and uses this to inform the next one. They have a unique insight into what the Section has found fun, interesting, and challenging, and can provide leadership and feedback in this process.

Facilitating a Review

When reviewing an activity, Kea may spontaneously start this themselves ("I really liked when...") or may be led by Kaiārahi ("what's one thing you learned tonight?"). A few pointed questions after each activity or night, asked by Kaiārahi, helps Kea to be familiar with this process.

Some good questions to ask both Kea and Kaiārahi at the conclusion of the Section night, a weekend activity, or a term's programme:

- Was it fun? For who?
- How did this programme relate to the previous and the next programme? (Continuity)
- What outside resources or help from experts or parents did you use? Did the programme benefit from such help?
- Were there any surprises for the Kea or did the programme follow a regular pattern?
- Was there something in the programme for every Kea?
- Was the programme well balanced?
- Who planned the programme? One Kaiārahi or did all Kaiārahi and Kea help?
- Did the Kea do anything that they would be eager to talk about when they arrived home?
- Did the Kea as a whole seem to enjoy the programme?
- How did this activity/programme help Kea develop?
- How much of the programme took place outdoors?

Role of Kaiārahi

Kaiārahi are largely responsible for leading the planning and reviewing of events and activities, and facilitating them. Keep in mind though, as part of your role as a Kaiārahi, you will be preparing Kea for future years in Scouting, where they will be taking more and more responsibility for leading their own programme.

To support the Kea programme, Kaiārahi will:

- Mentor Team Leaders
- Support a successful Youth Leadership Team to help plan the programme
- Facilitate a process for Kea to contribute to the programme development
- Ensure a balanced programme is created
- Introduce Plan, Do, Review
- Act as a subject matter expert where required
- Advise Kea on making informed and sensible decisions
- Bring the Kea's programme suggestions to life. Provide instructions, resources and support while running the activity, and ensure Kea are kept safe
- Facilitate reviews of any programme experience; asking questions, providing a structure, and helping them to identify the learnings
- Ensure Kea are engaged, having fun, are appropriately challenged, and feel included
- Ensure the safety of Kea, compliance with Scouting policies and procedures, and encourage Kea to identify any risks and safety measures themselves
- Oversee the learning and development of the Kea
- Maintain accurate achievement pathway records

Achievement Pathways For Kea

Introducing Kea to the Achievement Pathways

For Kea, frequently acknowledging personal progression and achievements is especially important. It is also important to remember that the presentation of badges is not the only way to recognise a Kea's progression; this can be done verbally, or by offering them leadership roles, for example.

The Kea Section is primarily about having fun and beginning the Scouting adventure. Personal Progression should focus on their growth and achievements through the whole programme.

For full details on the structure of the Achievement Pathways, see Chapter 4. Following are some notes around particular parts which are relevant to Kea.

KEA

Membership Badge

The Membership Badge is the first badge a Kea will earn, and acts as an introduction to the basics of Scouting, the Kea Section, and Safe from Harm.

Kea probably won't remember all the things from their Introduction to Scouting and Introduction to the Kea Section discussions – there's a lot for them to take in! They'll learn the most by taking part in the programme and being involved in the Plan, Do, and Review process.

Introduction to the Kea Section and Scouting

When a Kea joins the Section, it's important to have a discussion with them that covers some of the basics of what it means to be a Kea, and what that means in the wider context of Scouting. These discussions might take place over a number of weeks, or in one go. It's important for the discussion to happen in the context of experiencing the programme first hand. This will allow the new Kea to fully understand what's covered through the discussion.

This isn't an interview or test – the Kea may know very little about what Scouting involves! The person leading the discussion (youth or adult) should have a good understanding and will explain and discuss it all with the new Kea.

The Kea Handbook contains guidance to help facilitate this.



Safe From Harm

All members of Scouting need to have an age-appropriate understanding of our Safe From Harm policies and where they can go to get further help. For Kea this will involve discussion and activities around the Youth Yellow Card.

Kea should be aware of the statement of commitment, what they should expect from adults and Kaiārahi in Scouting, the behaviour that is expected of them, and where they can go for help if they are worried or feel unsafe.

Some practical suggestions for discussing Safe From Harm at a Kea level:

- Explain that they should always feel safe when they are at Kea activities. Break down the statement of commitment into parts to let them know that it is the job of all adults to keep them safe, and that adults will help if anyone is not safe.
- Brainstorm people they can talk to if they don't feel safe, and make sure they're familiar with the 0508 SCOUT HELP line.
- Go through your Section's Code of Conduct or Behaviour Agreement. This says what behaviour all Kea and Kaiārahi expect from each other at Kea activities, and should be updated regularly. Guidance on creating these can be found in the Kea Handbook, and in the Members Resources section of Mahi Tahi.
- If they're not sure of what you mean by safe and unsafe, ask them about times when they may have felt in danger or scared, and explain that being safe means that they are protected from danger.
- Remind them that there are lots of different ways people might feel unsafe, and that it's always okay to talk to someone about it. Consider using roleplay activities to familiarise them with what this might look like, and what they could say.
- You should also ensure that every Kea has a copy of the Yellow Youth Card, and has seen the Youth Card video.

If you are concerned about the safety of a young person, or they have disclosed to you that someone is harming them, they are harming themselves or others, or they are thinking about harming themselves or others, call 0508 Scouthelp (0508 726 884) as soon as possible. The Duty Child Protection Officer will provide support and advice on appropriate actions.

OUR STATEMENT OF COMMITMENT

Scouts Aotearoa places the well-being of young people as its paramount concern. We are committed to acting in the best interests of children and young people at all times. We expect everyone to respond appropriately should they have a concern of abuse or neglect. This commitment is relevant to all, regardless of how they are involved.



YOUTH CARD

What to expect of adults

Safe From Harm
Kia Noho Hauamaru i te Koro
Provide safe spaces, have appropriate boundaries, and keep information private. *You feel safe.*

Strengths Based
A-Pūmanawa
Help you identify what you're good at and encourages you to try new things. *You feel cared for.*

Participation
Te Whāinga Wāhi
Support you to get involved, have a say, and make decisions. *You feel listened to.*

Connection
Mananga
Help you build stronger connections within SCOUTS, your community, and your whānau. *You feel included.*

The Best They Can Be
Whāia te Iri Kahurangi
They take part in regular training, understand and act within the Code of Ethics. *You feel good.*

Do What is Right
Kia Tika
- be trustworthy
- have integrity

Be Positive
Kia Ngākau Pai
- accept challenges with courage
- be a friend to all

SCOUTS
New Zealand

Got an issue or want to give feedback? Then you can confidentially:


































Talk to a leader
Talk to someone about an adult
0508 - SCOUT HELP (0508 726 884)
scouthelp@scouts.nz

• Or to make a report
report.scouts.nz

• For further support with non-SCOUT related issues check out Youthline:
0800 376 633
Free text 234
www.youthline.co.nz

• For more info go to our website
www.scouts.org.nz

PLEASE KEEP THIS WITH YOU.

			
Participate 	 8 activities  8 activities  8 activities	 6 activities  6 activities  6 activities	 5 activities  5 activities  5 activities
Assist 	3 activities from at least 2   	4 activities from at least 2   	5 activities from at least 2   
Lead 	1 activity from any   	2 activities from any   	4 activities from at least 2   

Bronze, Silver, and Gold Awards

Kea gain their Bronze, Silver, and Gold awards by participating, assisting, and leading in Kea activities based on the 3 Programme Areas (Personal, Adventure, and Community). At the end of each award, Kea will

also take part in a personal reflection. Each award is likely to take about 6-12 months to complete. The chart above shows the number of activities Kea need to complete for Bronze, Silver, and Gold.

Participate, Assist, Lead for Kea

For many Kea, assisting and leading will start with smaller games and activities. Use the following as a guide for participate, assist, and lead within the Section:



Participate: Active participation in a Programme Area related activity, and reviewing their own learning.



Assist: Assisting the Kea or Kaiārahi who is leading to arrange a Programme Area related activity, such as helping plan, and getting out equipment.



Lead: With the assistance of an adult, lead a Programme Area related activity, including talking with the adult beforehand to plan, and agreeing upon actions to do (like explaining how to do the activity, and assisting others who need help).

As a Kea progresses, the challenge involved for them should too. A Kea's involvement in the programme will change over time as they progress developmentally.

Personal Reflection for Kea ⁱ

A Kea's personal reflection occurs at the end of each of the Bronze, Silver, and Gold Kea awards. This is an opportunity for them to reflect on their development throughout their time working on this award.

For Kea, a Kaiārahi will likely need to ask questions and guide them through the discussion. Remember that this is an opportunity for the Kea to reflect on what they have learned, not an interrogation.

The reflection should take no more than ten minutes, and take place somewhere where the Kea is comfortable and able to reflect without distractions.

QUESTIONS - PERSONAL REFLECTION i

Some questions you might ask to help a Kea reflect:

- What was your favourite thing that you did?
- What was the most interesting thing you learned?
- Was there anything you found really hard? What did you do about that?
- What do you want to do next?

You can find further guidance on this and the peer-led review in the Kea Handbook.

Kōwhai Kea Award

The Kōwhai Kea Award is the Capstone award for the Kea Section.

To achieve the award, Kea need to:

- Achieve their Gold Kea Award
- Complete 10 Adventure Skills progressions
- Complete 4 Better World projects, across at least 2 different programmes
- Undertake a 3-hour Adventurous Journey
- Take part in 8 Community Engagement hours
- Complete a peer-led review of their time in the Kea Section



Peer-Led Review for Kea i

The peer-led review is the final step of the Kōwhai Kea Award, to be supported by both adults and peers.

This isn't about deciding whether the Kea does or doesn't receive their award; this is about helping them to reflect on everything they've learned along the way and to celebrate their own achievement.

The review gives the Kea the opportunity to reflect on what was enjoyable and challenging, and what they developed and learned through their involvement in the Section and completion of the Kōwhai Kea Award. It forms the high-level review of their time in the Section, as per Plan, Do, Review.

For Kea, this review will be heavily guided by Kaiārahi, and should take no longer than 15 minutes. Include other Kea who have worked with the Kea in this process, and ensure they have opportunities to share their thoughts and questions.

The Kea should demonstrate and reflect on their development in the SPICES Areas of Personal Growth. They do this by talking through the major items in the award and the development they found through completing them. This includes any planning, how it went, what they learned from it, and things they may do differently next time.

The peer-led review is a key stage in recognising the Kea's achievements and how they've developed and grown.

QUESTIONS - PEER-LED REVIEW i

Some questions you might ask to help a Kea reflect:

- Tell me about your Adventurous Journey/Community Engagement/Better World project/etc.
- What would you do differently next time?
- How did that make you feel?
- What's been your favourite part of being a Kea?
- What do you want to do next?

Kōwhai Kea Award Presentation

The presentation of a Kōwhai Kea Award should be treated as a special occasion and will be a memorable event for a Kea. This should be planned in collaboration with the award recipient to ensure that the presentation is tailored to their wishes. Kea may wish to invite their whānau or others who have helped them in completing the award.

For full details on the structure of the achievement pathways, see Chapter 4.





THE CUB SECTION

*Have Respect,
Do What Is Right,
Be Positive*

8-11 Years



The second Section of Scouting takes enthusiastic, inquisitive, adventurous, and fun-loving rangatahi and offers them new opportunities, challenges, and adventures to continue their personal journey of development. This age group are starting to develop an understanding of their place in their communities and the world around them, gaining a sense of independence and autonomy, and building meaningful friendships with others. The Cub programme provides them with opportunities to discover new experiences, expand their perspectives, and develop new skills, all while having a fun and engaging time with their friends. This chapter covers how to apply the Youth Programme within the Cub setting.

Programme Essentials

A key principle in our approach to programming is the concept of **One Programme**. This means that all youth members in Scouting are working on the same programme. What this looks like will differ between Sections and individuals, but at its core, the programme is the same for everyone.

There are three main parts to this:

SPICES: Why We Do It

SPICES are our Areas of Personal Growth. These are the things we are developing in our young people in a variety of ways as they make their way through their Scouting journey, and empower them to become the best versions of themselves. The six SPICES are: Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual development.

The Scout Method: How We Do It

The Scout Method is how we go about developing these areas of growth in our young people. There are seven parts to the method, each as important as the others. The components of the Scout Method are: Law and Promise, Adventure, Personal Progression, Learning by Doing, Small Teams, Community Engagement, and Youth Leading, Adults Supporting.

Programme Areas: What We Do

These are the things that make up all our day-to-day Scouting. Everything we do in Scouting is an opportunity for our rangatahi to learn new things and develop their skills. The three programme areas are Personal, Adventure, and Community, and we use these Programme Areas to plan and organise all our activities.

SPICES For Cubs

SPICES are the six Areas of Personal Growth our rangatahi develop in as they make their way through their Scouting journey; **Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual**.

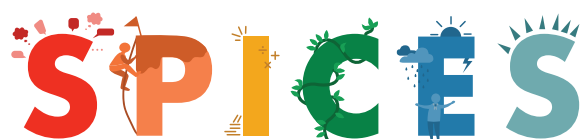
Cubs are becoming increasingly independent, transitioning from the imaginative prompts in the Kea Section to become more inquisitive and experiential. With the support of Kaiārahi, Cubs are increasingly recognising when they have been challenged in each of the SPICES and identifying other activities they could do to challenge themselves and others further.

A full explanation of what the SPICES Areas of Personal Growth are and how they fit into the programme in general can be found on page 2.

Introducing SPICES to Cubs

Cubs will reflect on SPICES from very early in their journey through the Section. Those who have come up from the Kea Section will already be familiar with the terms, while those who are new to Scouting will need to be introduced to them. They should have the basics of SPICES explained to them during their Introduction to Cubs discussion. The Cub Handbook includes an explanation for them to read, and you should point them towards this.

Below are the educational objectives which represent the growth and development that every young person should be able to reach by the end of their time in the Cub Section.





S: Social Development

Te Whanaketanga Pāpori

Social development in Cubs occurs through the opportunities within the programme for interacting with others

and developing greater awareness of themselves, individuals, and the community around them. The Small Teams system provides opportunities for formal and informal leadership roles, and the ability to form temporary Project Teams can assist Cubs to develop socially. With an increasing awareness of the people around them, Cubs are demonstrating respect for others and their needs. In turn, they are increasingly aware of their own influence, impact, and safety.



Educational Competencies

Interpersonal Development

Te Whanaketanga Taha Tangata

I will develop my interpersonal skills by demonstrating respect for others and by learning to share my opinions.

Civic Engagement

Te Whai Wāhanga Kirirau

I will learn about the wider community around me, and find my place within it.

Leadership and Cooperation

Te Arataki Me Te Mahi Paheko

I will develop the ability to work with others and follow instructions, and I am learning about personal responsibility.

Global Citizenship

Te Kirirarau Ā-Ao

I will develop a sense of the world and my part in it.

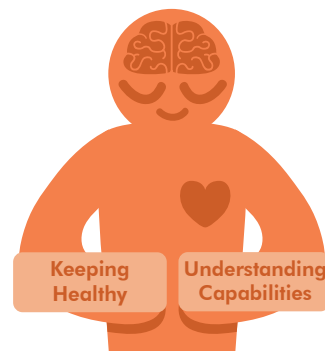


P: Physical & Mental Health Development

Te Whanaketanga Ā-Tinana, Ā-Hinengaro

Physical and Mental Health

development in Cubs occurs through many and varied outdoor and active challenges and reflections upon these. Cubs are engaged in the planning of camps and events, including meal planning and preparation for camps. They plan and participate in new and active experiences, identifying (with adult support) some of the risks that might be involved in these activities. Cubs take on opportunities to challenge themselves and are becoming aware of their mental health.



Educational Competencies

Keeping Healthy

Te Noho Hauora Tonu

I will develop an understanding of the importance of keeping fit and active, healthy eating, and good hygiene.

Understanding Capabilities

Te Noho Mārama Ki Ngā Pūmanawa

I will have a growing awareness of my capabilities, and those of others, and I take on opportunities to challenge myself.



I: Intellectual Development

Te Whanaketanga Ā-Hinengaro

Intellectual development in Cubs occurs through the new, exciting and challenging adventures they undertake. Cubs participate in the planning of activities and can constructively reflect upon activities using the Plan, Do, Review cycle. With support and encouragement, they are learning to be critical of their activities and experiences, providing solutions and improvement opportunities for future programmes. Cubs are developing their problem-solving skills, applying creativity and available resources to find solutions with the support of adults.



Educational Competencies

Finding and Processing Information

Te Kimi Me Te Wānanga Mōhiotanga

I will develop through questioning, and will explore new ideas with an open and enquiring mind.

Applying Information

Te Hoatu I Te Mōhiotanga

I will explore safely and learn through trial and error.

Reflecting Critically

Te Huritao Tātari

I will develop the ability to self-reflect by making my own observations about my experiences and identifying potential improvements



C: Character Development

Te Whanaketanga Rangatira

Character development in Cubs is all about identifying strengths and growth opportunities, while constantly seeking new challenges and opportunities and developing their individual identities. Cubs make conscious and consistent efforts to complete tasks, demonstrating a commitment to do their best and persist with the activities or tasks at hand. They should develop a belief in their own abilities, set and complete goals, and overcome difficulties and challenges along the way.



Educational Competencies

Values for Life (The Scout Law and Promise)

Ngā Uara Mō Te Oranga Katoa

(Te Ture Matataua Me Te Ki Taurangi)

I know and understand the Scout Promise and the values of the Scout Law, and can express what they mean to me.

Personal Identity

Te Tuakiri Whaiaro

I will be willing to share my opinion on things important to me.

Social Identity

Te Tuakiri Pāpori

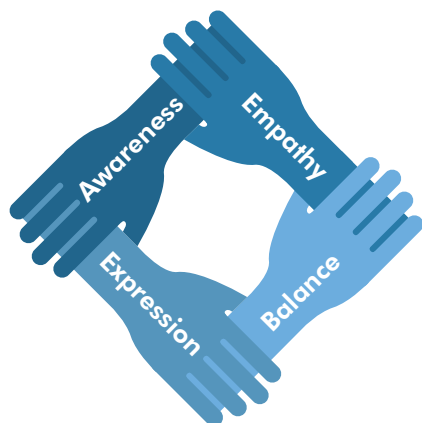
I will build confidence in sharing with others about my family, my culture, and my likes and dislikes with others.



E: Emotional Development

Te Whanaketanga Kare Ā-Roto

Emotional development in Cubs is focused on their feelings, and the feelings of others. Discussing feelings with others becomes a more regular element of reviewing programs and behaviours, whilst learning how to express their feelings without hurting the feelings of others. Cubs should be increasingly respectful of others and their differences.



Educational Competencies

Awareness

Te Mārama

I will be able to identify my own feelings and I am beginning to read the feelings of those around me.

Expression

Te Whakaputa Whakaaro

I will develop the ability to react appropriately based on social cues.

Empathy

Te Ngākau Aroha

I will be able to sympathise with others, and I will learn to help other people through experiences I can relate to.

Balance

Te Tūtika

I will learn how to be positive, work in small teams and about the importance of emotional balance.



S: Spiritual Development

Te Whanaketanga Taha Wairua

Spiritual development in Cubs provides opportunities and experiences for Cubs to explore their (and others') beliefs, reflect, demonstrate respect, and express thanks. Cubs explore a range of belief systems through family and community activities, learning that there are many different ways and belief systems that may help them to find meaning in their life. Cubs increasingly take responsibility for their actions, stopping to reflect and be thankful for the opportunities available to them.



Educational Competencies

Exploring Beliefs

Te Totoro Whakapono

I will explore what beliefs are.

Respect for Others

Te Manaaki I Te Tangata Kē

I will develop an understanding that everyone has different beliefs and culture, and will respect them whatever their beliefs are.

Reflection

Te Huritao

I will pause and consider what's important to me, and share this with others.

Gratitude

Te Whakamoemiti

I will express my gratitude for my family and community.

The Scout Method For Cubs

The Scout Method is about how we do things. Cubs will learn about the Scout Method naturally through how they take part in the programme. Kaiārahi should help ensure that all elements of the Scout Method are being used throughout the programme. Below is a breakdown of how each element relates to the Cub Section.





Law and Promise

Cubs should learn the Scout Law and Promise, and talk with their peers and Kaiārahi about what it means.

The Scout Law is a multi-faceted one, with three core headings that are used by all Sections, and additional statements to be incorporated at a developmentally appropriate time. For the majority of Cubs, they will start working mainly with the three core headings; Have Respect, Do What is Right, and Be Positive. They could also learn the actions for these to help them remember them (see page X). As they grow through their time in the Cub Section, they may start looking at the additional bullet points under the three headings, to develop their understanding of what they mean.

The Law and Promise can be incorporated into some of the Cub ceremonies. In closing ceremonies they can be an opportunity to reflect on the activities and experiences of the session.

It is the Kaiārahi's task to translate the basic principles of the Law and Promise into everyday terms and practical activities appropriate for Cubs so that slowly and surely it becomes part of their personal value system. Kaiārahi should also refer to the Law and Promise throughout the Section night and activities to help provide learning opportunities, assist with behaviour management, or to show youth members how they apply in daily life. For example, a Cub not wanting to participate could be

reminded of "do my best" in the Scout Promise, or a Cub talking over someone else could be reminded of "Have Respect" in the Scout Law.

This is also a good age to introduce specific activities based on learning the Scout Law and Promise, for example relays, memory card games, or jigsaw puzzles.

New members joining the movement for the first time should be introduced to the Scout Law and Promise and understand that these are the values that all Scouts live by.

To reflect on their use of the Scout Law and Promise on a weekly basis, Cubs could ask themselves:

- How have I done my best, in Scouting and in my daily life, today/this week?
- How did I help others today?
- How have I demonstrated "Being Positive" this week?
- Have I been respectful?
- What have I learned about another person, or another person's beliefs recently? How does this contribute to understanding and respecting difference?



Adventure

Adventure is all about trying something for the first time, and can be different for all Cubs, so a wide range of activities is encouraged. A first camping experience would be a perfect example of adventure for this age group - a first night under canvas for some, a first night away from home for others. In addition, activities they have taken part in before (eg. a day walk), can be further developed with an adventurous element by adding a component that is new to the Cub (eg. carrying their own pack or doing a night walk).

Cubs should take the opportunity to take their programme outdoors as often as possible, including games, exploring nature, discovering the community around them, encouraging outdoor appreciation, and increasing environmental awareness. Cubs can take part in day hikes, camping, or tree-planting, build emergency shelters, discover how farmers care for the environment, investigate life forms and pollution concerns in local waterways, explore a local cemetery, or visit a marae or temple. They should be encouraged

to reflect on the outdoors, stopping to listen to the wind and the trees moving on a calm day, or taking the time to watch and admire the night sky. Cubs can also start learning how to look after themselves in the outdoors, for example by knowing what to pack on a day walk.

'Adventure' doesn't need to just include outdoor experiences. It could include public speaking, taking

part in a Section talent quest or cooking competition, or trying a new skill, if it takes the Cub outside their comfort zone.

When fulfilling the Adventure part of your Cub programme, it is particularly important to keep yourselves Safe from Harm and follow safe Scouting practices.



Personal Progression

The Cub programme should provide regular semi-structured opportunities to reflect on individual development, learnings, and achievements. Each Cub is very different so their Personal Progression needs to be adapted to take this into account. A specific activity may be a struggle for one Cub but easy for another.

In addition to the development that occurs within the regular Scouting programme, the achievement pathways are designed to challenge Cubs to pursue their interests in a range of areas, and develop these over time. The achievement pathways also serve to recognise the personal progression achieved by Cubs throughout their time in the Section.

At this age, Cubs should be starting to identify some of their personal strengths and skills, and those they wish to further develop. In interest-based teams they can develop these strengths by having first experiences of leadership, and by teaching others things they know.

Personal progression can also occur by learning a skill, and then transferring it to a practical situation (for example, learning how to use a camera, then using those skills to photograph and share an adventure).



Learning By Doing

Cubs should be encouraged to learn through experience and practice, in an environment where it is perfectly acceptable to make mistakes and learn from them.

All planned activities are an opportunity for purpose-based learning, even so-called "down-time"; games can teach teamwork and team challenges can develop communication skills. Practical elements should be involved in all learning. Help your rangatahi to develop activities where learning can be had through hands

on experience, as opposed to those that focus around sitting and listening. At least two thirds of every activity should involve learning through practical experience. For example, it's okay to spend 10 minutes teaching the theory of something, as long as at least the next 20 minutes is spent on actually doing it.

Cubs should be encouraged to problem solve, take responsibility for their learning, apply creative solutions to challenges, and experience a greater breadth of Scouting activities.

It is the role of Kaiārahi to support this learning process, whilst ensuring safe practices occur. This might mean on some occasions providing youth with only exactly what they requested on an activity equipment list, or to allow them to take the wrong turn on a hike or bushwalk. It is important that Kaiārahi allow Cubs to make mistakes, however they should intervene if there is a serious risk to health and safety. Not all Cubs will always

achieve everything – it is ok not to complete an activity, provided you tried your best!

Cubs should take part in self-reflection regularly, and understand that mistakes should be reviewed and reflected on, to help embed the lessons learned.



Small Teams

Small Teams should be used regularly to allow Cubs to experience a range of activities in collaborative environments. Cubs should work in a variety of small teams, and these should change regularly to give them opportunities to work with a variety of different people and develop leadership and interpersonal skills.

These should include their Home Team, Youth Leadership Team, and Project Teams. Project Teams are temporary, formed for special interests, activities, special events, and adventures. These teams have a

short lifespan, regularly change, and may sometimes even be composed of members from other Sections or Groups. They might consist of the members who are available to attend or who are particularly interested in an element of the activity, or just made up on the spot for different games (eg. grouped by age, experience, height, first name, or randomly numbered off). It is good to allocate different Team Leaders for different activity teams to provide leadership opportunities to all.



Community Engagement

At this age, Cubs will be a part of many communities; their school, sporting, Scouting, and local neighbourhood communities, for example. It is important to teach or remind them that being a Cub means they are involved in a huge Scouting community, and help them understand the sense of belonging – what it's like to belong to something bigger than themselves. One way to do this is to involve them in activities with other Cubs and Scouts, for example a Group camp with the other Sections in your Group, visiting a Gang Show, going to a Zone Cub camp, visiting another Cub Section, or taking part in Jamboree on the Air/Internet/Trail (JOTA/JOTI/JOTT).

They should visit key places in the community to gain an awareness of their place within it, for example the fire station, library, police, religious centres, or other

community services. Another suggestion is to attend key events such as ANZAC day ceremonies, cultural celebrations (matariki, lantern festival, Holi festival of colour), and Christmas parades. They could also learn about different community groups in the local area, and invite them to join in the Scouting programme.

Cubs can also be involved with community service and understand what it means to help others. They could visit a local rest home, take part in Arbour Day, a beach clean-up, or assist with a project for a local charity. Participating in community service projects gives the Cubs an opportunity to give back some of the time and effort that the community has put into them. Doing this on a regular occasion helps to highlight the value of giving to their communities and emphasises the interconnectedness of our community.



Youth Leading, Adults Supporting

In the Cub Section, rangatahi are increasingly involved in decision making, leading their peers, and initiating activities. The planning process is primarily driven by the Youth Leadership Team, with shared input from Cubs and Kaiārahi. Kaiārahi closely monitor all facets of the programme, particularly taking the lead on bringing to life some of the more complex and riskier aspects to the youth-initiated programme. Adults provide support through guidance, ideas, risk management, and providing assistance to access resources. They assist in the running and organisation of nearly all activities and help support the Youth Leadership Team.

Some examples of how this might look:

- A group brainstorm is held at the beginning of each term, with Cubs offering their activity ideas and how they might work. Then, the Youth Leadership Team may structure the ideas into a programme for the team, with assistance from Kaiārahi.
- Kaiārahi run some of the more difficult activities, but give youth a choice in how they are carried out (eg. would you prefer a time limit or a competition between teams?).
- At the end of a Section night or activity, Cubs provide feedback on the activities.

As Cubs grow throughout their Section journey, so will their leadership abilities and confidence.

Cub Section Structure

Home Team

The Home Team is the group of people Cubs will do much of their regular programme activities with, allowing them to develop with a consistent group of peers. Home Teams are likely to change on a six-month or annual basis. They are primarily used for formal opening and closing activities, and usually consist of 5-7 Cubs, including a Team Leader. Team names can be selected by the Cubs themselves, and are often based on a theme (eg. native birds, local landmarks).

The Team Leader is usually a more experienced Cub, who looks after less experienced Cubs, takes a leadership role in the planning and delivery of the programme, and generally leads their team. The position of Team Leader may be rotated amongst the members of the Team, or appointed by Kaiārahi for a fixed term. Often a Home Team will also have an Assistant Team Leader, who assists the Team Leader in their duties and takes on the role of Team Leader if the Team Leader is away or busy. Being a Team Leader

or Assistant Team Leader will help the Cub to grow in terms of self-confidence, leadership qualities, and handling responsibilities.

When forming Home Teams, consider the following:



- The age of Cubs, so teams have a range of ages and experiences
- Using a mix of familiar and unfamiliar Cubs to give them the opportunity to get to know new people while still working with others they know
- Keeping teams as diverse as possible, to ensure the experiences and influences Cubs have are as wide as possible
- Leaders should be chosen on their ability to fill the role, not on their age or how long they've been a Cub.

Youth Leadership Team

The Youth Leadership Team (YLT) is made up of the Team Leaders of each of the Home Teams. YLT meetings should occur a few times a term, and should mostly be fairly short and informal, often with one slightly longer and more formal meeting each term to review and plan the programme.

The YLT acts as a go-between for the Section and Kaiārahi, guide the programme planning and

the content of most nights, and have input on the achievement pathways,. YLT meetings can also be used to seek guidance on any issues they are facing with members of their Home Team.

Kaiārahi should support the YLT by giving them purpose, risk management, and resources, and should give the YLT independence to meet and perform its tasks, stepping in as needed.

Programme Areas For Cubs

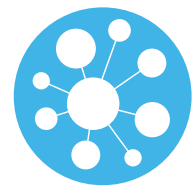
Use the Programme Areas to help Cubs brainstorm activity ideas and balance their programme. Everything Cubs do will fall into at least one of the Programme Areas. They provide a structure and framework around which Cubs can develop ideas, challenge themselves, and make decisions.



Personal



Adventure



Community

Personal



Cub activities in the Personal Programme Area involve developing new skills, working in teams, creativity, and exploring their interests.

Examples of Personal activities for Cubs:

- Cooking challenges: teams plan, shop, and prepare a dish for a shared meal
- Recycled sculpture creations: create sculptures out of recycled materials and display them somewhere
- Interesting facts night: Cubs research a topic they are interested in, and then bring something to present to the group about what they've learned

Adventure



Adventure in Cubs is all about trying new things, pushing comfort zones, and exploring the world. More than any specific activity, adventure is a state of mind, and Cubs should be encouraged to find adventure in a variety of places.

Examples of Adventure activities for Cubs:

- Weekend camps: sleep in a tent with other cubs and learn how to care for themselves and their environment while outdoors
- Raft race: Cubs build rafts out of given materials, then test them out on a (safe) body of water
- Sensory challenge: blind trails, scent trails, complete an obstacle course as a team without verbal communication

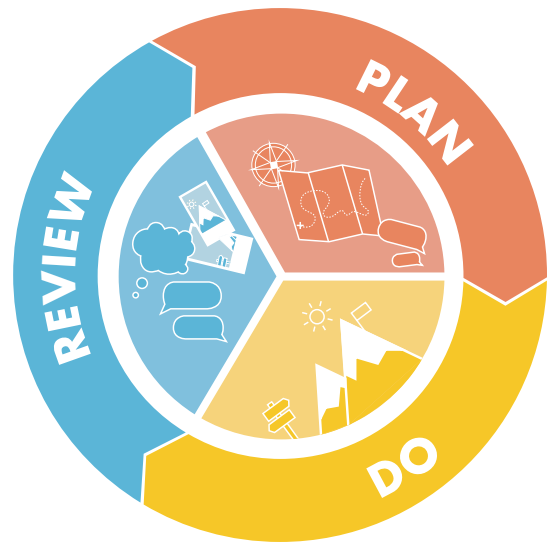


Community

Community activities give Cubs the opportunity to engage with their different communities, learning about how they work, and thinking about their place in their community.

Examples of Community activities for Cubs:

- Care for a community location; planting days, beach cleanup, rubbish pickup, cleaning local memorials
- Engage in a community event; Christmas parade, ANZAC commemoration, Matariki, Children's Day
- Visit and learn about a place of civic importance; town hall, museum, botanic gardens, cemeteries, libraries, council buildings, community halls, war memorials



Programme Planning For Cubs

Programming in the Cub Section should be youth-led and adult supported. Cubs, in partnership with Kaiārahi, organise the planning and reviewing of events and activities, suggest their own ideas, negotiate between members what the Section or Teams will do, and attempt to implement the programme. Cubs in formal leadership positions, and those who are not, are available to help others who are unfamiliar or struggling with the process. The Youth Leadership Team has oversight of the programming of the Section and its Teams.

Check out Chapter 3 for a step-by-step guide on planning a great programme.

Plan, Do, Review for Cubs

The Plan, Do, Review process is core to creating a quality Cub programme. Cubs should be involved in this process at each stage, and be empowered to share their ideas and opinions. This should be guided by both youth leaders and Kaiārahi and will take place in many different ways throughout the programme.

Examples of how to involve Cubs in the Plan, Do, Review of their programme:

- Cubs work in their Teams, or sometimes as a whole Section, to develop ideas for the next term, or big adventures like a camp. They brainstorm ideas for an upcoming programme using the Programme Areas, and their personal goals for SPICES development and the achievement pathways.
- The YLT meet with Kaiārahi to narrow down the programme ideas and put those ideas into a more detailed plan. They might decide which activities to do in a term, which elements will be attempted, or some key details about an event, and delegate responsibilities.
- Often, a group of Cubs, or an individual Cub, will have a go at planning and running a game or activity, either for the Cub Section or just their Team. Kaiārahi support them to ask their fellow Cubs for feedback afterwards.
- At the end of the night or activity, the Cubs should review the night's activities. Sometimes this might be a simple thumbs-up, or using some question ideas, and sometimes it's a part of a short game or activity.

- Cubs review the success of their activity, event, or the term's programme. Often, each Team Leader has obtained the views of their Team before presenting to the others, by having a quick chat with them beforehand.
- For camps and other larger events, Cubs are involved in developing the 'big picture' programme, such as themes and activity ideas. They can also review the elements they were involved with.
- The YLT reviews each programme cycle once complete, and uses this to inform the next one. They have a unique insight into what the Section has found fun, interesting, and challenging, and can provide leadership and feedback in this process.

Facilitating a Review

Reviews can happen spontaneously by the Cubs themselves, or be led by Kaiārahi. Reviews should be different each time – one could be considering how much fun the activity was, another about how it could be planned better next time, and another about what new skills the Cub learned, for instance.

Some good questions to ask both Cubs and Kaiārahi at the conclusion of the Section night, a weekend activity, or a term's programme:

- Was it fun? For who?
- How did this programme relate to the previous and the next programme? (Continuity)
- What outside resources or help from experts or parents did you use? Did the programme benefit from such help?
- Were there any surprises for the Cubs or did the programme follow a regular pattern?
- Was there something in the programme for every Cub?
- Was the programme well balanced?
- Who planned the programme? One Kaiārahi or did all Kaiārahi and Cubs help?
- Did the Cubs do anything that they would be eager to talk about when they arrived home?
- Did the Cubs as a whole seem to enjoy the programme?
- How did this activity/programme help Cubs develop?
- Were enough aspects of the programme carried out outdoors?
- Were the intended targets achieved/completed? Why or why not? Does it matter if things were not complete?

Role of Kaiārahi

Kaiārahi support Cubs at a developmentally appropriate level, choosing when to step in and drive aspects of the programme, and when to take more of a back seat. This means Cubs will explore some new challenges as they begin to take a greater lead within the programme than in the Kea Section. Cubs should be involved meaningfully in assisting and leading wherever possible.

To support Cubs to take increasing responsibility for their own programme, you will:

- Support and assist Cubs to develop the skills to run their own adventurous, fun, challenging, active, and inclusive programme
- Facilitate programme planning at the Section and YLT level

- Support a successful Youth Leadership Team to plan the programme
- Assist YLT members to create balanced programmes that help others meet their requirements for Achievement Pathways and SPICES Growth
- Ask YLT members for suggestions about resources (including funding and raw materials) for their programme ideas
- Act as a subject matter expert where required
- Support youth members to use Plan, Do, Review
- Advise Cubs on making informed and sensible decisions
- Create a space for Cubs to run games and other activities
- Ensure Cubs are engaged, having fun, are appropriately challenged, and feel included
- Ensure the safety (physical and emotional) of Cubs, compliance with Scouting policies and procedures, and assist the YLT with risk assessments of activities
- Oversee the learning and development of the Cubs
- Maintain accurate achievement pathway records
- Get feedback from YLT about how each Section night ran, including feedback from their Home Teams

Achievement Pathways For Cubs

Introducing Cubs to the Achievement Pathways

For Cubs, frequently acknowledging personal progression and achievements is important. It is also important to remember that the presentation of badges is not the only way to recognise a Cub's progression; this can be also done verbally, or by offering them leadership roles, for example.

Cubs is primarily about having fun and exploring their place in the world. Personal Progression should focus on their growth and achievements through the whole programme.

For full details on the structure of the Achievement Pathways, see Chapter 4. Below are some notes around particular parts which are relevant to Cubs.

Membership Badge

The Membership Badge is the first badge a Cub will earn, and acts as an introduction to the basics of Scouting, the Cub Section, and Safe From Harm. Cubs who have moved up from the Kea Section may not need to complete their Introduction to Scouting, or may wish to take part in a short refresher discussion.



CUB

Cubs probably won't remember all the things from their Introduction to Scouting and Introduction to Cubs discussions – there's a lot for them to take in! They'll learn the most by taking part in the programme and being involved in the Plan, Do, and Review process.

Introduction to Cubs and Scouting

When a Cub joins the Section, it's important to have a discussion with them that covers some of the basics of what it means to be a Cub, and what that means in the wider context of Scouting. These discussions might take place over a number of weeks, or in one go. It's important for the discussion to happen in the context of experiencing the programme first hand. This will allow the new Cub to fully understand what's covered through the discussion.

This isn't an interview or test – the Cub may know very little about what Scouting involves. The person leading the discussion (youth or adult) should have a good understanding and will explain and discuss it all with the new Cub.

The Cub Handbook contains guidance to help facilitate this.

Safe From Harm

All members of Scouting need to have an age-appropriate understanding of our Safe From Harm policies and where they can go to get further help. For Cubs this will involve discussion and activities around the Youth Yellow Card.

Cubs should be aware of the statement of commitment, what they should expect from adults and Kaiārahi in Scouting, the behaviour that is expected of them, and where they can go for help if they are worried or feel unsafe.

Some practical suggestions for discussing Safe From Harm at a Cub level:

- Explain that they should always feel safe when they are at Cubs. Break down the statement of commitment into parts to let them know that it is the job of all adults to keep them safe, and that adults will help if anyone is not safe.
- Brainstorm people they can talk to if they don't feel safe, and make sure they're familiar with the 0508 SCOUT HELP line.
- Explain that Safe From Harm is there to keep everyone safe. This includes them, other Cubs, and Kaiārahi. Explain that adults and young people are not allowed to be alone together one on one.
- Go through your Section's Code of Conduct or Behaviour Agreement. This says what behaviour all Cubs and Kaiārahi expect from each other at Cubs, and should be updated regularly. Guidance on creating these can be found in the Cub Handbook, and in the Members Resources section of Mahi Tahī.
- If they're not sure of what you mean by safe and unsafe, ask them about times when they may have felt in danger or scared, and explain that being safe means that they are protected from danger.
- Remind them that there are lots of different ways people might feel unsafe, and that it's always okay to talk to someone about it, even if it feels scary or small. Consider using roleplay activities to familiarise them with what this might look like, and what they could say.

- You should also ensure that every Cub has a copy of the Yellow Youth Card, and has seen the Youth Card video.

If you are concerned about the safety of a young person, or they have disclosed to you that someone is harming them, they are harming themselves or others, or they are thinking about harming themselves or others, call 0508 Scouthelp (0508 726 884) as soon as possible. The Duty Child Protection Officer will provide support and advice on appropriate actions.

OUR STATEMENT OF COMMITMENT

Scouts Aotearoa places the well-being of young people as its paramount concern. We are committed to acting in the best interests of children and young people at all times. We expect everyone to respond appropriately should they have a concern of abuse or neglect. This commitment is relevant to all, regardless of how they are involved.



YOUTH CARD

What to expect of adults

- Safe From Harm**
Kia Noho Haumaru i te Kino
Provide safe spaces, have appropriate boundaries, and keep information private. *You feel safe.*
- Strengths Based**
A-Pāmanawa
Help you identify what you're good at and encourages you to try new things. *You feel cared for.*
- Participation**
Te Whāinga Wahi
Support you to get involved, have a say, and make decisions. *You feel listened to.*
- Connection**
Hānonga
Help you build stronger connections within SCOUTS, your community, and your whānau. *You feel included.*
- The Best They Can Be**
Whāia te Iti Kahurangi
They take part in regular training, understand and act within the Code of Ethics. *You feel good.*

SCOUTS New Zealand

Not an issue or want to give feedback? Then you can confidentially:

Talk to a leader
Talk to someone about an adult
0508 - SCOUT HELP (0508 726 884)
scouthelp@scouts.nz

• Or to make a report
report.scouts.nz

• For further support with non-SCOUT related issues check out Youthline:
0800 376 633
Free text 234
www.youthline.co.nz

• For more info go to our website
www.scouts.org.nz

PLEASE KEEP THIS WITH YOU.

			
Participate 	 8 activities  8 activities  8 activities	 6 activities  6 activities  6 activities	 5 activities  5 activities  5 activities
Assist 	3 activities from at least 2   	4 activities from at least 2   	5 activities from at least 2   
Lead 	1 activity from any   	2 activities from any   	4 activities from at least 2   

Bronze, Silver, and Gold Awards

Cubs gain their Bronze, Silver, and Gold awards by participating, assisting, and leading in Cub activities based on the 3 Programme Areas (Personal, Adventure, and Community). At the end of each award, Cubs will

also take part in a personal reflection. Each award is likely to take about 6-12 months to complete. The chart above shows the number of activities Cubs need to complete for Bronze, Silver, and Gold.

Participate, Assist, Lead for Cubs

For many Cubs, assisting and leading will start with smaller games and activities. Use the following as a guide for participate, assist, and lead within the Section:



Participate: Active participation in a Programme Area related activity, and reviewing their own learning.



Assist: Assisting the Cub who is leading to arrange a Programme Area related activity, such as helping plan, setting up, or managing a certain aspect.



Lead: With the assistance of an adult, lead a Programme Area related activity, including planning, explaining to others how to do the activity, and managing its delivery.

As a Cub progresses, the challenge involved for them should too. After participating in an activity the first time, they could take responsibility for leading it the next time to ensure they remain challenged.

Personal Reflection for Cubs ⁱ

A Cub personal reflection occurs at the end of each of the Bronze, Silver, and Gold Cub Awards. This is an opportunity for them to reflect on their development throughout their time working on this award. Keeping some sort of diary/journal/log from the beginning of their time in the Section will help with this discussion, and also becomes a useful record for later Capstone awards.

For younger Cubs, an adult may need to ask questions and guide them through the discussion. Remember that this is an opportunity for the Cub to reflect on what they have learned, not an interrogation.

The reflection should take no more than 15 minutes, and take place somewhere where the Cub is comfortable and able to reflect without distractions.

QUESTIONS - PERSONAL REFLECTION i

Some questions you might ask to help a Cub reflect:

- What was your favourite thing that you did?
- What was the most interesting thing you learned?
- Was there anything you found really hard? What did you do about that?
- What do you want to do next?

You can find further guidance on this and the peer-led review in the Cub Handbook.

Rātā Cub Award

The Rātā Cub Award is the Capstone award for the Cub Section.

To achieve the award, Cubs need to:

- Achieve their Gold Cub Award
- Complete 10 Adventure Skills progressions during their time in Cubs
- Complete 4 Better World projects, across at least 2 different programmes
- Plan and lead a 4 hour Adventurous Journey
- Take part in 15 Community Engagement hours
- Complete a peer-led review of their time in Cubs



Peer-Led Review for Cubs i

The peer-led review is the final step of the Rātā Cub Award, to be supported by both adults and peers.

The review isn't about deciding whether the Cub does or doesn't receive their award; this is about helping them to reflect on everything they've learned along the way and to celebrate their own achievement.

The review gives the Cub the opportunity to reflect on what was enjoyable and challenging, and what they developed and learned through their involvement in the Section and completion of the Capstone award.

It forms the high-level review of their time in the Section, as per Plan, Do, Review.

This should not be a lengthy or arduous process. For Cubs, this review should be led by other senior Cubs, with support and guidance from Kaiārahi where needed.

The Cub should demonstrate and reflect on their development in the SPICES Areas of Personal Growth. They do this by talking through the major items in the award, and the development they found through completing them. This includes any planning, how it went, what they learned from it, and things they may do differently next time.

The peer-led review is a key stage in recognising the Cub's achievements and how they've developed and grown.

QUESTIONS - PEER-LED REVIEW i

Some questions you might ask to help a Cub reflect:

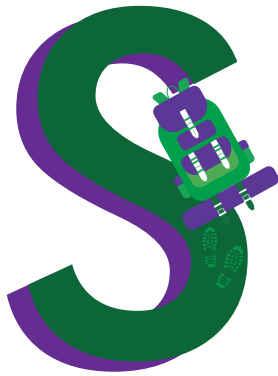
- Tell me about your Adventurous Journey/Community Engagement/Better World project/etc.
- What would you do differently next time?
- How did that make you feel?
- What has been your favourite part of Cubs?
- What do you want to do next?

Rātā Cub Award Presentation

The presentation of a Rātā Cub Award should be treated as a special occasion and will be a memorable event for a Cub. This should be planned in collaboration with the award recipient to ensure that the presentation is tailored to their wishes. Cubs may wish to invite their whānau or others who have helped them in completing the award.

For full details on the structure of the achievement pathways, see Chapter 4.





THE SCOUT SECTION

*Have Respect,
Do What Is Right,
Be Positive*

11-14 Years



The Scout Section is about adventure, fun, and friends. Scout aged rangatahi are experiencing big changes in their lives, and developing a greater sense of self and their place in the world. The Scout programme gives autonomy and independence for youth members to define their own adventures, take on new challenges, engage with the world around them, and develop their sense of identity. This chapter covers how to apply the Youth Programme within the Scout setting.

Programme Essentials

A key principle in our approach to programming is the concept of **One Programme**. This means that all youth members in Scouting are working on the same programme. What this looks like will differ between Sections and individuals, but at its core, the programme is the same for everyone.

There are three main parts to this:

SPICES: Why We Do It

SPICES are our Areas of Personal Growth. These are the things we are developing in our young people in a variety of ways as they make their way through their Scouting journey, and empower them to become the best versions of themselves. The six SPICES are: Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual development.

The Scout Method: How We Do It

The Scout Method is how we go about developing these areas of growth in our young people. There are seven parts to the method, each as important as the others. The components of the Scout Method are: Law and Promise, Adventure, Personal Progression, Learning by Doing, Small Teams, Community Engagement, and Youth Leading, Adults Supporting.

Programme Areas: What We Do

These are the things that make up all our day-to-day Scouting. Everything we do in Scouting is an opportunity for our rangatahi to learn new things and develop their skills. The three programme areas are Personal, Adventure, and Community, and we use these Programme Areas to plan and organise all our activities.

SPICES For Scouts

SPICES are the six Areas of Personal Growth our rangatahi develop in as they make their way through their Scouting journey; **Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual**.

In the Scout Section, youth members are becoming more able to understand SPICES. They are able to reflect on and recognise when they have been challenged in each of the SPICES, and determine what other activities they could do to challenge themselves and others further. Through Plan, Do, Review, Scouts lead their own personal development.

Scouts are also going through much personal change within their own minds and bodies. The Scout programme should offer opportunities for Scouts to learn about and understand their changing selves, to be supported through their changes, and to engage with their peers and adults from their evolving perspectives. At this age, development in some SPICES areas may seem to be going backwards at times, such as the ability to control emotions, however, Scouts should be supported to understand their ongoing development and the hurdles they may be facing.

A full explanation of what the SPICES Areas of Personal Growth are and how they fit into the programme in general can be found on page 2.

Introducing SPICES to Scouts

Scouts will reflect on SPICES from very early in their journey through the Section. Those who have come up from Cubs will already be familiar with the terms, while those who are new to Scouting will need to be introduced to them. During their Introduction to Scouting discussion, their mentor will explain the basics of SPICES. The Scout's handbook includes an explanation for them to read, and you should point them towards this.

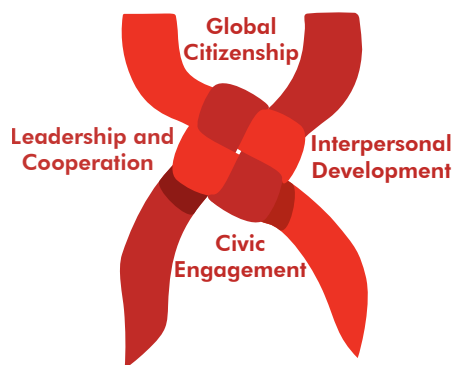
Below are the educational objectives which represent the growth and development that every young person should be able to reach by the end of their time in the Scout Section.



S: Social Development

Te Whanaketanga Pāpori

Social development in Scouts occurs through the opportunities within the programme for interacting with others, undertaking leadership roles, and becoming more adult-like in thinking and behaving. The Small Team system, opportunities for both formal and informal leadership roles, and the ability to form temporary Project Teams can assist Scouts to develop socially.



Educational Competencies

Interpersonal Development

Te Whanaketanga Taha Tangata

I will develop my interpersonal skills by understanding the importance of seeking a variety of opinions, and by communicating with a diverse range of people.

Civic Engagement

Te Whai Wāhanga Kirirau

I will develop an understanding of the communities I belong to and learn how I can be actively involved in making a difference.

Leadership and Cooperation

Te Arataki Me Te Mahi Paheko

I will develop the ability to cooperate with others and take on responsibility.

Global Citizenship

Te Kirirarau Ā-Ao

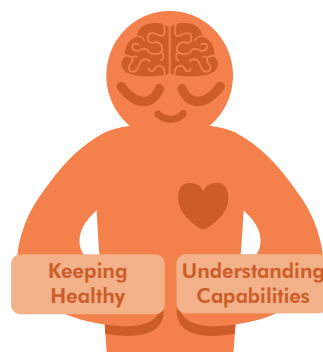
I will develop an understanding of important global issues that affect me and I am empowered to take local action to help address these issues.



P: Physical & Mental Health Development

Te Whanaketanga Ā-Tinana, Ā-Hinengaro

Physical and Mental Health development in Scouts occurs through the many and varied outdoor and active challenges, and reflections upon these. Scouts are engaged in the organisation of camps and events, including meal planning and preparation. They undertake extended expeditions and camps, during which they are required to look after themselves with far less supervision from adults than in the Cub Section. Scouts should also be gaining an awareness of factors that affect their mental health, and the changes happening to their mind and body at this age.



Educational Competencies

Keeping Healthy

Te Noho Hauora Tonu

I will understand factors which affect my physical and mental health; I am aware of the changes happening to my mind and body, and I am learning to make good choices.

Understanding Capabilities

Te Noho Mārama Ki Ngā Pūmanawa

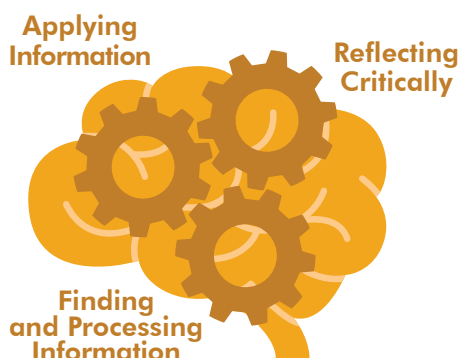
I will develop an appreciation of my capabilities, and those of others; I can recognise the changes happening in my body, and will make the most of challenges to grow my capabilities.



I: Intellectual Development

Te Whanaketanga Ā-Hinengaro

Intellectual development in Scouts occurs through the new, exciting, and challenging adventures Scouts undertake. New opportunities have opened up for the Scouts who are now more capable and willing to undertake bigger and better adventures. Scouts have new creative methods of approaching problems, and should be challenged to consider alternate solutions and viewpoints through programmed activities and the undertaking of programming and the running of the Section. In their plans, Scouts are able to predict and prepare for when plans don't work, and are able to lead the change to programmes when unexpected events happen, instead of relying on adults.



Educational Competencies

Finding and Processing Information

Te Kimi Me Te Wānanga Mōhiotanga

I will be able to investigate new and unfamiliar concepts, collate information, and interpret it in a manner appropriate to the situation.

Applying Information

Te Hoatu I Te Mōhiotanga

I will be able to evaluate options and develop creative and safe solutions.

Reflecting Critically

Te Huritao Tātari

I will be able to reflect on information and experiences, make judgements about their value, and identify how improvements to plans can be made.



C: Character Development

Te Whanaketanga Rangatira

Character development in Scouts occurs as Scouts are starting to take responsibility for their own actions and inactions, and the implications these have on their productivity and achievement of goals. They work on constructive criticism and taking comments on board, using the challenges they are faced with in the other SPICES areas to also learn about managing themselves. They are beginning to think about their future and direction in life, and to make choices that lead to their development in relevant areas.



Educational Competencies

Values for Life (The Scout Law and Promise)

Ngā Uara Mō Te Oranga Katoa

(Te Ture Matataua Me Te Kī Taurangi)

I know, practice and exhibit the values of the Scout Law and Promise.

Personal Identity

Te Tuakiri Whaiaro

I will develop a sense of personal identity, and will demonstrate the ability to form and share an informed opinion on matters important to me.

Social Identity

Te Tuakiri Pāpori

I will develop confidence to present myself within a variety of social contexts, I respect the diverse identities of other people.

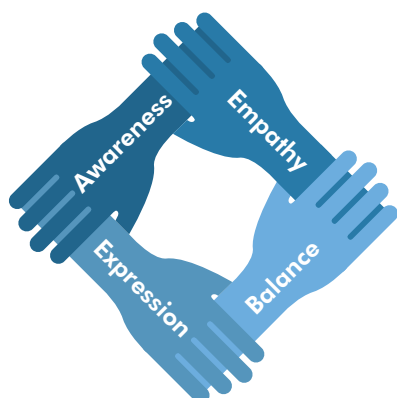


E: Emotional Development

Te Whanaketanga Kare Ā-Roto

Emotional development in Scouts is focused on managing feelings and the impacts of their interactions with

others. Developing and implementing an understanding of how to manage one's feelings and emotions when responding to other people is part of the developmental journey for this age group. Talking to others about their feelings whilst doing activities and also when reviewing enables a greater understanding of the effects feelings can have on decisions and the people around you.



Educational Competencies

Awareness

Te Mārama

I will have an awareness of my emotions and I am learning to control the way I react in different situations. I am beginning to demonstrate empathy and read the feelings of others around me.

Expression

Te Whakaputa Whakaaro

I will learn how to moderate my reactions according to different situations.

Empathy

Te Ngākau Aroha

I will begin to demonstrate empathy and acceptance of others, and I will learn through doing so.

Balance

Te Tūtika

I will value the importance of, and actively work towards, maintaining a positive emotional balance for myself.



S: Spiritual Development

Te Whanaketanga Taha Wairua

Spiritual development in the Scout Section is focused on exploring different religions and belief systems,

developing a sense of connection to others, and taking the time to stop, reflect, and be thankful. Scouts are learning to question their feelings and beliefs regarding their purpose in life, whilst gaining an understanding of how they are connected with others and the world. Scouts can explain how their spiritual beliefs and the Law and Promise guide actions, understanding the importance of positive influences on their actions and decisions.



Educational Competencies

Exploring Beliefs

Te Torotoro Whakapono

I will explore what beliefs are and have confidence in my own.

Respect for Others

Te Manaaki I Te Tangata Kē

I will acknowledge and respect other people's beliefs, and will value spiritual diversity.

Reflection

Te Huritao

I will pause for reflection upon the Scout Law and Promise, and my individual beliefs, and consider the role they play in my life and my connection with others.

Gratitude

Te Whakamoemiti

I will express the value of and my gratitude for my family and both the natural and human community.

The Scout Method For Scouts

The Scout Method is about how we do things. Scouts will learn about the Scout Method naturally through how they take part in the programme. Kaiārahi should help ensure that all elements of the Scout Method are being used throughout the programme. Below is a breakdown of how each element relates to the Scout Section.





Law and Promise

Scouts should learn the Scout Law and Promise, and talk with their peers and Kaiārahi about what it means. At this age, Scouts should be able to identify what it means to them personally, and how the values are demonstrated in their lives. Many may also be adopting them as their own personal values set for life, not just within Scouting.

The Scout Law is a multi-faceted one, with three core headings that are used by all Sections, and additional statements to be incorporated at a developmentally appropriate time. By the time a young person is of Scout age, they will be able to reflect on many of the elements of the Scout Law, and understand each of the additional statements.

The Law and Promise can be incorporated into some of the Scout ceremonies. Particularly used in closing ceremonies it can be an opportunity to reflect on the activities and experiences.

The Law and Promise should be continually referenced throughout the programme for learning opportunities, behaviour management, and for helping Scouts understand how it applies to daily life. For example, a Scout not wanting to participate could be reminded of “do my best” in the Scout Promise, or a Scout talking

over someone else could be reminded of “Have Respect” in the Scout Law.

New members joining Scouts for the first time should be introduced to the Law and Promise and understand that these are the values that all Scouts live by.

To reflect on their use of the Scout Law and Promise on a weekly basis, Scouts could ask themselves:

- How have I done my best, in Scouting and in my daily life, today/this week?
- How did I help others today?
- How have I demonstrated “being positive” this week?
- Have I been respectful?
- What have I learned about another person, or another person’s beliefs recently? How does this contribute to understanding and respecting difference?
- What actions do I take to care for others and the environment?
- How do I demonstrate that I am friendly?
- How do I demonstrate trust and honesty?
- What does using resources wisely mean to me?
- Do I face challenges with courage?



Adventure

Different from our Adventure Skills, in the Scout Method, Adventure is all about the way we approach or do things. Adventure is all about exploring the world, trying new things, and pushing boundaries. For Scouts who have camped before, sleeping under canvas can be made more adventurous through a survival camp (camping only under natural resources that you build yourself), or by leading a camp for the whole Section. They can also go on longer explorations than before, like attending Jamboree or a National School.

Scouts should take the opportunity to take their programme outdoors as often as possible, including games, exploring nature, learning about flora and fauna, discovering the community around them, encouraging outdoor appreciation, and increasing

environmental awareness. Scouts can go camping, tramping, kayaking, mountain biking, fishing, sailing, and more. They can do tree planting, study the impact of human development on the environment, pioneering projects across streams, and abseil down cliffs.

Adventure can be viewed as something different for all Scouts, so a wide range of activities is encouraged. Adventure for Scouts could be a personal challenge or experiencing something outside their comfort zone, such as public speaking, trying a new skill, or performing in a Gang Show.

When fulfilling the Adventure part of your Scout programme, it is particularly important to stay Safe from Harm and follow safe Scouting practices.



Personal Progression

The Scout programme should provide regular semi-structured opportunities to reflect on individual development, learnings, and achievements. Each Scout is very different so their Personal Progression needs to be adapted to take this into account. A specific activity may be a struggle for one Scout but easy for another.

In addition to the development that occurs within the regular Scouting programme, the achievement pathways are designed to challenge Scouts to pursue their interests in a range of areas, and develop these over time. The achievement pathways also serve to recognise the personal progression achieved by Scouts throughout their time in the Section.

At this age, Scouts should be able to identify some of their personal strengths and skills, and those they

wish to further develop. In interest-based teams they can develop these strengths through leadership opportunities, and by teaching others things they know. They also start to use the skills they develop in Scouts outside of Scouting, such as taking on leadership roles at school and new hobbies. For those who have a particular skill set or interest, Scouts should be encouraged to pursue further development through involvement in wider Scouting opportunities, such as a Gang Show or National School.

Personal progression can also occur by learning a skill, and then transferring it to a practical situation (for example, learning how to use a camera, then using those skills to photograph and share an adventure).



Learning By Doing

Scouts should be encouraged to learn through experience and practice, in an environment where it is perfectly acceptable to make mistakes and learn from them.

All planned activities are an opportunity for purpose-based learning, even so-called “down-time”; games can teach teamwork and team challenges can develop communication skills. Practical elements should be involved in all learning. Help your rangatahi to develop activities where learning can be had through hands on experience, as opposed to those that focus around sitting and listening. At least two thirds of every activity should involve learning through practical experience. For example, it’s okay to spend 10 minutes teaching the theory of something, as long as at least the next 20 minutes is spent on actually doing it.

It is important that activities are fun! This can be achieved by taking place through a game, in a competitive speed trial, or with an enjoyable outcome eg. edible rewards upon successful completion of the activity.

Scouts should be encouraged to problem solve, take responsibility for their learning, apply creative solutions to challenges, and experience a greater breadth of Scouting activities.

It is the role of Kaiārahi to support this learning process, whilst ensuring safe practices occur. This might mean on some occasions providing rangatahi with only exactly what they requested on an activity equipment list, or to allow them to take the wrong turn on a hike or bushwalk. It is important that Kaiārahi allow Scouts to make mistakes, however they should intervene if there is a serious risk to health and safety. Not all Scouts will always achieve everything – it is ok not to complete an activity, provided you tried your best!

Scouts should take part in self-reflection regularly, and understand that mistakes should be reviewed and reflected on, to help embed the lessons learned.



Small Teams

Small Teams should be used regularly to allow Scouts to experience a range of activities in collaborative environments. Scouts should work in a variety of small teams, and these should change regularly to give them opportunities to work with a variety of different people and develop leadership and interpersonal skills.

These should include their Home Team, Youth Leadership Team, and Project Teams. Project Teams are temporary, formed for special interests, activities, special events, and adventures, for example a Scout

Jamboree. These teams have a short lifespan, regularly change, and may sometimes even be composed of members from other Sections or Groups. They might consist of the members who are available to attend or who are particularly interested in an element of the activity, or just made up on the spot for different games (eg. grouped by age, experience, height, first name or randomly numbered off!). Rotating leadership opportunities should be offered each time these Project Teams are formed.



Community Engagement

At this age, Scouts will be a part of many communities; their school, sporting, Scouting, and local neighbourhood communities, for example. It is important to teach or remind them that being a Scout means they are involved in a huge Scouting community, and help them understand the sense of belonging – what it's like to belong to something bigger than themselves. One way to do this is to involve them in activities with other Scouts of all ages, for example a Group camp with the other Sections in your Group, visiting a Gang Show, going to Jamboree, attending a National School, visiting another Scout Section, or taking part in Jamboree on the Air/Internet/Trail (JOTA/JOTI/JOTT).

Scouts should visit key places in the community to develop their understanding of their place within it, for example the fire station, police station, key landmarks or other community services. Another suggestion is to attend key events such as ANZAC dawn services, cultural celebrations (matariki, lantern festival, Holi festival of colour), and Christmas parades. They could also learn about different community groups in the local area, and invite them to join in the Scouting programme.

Scouts can also be involved with community service and understand what it means to help others. They could take part in Arbor Day, a beach clean-up, or even assist with a project for a local charity. This is most often done at a Group level although some senior Scouts could be encouraged to help out at the Group's Kea or Cub Section. Doing service on a regular occasion helps to instil its importance and a commitment to the community.

At this age it is particularly important that service activities are viewed as fun and enjoyable. Empowering the Scouts to determine programme and community service decisions is vital. Kaiārahi support this by offering their wisdom and community knowledge to broaden the horizons of rangatahi.

As well as being active in the community, Scouts can also begin to recognise the educational benefits of community work, and the benefits the community receives from their contribution.



Youth Leading, Adults Supporting

In the Scout Section, nominated Scouts are leading their peers, are involved in decision making, and Scouts initiate most, if not all, of the activities. The planning process is primarily driven by the Youth Leadership Team, with shared input from Scouts and Kaiārahi. Kaiārahi monitor all facets of the programme, supporting the Scouts to take the lead on bringing to life some of the more complex and riskier aspects to the programme.

Kaiārahi provide support through guidance, ideas, risk management, and providing assistance to access resources. Kaiārahi assist in the running and organisation of some activities, ensuring there is supervision (direct or remote) for each activity, and attend Youth Leadership Team meetings. Periodically, they may help facilitate Youth Leadership Team meetings, for instance where a Team Leader requests assistance to navigate through a difficult or controversial topic. Scouts should be empowered and supported by Kaiārahi to take ownership, and therefore increase their decision-making and leadership skills.

Care should be taken so that Scouts don't feel burdened by their leadership roles, and are supported enough that these roles are enjoyable for them. Ultimately, the programme should be more enjoyable for them because they have a say in it, however at this age a number of Scouts shy away from the increased responsibility for fear of losing the fun.

Scouts of all ages should be given the chance to run different activities, and given varied leadership opportunities. Some examples of how this might look:

- A group brainstorm is held at the beginning of each term, with Scouts offering their activity ideas and how they might work. Then, the Youth Leadership Team may structure the ideas into a programme for the Section, with assistance from Kaiārahi.
- At the end of a Section night or activity, Scouts provide feedback on the activities, and that feedback should be used when planning in the future.
- Scouts have a say in activity planning. For example for camps, set aside time leading up to the camp for Scouts to decide on a location, plan the meals and equipment required, and organise activities.
- Kaiārahi run some of the more difficult activities, but give Scouts responsibilities where possible or appropriate, or a choice in how activities are carried out (eg. let them determine if they would prefer a time limit or a competition between teams.)
- Different Scouts volunteer to lead an activity or game in different weeks, playing to their strengths.

As Scouts grow throughout their Section journey, so will their leadership abilities and confidence.

Scout Section Structure

Home Team

The Home Team is the group of people Scouts will do much of their regular programme activities with, allowing them to develop with a consistent group of peers. Home Teams are likely to change on a six-month or annual basis.. Home Teams are primarily used for opening and closing activities, and usually consist of 5-7 Scouts, including a Team Leader and Assistant Team Leader. Team names can be selected by the

Scouts themselves, and are often based on a theme (eg. native birds).

The Team Leader is usually a more experienced Scout, who takes responsibility for their Team, in particular looking after less experienced Scouts and supporting their Team through the programme. The Assistant Team Leader assists the Team Leader in their duties and takes

on the role of Team Leader if the Team Leader is away or busy. These positions are a great opportunity for youth members to develop their leadership skills.

Find out about the leadership training courses in your area from your Group or Zone Leaders. They are designed to empower young people to succeed in these leadership roles.

Youth Leadership Team

The Youth Leadership Team (YLT) is made up of the Team Leaders from each of the Home Teams, and is one of the best ways to give Scouts the ability to lead their peers and develop in the SPICES Areas of Personal Growth. The YLT acts as a go-between for the Section and Kaiārahi and guides all programme planning. Formal YLT meetings should occur once a term, with more informal meetings taking place on a regular basis to check in with how the Section is going.

Kaiārahi should provide purpose to the YLT, as well as assisting in decision making, and give them insight

When forming Home Teams, consider the following:



- The age of Scouts, so teams have a wide range of ages and experiences
- Separating siblings and friends may allow Scouts to develop new relationships
- Keeping teams as diverse as possible, to ensure the experiences and influences Scouts have are as wide as possible
- Leaders should be chosen on their ability to fill the role, not on their age or how long they've been a Scout

into the programme essentials (e.g SPICES, the Scout Method). The YLT should be given the responsibility to make their own decisions, with Kaiārahi only stepping in where absolutely necessary. If this is done, it is a good opportunity to review the decisions leading up to the Kaiārahi stepping in, and discuss these with the YLT.

Programme Areas For Scouts

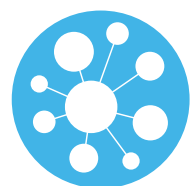
Scouts use the Programme Areas to brainstorm activities and balance their programme. Everything Scouts do in the Section will fall into at least one of the Programme Areas. They provide a structure and framework around which Scouts can develop ideas, formulate plans, try new things, and challenge themselves.



Personal



Adventure



Community

Personal



Scout activities in the Personal Programme Area involve exploring their sense of identity, growing leadership skills, relating to others, developing life skills, and thinking creatively.

Examples of Personal activities for Scouts:

- "Scouts' got talent" concert: Scouts bring in musical instruments, recite a funny poem, or act out a short skit
- Cooking challenges: teams see who can cook the best 3 course meal, or come up with the best dish cooked from a 'mystery box' of ingredients
- Teamwork challenges: teams try to retrieve a pot of chocolates hanging on a string without going any closer than 3m and only using two pioneering poles, a lashing rope and a box of matches



Adventure

In Scouts, Adventure is about pushing the boundaries, trying new things, and exploring the world in new ways. Adventure will look different for different Scouts, and they should be encouraged to think outside the box when defining what adventure means for them.

Examples of Adventure activities for Scouts:

- Hold a treasure hunt (such as a Goose Chase) around the neighbourhood, encouraging teamwork, planning, and lateral thinking
- Tent-pitching competition: teams compete against each other, the winning team tries to beat the leaders
- Fear factor: eat something disgusting, hold a spider, speak in public, make a haunted house



Community

Community activities encourage Scouts to engage with their diverse communities and consider the role they play in them.

Examples of Community activities for Scouts:

- Bring a guest speaker to talk about their hobby or job
- Visit some significant locations or community services in your local community: fire station, local council, SPCA, red cross, etc.
- Learn about ways to contribute to local, national, and international communities

Programme Planning For Scouts

All Scouts should be involved in all aspects of their Section's programme using Plan, Do, Review, and should initiate most, if not all, of the decision making. The planning process should take place with shared input from Scouts and Kaiārahi. The YLT should be preparing the programmes as much as they are able, with adults providing experience and wisdom to ensure the plans are complete and achievable.

Check out Chapter 3 for a step-by-step guide on planning a great programme.

Plan, Do, Review for Scouts

The Plan, Do, Review process is core to creating a quality Scout programme. Scouts lead the Plan, Do, Review process themselves, with Kaiārahi support where needed.

Examples of how to involve Scouts in the Plan, Do, Review of their programme:

- Team Leaders meet with their teams, and sometimes the whole Section, to develop ideas for the next programme cycle, or the next big adventure. They brainstorm ideas for an upcoming programme using the Programme Areas, and their personal goals for SPICES development and achievement pathways.

- The YLT should be involved in narrowing down these ideas, putting them ideas into more detailed plans. They might decide which activities to do in a term, organising logistics and delegating responsibilities.
- At the start of each term, Scouts (or pairs or teams of Scouts) volunteer to run the activities for an evening. The Youth Leadership team uses a whiteboard to schedule Scouts into the term calendar. Kaiārahi help ensure that activities that require more planning are run later in the term. As the term progresses, the Youth Leadership Team work with Scouts who are planning activities, to make sure they are ready on the night. Sometimes activities don't go to plan - perhaps bookings couldn't be made, or the weather doesn't cooperate, or activities run quicker than expected. In these situations the Youth Leadership team asks senior Scouts to run fill-in games or team challenges.
- Scouts prepare the programmes as much as they are able, with Kaiārahi providing experience and wisdom to ensure plans are complete and achievable.
- Scouts have a go at running a game or activity, either for the whole Section or just their Team. This is a great opportunity for those not in leadership roles to practice their leadership skills. They ask their fellow Scouts for feedback afterwards.

- Kaiārahi adapt the role they take in the Plan, Do, Review process depending on the activity and the skill level of the youth members. They know when to step back and allow the Team Leaders to give it a go without fearing mistakes, and when to step in to coach or guide. Kaiārahi never take over, unless safety is under threat.

Facilitating a Review

Scouts review the success of the term's programme and activities. They consider things like enjoyment, successes and failures, and SPICES development.

At the end of each night or activity, Team Leaders ask the Scouts to review the night's programme. Usually it's asking some good, open-ended questions, and sometimes it's a part of a short game or activity. It could be a few moments, sitting in a circle, and allowing everyone to make a short statement. It is rarely a writing task.

At the end of any adventure, such as a hike, teams are taking the time informally reviewing what they have achieved and experienced, what they have learned, and what they might do differently next time.

Some good questions to ask both Scouts and Kaiārahi at the conclusion of the Section night, a weekend activity, or a term's programme:

- At the end of the night or activity, the Scouts should review the night's activities. Sometimes this might be simply lining up on a scale of 1-10, or having a verbal debrief in their teams.
- The YLT reviews each programme cycle once complete, and uses this to inform the next one. They have a unique insight into what the Section has found fun, interesting, and challenging, and can provide leadership and feedback in this process.

- Was it fun? For who?
- How did this programme relate to the previous and the next programme? (Continuity)
- What outside resources or help from experts or parents did you use? Did the programme benefit from such help?
- Was there something in the programme for every Scout?
- Was the programme well balanced?
- Who planned the programme? One Scout or did all Scouts and Kaiārahi help?
- Did the Scouts do anything that they would be eager to talk about when they arrived home?
- How did this activity/programme help Scouts develop?
- Were enough aspects of the programme carried out outdoors?

Role of Kaiārahi

The Scout Section is where we see a significant shift from having more adult leadership to having more youth leadership.

As they progress through the Section, Scouts will explore what it means to take a greater lead within the programme. Kaiārahi support Scouts at a developmentally appropriate level, choosing when to step in and guide aspects of the programme and when to take more of a back seat. Regardless, Scouts should be meaningfully involved in assisting and leading wherever possible.

To support the programme in the Scout Section, Kaiārahi will:

- Support and assist Scouts to develop the skills to run their own adventurous, fun, challenging, active, and inclusive programme
- Facilitate planning at Section and YLT level
- Support and facilitate a successful Youth Leadership Team to plan the programme
- Liaise with Group Leaders and Kaiārahi from other Sections (e.g. with regard to Group activities)

- Assist YLT members to create balanced programmes that help others meet their requirements for Achievement Pathways and SPICES Growth
- Ensure YLT discussions stay on topic
- Act as a subject matter expert where required
- Advise Scouts on informed and sensible decisions
- Support Scouts to use Plan, Do, Review
- Have a role in facilitating programme when requested
- Be involved in the review of the programme
- Guide Scouts to achieve success when organising activities themselves, encouraging them to feel supported when mistakes are made
- Ensure the safety (physical and emotional) of Scouts and the compliance of activities undertaken with Scouting policies and procedures - including the Code of Ethics and Safe From Harm
- Support Scouts to be aware of risks and hazards and assist them in implementing appropriate risk assessments and safety measures for their activities
- Support Scouts to maintain accurate achievement pathway records
- Ensure Scouts are engaged, having fun, are appropriately challenged, and feel included
- Get feedback from YLT about how each Section night ran, including feedback from their Home Teams

Achievement Pathways For Scouts

Introducing Scouts to the Achievement Pathways

Acknowledging personal progression and achievements is important for Scouts. It is also important to remember that the presentation of badges is not the only way to recognise a Scout's progression; this can be also done verbally, or by offering them leadership roles, for example.

Scouts is primarily about adventure, fun, and overcoming challenges. Personal Progression should focus on their growth and achievements through the whole programme.

For full details on the structure of the achievement pathways, see Chapter 4. Below are some notes around particular parts which are relevant to Scouts.

Membership Badge

The Membership Badge is the first badge a Scout will earn, and acts as an introduction to the basics of Scouting, the Scout Section, and Safe From Harm. Scouts who have moved up from the Cub Section may not need to complete their Introduction to Scouting, or may wish to take part in a short refresher discussion.



SCOUT

Scouts may not remember all the things from their Introduction to Scouting and Introduction to the Scout Section discussions – there's a lot for them to take in! They'll learn the most by taking part in the program and being involved in the Plan, Do, and Review process.

Introduction to the Scout Section and Scouting

When a Scout joins the Section, a Senior Scout will have a discussion with them that covers some of the basics of what it means to be a Scout, and what that means in the wider context of Scouting. These discussions might take place over a number of weeks, or in one go. It's important for the discussion to happen in the context of experiencing the programme first hand. This will allow the new Scout to fully understand what's covered through the discussion.

This isn't an interview or test – the Scout may know very little about what Scouting involves! The person leading the discussion (youth or adult) should have a good understanding and will explain and discuss it all with the new Scout.

The Scout Handbook contains guidance to help facilitate this.

Safe From Harm

All members of Scouting need to have an age-appropriate understanding of our Safe From Harm policies and where they can go to get further help. For Scouts this will involve discussion and activities around the Youth Yellow Card.

Scouts should be aware of the statement of commitment, what they should expect from adults and Kaiārahi in Scouting, the behaviour that is expected of them, and where they can go for help if they are worried or feel unsafe.

Some practical suggestions for discussing Safe From Harm at a Scout level:

- Explain that they should always feel safe when they are at Scouts. Break down the statement of commitment into parts to let them know that it is the job of all adults to keep them safe, and that adults will help if anyone is not safe.
- Brainstorm people they can talk to if they don't feel safe, and make sure they're familiar with the 0508 SCOUT HELP line.
- Explain that Safe From Harm is there to keep everyone safe. This includes them, other Scouts, and Kaiārahi. Explain that adults and young people are not allowed to be alone together one on one.
- Explain that young people should make sure that their actions help keep themselves, their peers and their Kaiārahi safe and they should never do anything on purpose that could harm other people.
- Go through your Section's Code of Conduct or Behaviour Agreement. This says what behaviour all Scouts and Kaiārahi expect from each other at Scouts, and should be updated regularly. Guidance on creating these can be found in the Scout Handbook, and in the Members Resources section of Mahi Tahi.
- Remind them that there are lots of different ways people might feel unsafe, and that it's always okay to talk to someone about it. Consider using roleplay activities to familiarise them with what this might look like, and what they could say.
- You should also ensure that every Scout has a copy of the Yellow Youth Card, and has seen the Youth Card video.

If you are concerned about the safety of a young person, or they have disclosed to you that someone is harming them, they are harming themselves or others, or they are thinking about harming themselves or others, call 0508 Scouthelp (0508 726 884) as soon as possible. The Duty Child Protection Officer will provide support and advice on appropriate actions, and can provide guidance on next steps or offer a second opinion.

OUR STATEMENT OF COMMITMENT



Scouts Aotearoa places the well-being of young people as its paramount concern. We are committed to acting in the best interests of children and young people at all times. We expect everyone to respond appropriately should they have a concern of abuse or neglect. This commitment is relevant to all, regardless of how they are involved.

YOUTH CARD
What to expect of adults

Safe From Harm
Kia Mōho Haumaru i te Kōwhiri
Provide safe spaces, have appropriate boundaries, and keep information private.
You feel safe.

Strengths Based
Ā-Pāmanawa
Help you identify what you're good at and encourages you to try new things. You feel cared for.

Participation
Te Whāinga Wāhi
Support you to get involved, have a say, and make decisions. You feel listened to.

Connection
Hānonga
Help you build stronger connections within SCOUTS, your community, and your whānau. You feel included.

The Best They Can Be
Whāia te Iti Kahurangi
They take part in regular training, understand and act within the Code of Ethics. You feel good.

Not an issue or want to give feedback? Then you can confidentially:

Talk to a leader
Talk to someone about an adult
0508 - SCOUT HELP (0508 726 884)
scouthelp@scouts.nz

• Or to make a report
report.scouts.nz

• For further support with non-SCOUT related issues check out Youthline:
0800 376 633
Free text 234
www.youthline.co.nz

• For more info go to our website
www.scouts.org.nz

PLEASE KEEP THIS WITH YOU.

			
Participate 	 8 activities  8 activities  8 activities	 6 activities  6 activities  6 activities	 5 activities  5 activities  5 activities
Assist 	3 activities from at least 2   	4 activities from at least 2   	5 activities from at least 2   
Lead 	1 activity from any   	2 activities from any   	4 activities from at least 2   

Bronze, Silver, and Gold Awards

Scouts gain their Bronze, Silver, and Gold awards by participating, assisting, and leading Scout activities based on the 3 Programme Areas (Personal, Adventure, and Community). At the end of each award, Scouts will

also take part in a personal reflection. Each award is likely to take about 6-12 months to complete. The chart above shows the number of activities Scouts need to complete for Bronze, Silver, and Gold.

Participate, Assist, Lead for Scouts

For many Scouts, assisting and leading will start with larger games and activities, before they move onto greater adventures and Project Teams. Use the following as a guide for participate, assist, and lead within the Section:



Participate: Active participation in a Programme Area related activity, and reviewing their own learning.



Assist: Assisting the Scout who is leading to organise a Programme Area related event (like a Section night or camp), including the delivery of at least one part or activity.



Lead: Organising the programme for a Programme Area related event (like a Section night or camp) and leading the running of it, including arranging activities.

This may also include acting as a Project Team Leader for a Programme Area or Better World based project.

Personal Reflection for Scouts ⁱ

A Scout personal reflection occurs at the end of each of the Bronze, Silver, and Gold Scout Awards. This is an opportunity for them to reflect on their development throughout their time working on this award.

Scouts may choose to do this on their own, or with guidance and questions from an experienced Scout or Kaiārahi. Remember that this is an opportunity for the Scout to reflect on what they have learned, not an interrogation.

The reflection should take no more than 15 minutes, and take place somewhere where the Scout is comfortable and able to reflect without distractions.

QUESTIONS - PERSONAL REFLECTION i

Some questions you might ask to help a Scout reflect:

- What was your favourite thing that you did?
- What was the most interesting thing you learned?
- Was there anything you found really hard? What did you do about that?
- What do you want to do next?

You can find further guidance on this and the peer-led review in the Scout Handbook.

Chief Scout's Rimu Award

The Chief Scout's Rimu Award is the Capstone award for the Scout Section.

To achieve this award, Scouts need to:

- Achieve their Gold Scout Award
- Complete 10 Adventure Skills progressions during their time in Scouts
- Complete 4 Better World projects, across at least 2 different programmes
- Plan and lead a 3 day, 2 night Adventurous Journey
- Take part in 25 Community Engagement hours over at least 6 months
- Complete a peer-led review of their time in Scouts



Peer-Led Review for Scouts i

The peer-led review is the final step of the Chief Scout's Rimu Award, and should be supported by both adults and peers.

The review isn't about deciding whether the Scout does or doesn't receive their award; this is about helping them to reflect on everything they've learned along the way and to celebrate their own achievement.

The review gives the Scout the opportunity to reflect on what was enjoyable and challenging, and what they developed and learned through their involvement in the Section and completion of the Chief Scout's Rimu Award. It forms the high-level review of their time in the Section, as per Plan, Do, Review.

This review should be led by other senior Scouts, with support and guidance from Kaiārahi where necessary. This shouldn't be a lengthy or arduous process.

The Scout should demonstrate and reflect on their development in the SPICES Areas of Personal Growth. They do this by talking through the major items in the award, and the development they found through completing them. This includes any planning, how it went, what they learned from it, and things they may do differently next time.

The peer-led review is a key stage in recognising the Scout's achievements and how they've developed and grown.

QUESTIONS - PEER-LED REVIEW i

Some questions you might ask to help a Scout reflect:

- Tell me about your Adventurous Journey/Community Engagement/Better World project/etc.
- What would you do differently next time?
- How did that make you feel?
- What has been your favourite part of Scouts?
- What do you want to do next?

Chief Scout's Rimu Award Presentation

The presentation of a Chief Scout's Rimu Award should be treated as a special occasion and will be a memorable event for a Scout. This should be planned in collaboration with the award recipient to ensure that the presentation is tailored to their wishes. Scouts may wish to invite their whānau or others who have helped them in completing the award.

For full details on the structure of the achievement pathways, see Chapter 4.





THE VENTURER SECTION

*Have Respect,
Do What Is Right,
Be Positive*

14 - 18 Years



Venturers is all about gaining independence, taking on new challenges, and rangatahi exploring their identities and place in the world. They are increasingly aware of their own interests and improving their skills, whilst maintaining a curiosity for new experiences – all of which is nurtured and developed through their programme. At this stage, Scouting is about preparing young people for adulthood in the community, not just as participants but as leaders and creators of positive change. This chapter covers how to apply the Youth Programme within the Venturer setting.

Programme Essentials

A key principle in our approach to programming is the concept of **One Programme**. This means that all youth members in Scouting are working on the same programme. What this looks like will differ between Sections and individuals, but at its core, the programme is the same for everyone.

There are three main parts to this:

SPICES: Why We Do It

SPICES are our Areas of Personal Growth. These are the things we are developing in our young people in a variety of ways as they make their way through their Scouting journey, and empower them to become the best versions of themselves. The six SPICES are: Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual development.

The Scout Method: How We Do It

The Scout Method is how we go about developing these areas of growth in our young people. There are seven parts to the method, each as important as the others. The components of the Scout Method are: Law and Promise, Adventure, Personal Progression, Learning by Doing, Small Teams, Community Engagement, and Youth Leading, Adults Supporting.

Programme Areas: What We Do

These are the things that make up all our day-to-day Scouting. Everything we do in Scouting is an opportunity for our rangatahi to learn new things and develop their skills. The three programme areas are Personal, Adventure, and Community, and we use these Programme Areas to plan and organise all our activities.

SPICES For Venturers

SPICES are the six Areas of Personal Growth our rangatahi develop in as they make their way through their Scouting journey; **Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual**.

At this age, Venturers can start exploring the SPICES in a lot more depth due to their increasing awareness, maturity, and intellectual capacity. They can go deeper and wider into each of the SPICES elements and should be challenged to consciously think about and discuss these often. Venturers are able to reflect on, and recognise when they have been challenged in each of the SPICES, and determine what other activities they could do to challenge themselves and others further.

Venturers are also going through much personal change within their own minds, bodies, values, and opinions. The Venturer programme should offer opportunities for Venturers to learn and understand their new selves, to be supported through their changes, and to engage with their peers and adults from their new-found perspectives. Development in some SPICES areas may seem to some individuals as almost going backwards at times, such as the ability to control emotions, however, Venturers should be supported to understand their ongoing development and the hurdles they may be facing.

A full explanation of what the SPICES Areas of Personal Growth are and how they fit into the programme in general can be found on page 2.

Introducing SPICES to Venturers

Venturers will reflect on SPICES from very early in their journey through the Section. Those who have come up from Scouts will already be familiar with the terms, while those who are new to Scouting will need to be introduced to them. During their Introduction to Scouting discussion, their mentor will explain the basics of SPICES. The Venturer Handbook includes an explanation, and you should point them towards this.

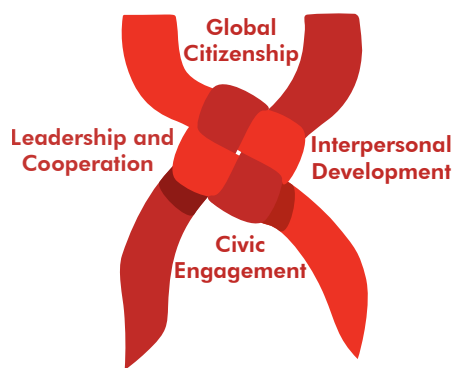
Below are the educational objectives which represent the growth and development that every young person should be able to reach by the end of their time in the Venturer Section.



S: Social Development

Te Whanaketanga Pāpori

Social development in Venturers occurs through opportunities within the programme for developing relationships and networks, interacting with others, and identifying strengths of themselves and others. Venturers encourage their peers to participate in all activities, identifying and acknowledging the different strengths and ways of working amongst them.



Educational Competencies

Interpersonal Development

Te Whanaketanga Taha Tangata

I will develop interpersonal skills that enable me to interact and communicate effectively and safely with a diverse range of people.

Civic Engagement

Te Whai Wāhanga Kirirau

I will develop an understanding of the communities I belong to and be actively involved in making a difference.

Leadership and Cooperation

Te Arataki Me Te Mahi Paheko

I will develop the ability to cooperate with others, support them and take on responsibility.

Global Citizenship

Te Kirirarau Ā-Ao

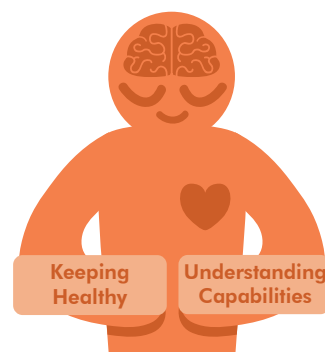
I will understand local and global issues and am engaged in taking action.



P: Physical & Mental Health Development

Te Whanaketanga Ā-Tinana, Ā-Hinengaro

Physical development in Venturers occurs through many and varied outdoor and active challenges, and reflections upon these. Venturers undertake adventurous, challenging, and new physical activities and seek to master their skills. They assess and mitigate risks associated with activities they are leading, assisting, or participating in. Venturers demonstrate their understanding of the importance of first aid and the prevention of illness and injury. Understanding the effects of drugs, self, and substance abuse on the body and mind is a key learning point for young people in Venturers, and as they begin to experiment and are also increasing their understanding of good sexual health and safe practices. Venturers will also be developing an increasing awareness of their mental health, and the mental health of others. Learning how to value and maintain their mental health will play a significant part in their development, as they navigate the different pressures of being a teenager and moving towards adulthood.



Educational Competencies

Keeping Healthy

Te Noho Hauora Tonu

I will value and maintain my mental and physical health.

Understanding Capabilities

Te Noho Mārama Ki Ngā Pūmanawa

I will develop an appreciation of my capabilities, and those of others, while setting goals and safely challenging myself to grow outside my comfort zone.



I: Intellectual Development

Te Whanaketanga Ā-Hinengaro

Intellectual development in Venturers occurs through the new, exciting, and challenging adventures they undertake. New opportunities have opened up for Venturers who are now more capable and willing to undertake bigger and better adventures. They actively pursue personal development opportunities and share information, knowledge, and skills with others. In their plans, Venturers are able to predict and prepare for when plans don't work, and are able to lead the change to programmes when unexpected events happen instead of relying on adults, demonstrating flexibility, adaptability, and contingency planning.



Educational Competencies

Finding and Processing Information

Te Kimi Me Te Wānanga Mōhiotanga

I will investigate new and unfamiliar concepts, collate information and analyse information critically in relation to other concepts.

Applying Information

Te Hoatu I Te Mōhiotanga

I will be able to evaluate options and develop creative and safe solutions.

Reflecting Critically

Te Huritao Tātari

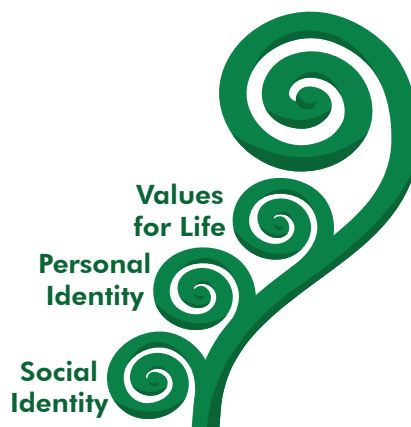
I will develop the skill of critical thinking and in doing so will be able to analyse and reflect on information and experiences in a more insightful way. As a result, I will be able to identify how improvements to plans and my skills can be made.



C: Character Development

Te Whanaketanga Rangatira

Character development in Venturers occurs through reviewing their behaviour and performance, and actively pursuing the achievement of personal goals. They seek and listen to feedback from others, challenging, monitoring, and evaluating their actions and performance. Venturers can express opinions assertively, taking action when necessary, whilst acknowledging there may be difference of opinions between themselves and others.



Educational Competencies

Values for Life (The Scout Law and Promise)

Ngā Uara Mō Te Oranga Katoa

(Te Ture Matataua Me Te Ki Taurangi)

I know, practice and exhibit the values of the Scout Law and Promise, and role model them to others.

Personal Identity

Te Tuakiri Whaiaro

I will develop a sense of personal identity, understand and accept my responsibilities to myself and others, and take accountability for my actions. I will demonstrate that I have the courage to live out my dreams and aspirations.

Social Identity

Te Tuakiri Pāpori

I will be able to express my social identity within a variety of social contexts; I embrace and celebrate diversity in all its forms.

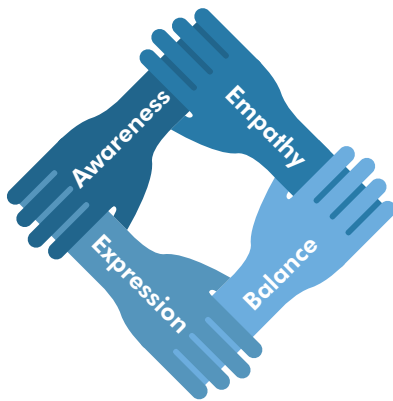


E: Emotional Development

Te Whanaketanga Kare Ā-Roto

Emotional development in Venturers is focused on the acknowledgement, management, and control of feelings.

Venturers should accept, respect, and understand that others may have feelings and opinions that differ from their own. They should know who they can talk to, and when it is appropriate to do so, demonstrating control and expression of their feelings appropriately.



Educational Competencies

Awareness

Te Mārama

I will have an awareness of my emotions and strive to read those of others, demonstrating acceptance that people express their emotions in varying ways.

Expression

Te Whakaputa Whakaaro

I will demonstrate how to positively express myself in a variety of situations, and will develop appropriate mechanisms to deal with stresses and emotions.

Empathy

Te Ngākau Aroha

I will be able to empathise with others, in order to respect and understand their emotions and situations, and will explore activities of happiness.

Balance

Te Tūtika

I will learn to find the balance between obligations and priorities.



S: Spiritual Development

Te Whanaketanga Taha Wairua

Spiritual development in Venturers is focused on forming beliefs about purpose in life, and improving the

sense of connection to others and the world. They possess a developing conception of their individual spirituality and as they reflect on their beliefs. Venturers acknowledge examples of when they have not lived up to their spiritual beliefs or values, explaining how they can improve for the future. They understand the importance of acceptance and forgiveness in maintaining relationships.



Educational Competencies

Exploring Beliefs

Te Torotoro Whakapono

I will explore my beliefs and values, have confidence in them and think deeply about the purpose and journey of life.

Respect for Others

Te Manaaki I Te Tangata Kē

I will acknowledge and respect other people's beliefs, and will value and celebrate spiritual diversity.

Reflection

Te Huritao

I will regularly pause for reflection upon the Scout Law and Promise, and my individual beliefs and values; I will act upon them and consider the role they play in my life and my connection with others.

Gratitude

Te Whakamoemiti

I will regularly express to others the value of and my gratitude for those positively contributing to my life, my community, the environment, my country, and our world.

The Scout Method For Venturers

The Scout Method is about how we do things. Venturers will use the Scout Method in designing their programme. Kaiārahi should help ensure that all elements of the Scout Method are being used throughout the programme. Below is a breakdown of how each element relates to the Venturer Section.





Law and Promise

Venturers should learn the Scout Law and Promise, and talk with their peers and Kaiārahi about what it means. At this age, Venturers should be able to identify what it means to them individually, and how the values are demonstrated in their lives. Many may also be adopting them as their own personal values set for life, not just within Scouting, and start using them in personal decision making. They should have an ongoing commitment to practice and demonstrate the values of the Law and Promise, which will ultimately influence a lifetime of behaviour.

The Scout Law is a multi-faceted one, with three core headings that are used by all Sections, and additional statements to be incorporated at a developmentally appropriate time. By the time a young person is of Venturer age, they will be able to reflect on many of the elements of the Scout Law, and understand each of the additional statements.

The Scout Law and Promise should be continually referenced throughout the programme and can be used in decision making (for example, where to pitch a tent could be answered using a reflection on the aspects of “Have Respect” or “Do What is Right” in the Scout Law).

New members joining Venturers for the first time should be introduced to the Scout Law and Promise and understand that these are values that all Scouts live by.

At this age, discussion around the Scout Law and Promise can evolve into intellectual debate, encouraging different views and appreciation of other beliefs, taking place in a respectful environment. By the time a young person is of Venturer age, they will be able to deeply reflect on many of the elements of the Scout Law.

To reflect on their use of the Scout Law and Promise on a weekly basis, Venturers could ask themselves:

- How have I done my best, in Scouting and in my daily life, today/this week?
- What have I learned about my own or other people’s beliefs recently? How have I contributed to respecting our differences?
- Have I been respectful?
- What actions do I take to care for others and the environment?
- What does it mean to me to “do what is right”?
- How have I demonstrated “being positive” this week?
- How do I demonstrate trust and honesty?
- How am I fair?
- What does using resources wisely mean to me?
- Do I face challenges with courage?



Adventure

Adventure is all about exploring the world, trying new things, and pushing boundaries. Venturers can go on bigger and longer expeditions than before, and attend large events like Venture or a National School. Venturers should have developed a strong awareness of how to look after themselves in the outdoors, including emergency first aid, suitable equipment, and organising alternative exit routes.

Venturers should take the opportunity to take their programme outdoors as often as possible, including expeditions and activities, exploring nature, discovering the community around them, encouraging outdoor appreciation, and increasing environmental awareness.

Venturers can go camping, tramping, kayaking, cycling, climbing, waka-ama, adventure racing, sailing, four-wheel driving, and more.

Adventure can be viewed as something different for all Venturers, so a wide range of activities is encouraged. Adventure for Venturers could be a personal challenge or experiencing something outside their comfort zone, such as public speaking, trying a new skill, or performing in a Gang Show.

When fulfilling the Adventure part of your Venturer programme, it is particularly important to stay Safe from Harm and follow safe Scouting practices.



Personal Progression

The Venturer programme should provide regular semi-structured opportunities to reflect on individual development, learnings, and achievements. In addition to the development that occurs within the regular Scouting programme, the achievement pathways are designed to challenge Venturers to pursue their interests in a range of areas, and develop these over time.

At this age, Venturers should be able to identify their personal strengths and skills, and those they wish to further develop. They should also use perseverance and focus to help achieve their personal goals and development.

Individual progression becomes more important than collective group progression for Venturers, as individual strengths develop. Venturers can share their strengths

through leadership opportunities, by teaching others what they know.

They also start to use the skills they develop in Venturers outside of Scouting, such as taking on leadership roles at school, or taking on new hobbies. For those who have a particular skill set or interest, Venturers should be encouraged to pursue further development through involvement in wider Scouting opportunities, such as a Gang Show or National School.

Personal progression can also occur by learning a skill, and then transferring it to a practical situation (for example, learning to fix a cycle tyre puncture and then using that skill when out mountain biking).



Learning By Doing

Venturers should be encouraged to learn through experience and practice, rather than just focusing on theory, in an environment where it is perfectly acceptable to make mistakes and learn from them. At this age, it is the planning and reviewing of an activity where most of the learning occurs, and it must be encouraged.

Venturers should be inspired to problem solve, take responsibility for their learning, apply creative solutions to challenges, and experience a greater breadth of Scouting activities. It is the role of Kaiārahi to support this learning process, whilst ensuring safe practices

occur. This might mean on some occasions providing rangatahi with only exactly what they requested on an activity equipment list, or allowing them to take the wrong turn on a hike or bushwalk. It is important that Kaiārahi allow Venturers to make mistakes, however they should intervene if there is a serious risk to health and safety. Not all Venturers will always achieve everything – it is ok not to complete an activity, provided you tried your best!

Venturers should take part in self-reflection regularly, and understand that mistakes should be reviewed and reflected on, to help embed the lessons learned.



Small Teams

Small Teams should be used regularly to allow Venturers to experience a range of activities in collaborative environments.

By the time they get to Venturers, there is no Home Team, but all teams are project based, encouraging them to socialise with all members, and providing leadership opportunities through different games and activities. Project Teams have a short lifespan, regularly change, and may sometimes even be composed of members from other Sections, Groups, or Zones.

They might consist of the members who are available to attend or who are particularly interested in an element of the activity, or just made up on the spot. Rotating leadership opportunities should be offered each time these Project Teams are formed, and Venturers given differing roles in different teams to broaden their skillset.

Depending on the elected roles within the Section, members may have smaller, ongoing teams to look after areas of finance, membership, programme or other areas the Section feels are important.



Community Engagement

Venturers will be a part of many communities; their school, sporting, Scouting, and local neighbourhood communities, for example. It is important to teach or remind them that being a Scout means they are involved in a huge Scouting community, and help them understand the sense of belonging – what it's like to belong to something bigger than themselves. One way to do this is to involve them in activities with other Scouts of all ages, for example a Group Camp with the other Sections in your group, visiting a Gang Show, going to Venture, attending a National School, visiting another Venturer Section, or taking part in Jamboree on the Air/Internet/Trail (JOTA/JOTI/JOTT).

Venturers attend key events such as ANZAC Parades, fun runs and walks, and fundraising events, as well as other festivals or events run by the local community. They could also learn about different community groups in the local area, and invite them to join in the Scouting programme.

Venturers can also be involved with community service and help others by giving back. They could take part in Arbor Day, a beach clean-up, or do something for a local community group (eg. kindergarten). This community engagement aims to build active global citizenship, and the concept of “think global, act local” is particularly relevant for this Section. Individual service is often better than service as a whole group at this age, due to individual commitments increasing, and individual interests and strengths developing.

It is important that any community service is flexible to school commitments in particular (for example, ‘time off’ in Term 4 to enable time for exam study). Venturers also prefer to find service opportunities that have something in it for them, as their priorities are changing and spare time is reduced. Doing service on a regular occasion helps to instil its importance and a commitment to the community. Assisting local Kea/Cub Sections is a common service activity at this age as it can be flexible but also provide great life skills and leadership development that will help them in the future. Interaction with other service groups such as Rotary’s Interact, Amnesty International, and Students against Drunk Driving provides other opportunities for service that are often arranged through schools.

It’s important to remember that service should never come at the cost of an enjoyable programme, or be taken advantage of by others. Service and community engagement (like all of the programme) should be led by Venturers and relevant to their interests. Kaiārahi support this by providing opportunities and guidance for Venturers to determine how they engage with their communities.

As well as being active in the community, Venturers can also reflect on and recognise the educational benefits of community work, and the benefits the community receives from their contribution.



Youth Leading, Adults Supporting

Venturers should be taking charge and leading projects and teams, gaining new skills and confidence in their decision making. In Venturers, nominated youth members are leading their peers, more rangatahi are involved in the decision making, and young people initiate most, if not all, of the activities. The planning process occurs primarily at a Section level, led by the Youth Leadership Team (YLT) and supported by Kaiārahi.

Adults provide support through guidance, ideas, risk management, sharing their expertise, mentoring leadership, providing best practice, supporting the Venturers, providing assistance to access resources, and ensuring safety. Kaiārahi assist in the running and organisation of some activities, ensuring there is supervision (direct or remote) for each activity, and attend YLT meetings. Periodically, adults may help facilitate YLT meetings, such as where a Youth Leader requests assistance to navigate through a difficult or controversial topic.

All Venturers should be given the chance to run different activities, and given varied leadership opportunities.

Some examples of how this might look:

- A group brainstorm is held at the beginning of each term, with Venturers offering their activity ideas and how they might work. Then, the YLT may structure the ideas into a programme for the Section, with supervision from Kaiārahi.
- Venturers plan all details regarding an activity eg. location, meal plan, transport options, cost, equipment required, and activities.

- Different Venturers take responsibility for different activities in different weeks/months, playing to their strengths and developing their leadership.

The Venturer Section should be undertaking semi-autonomous operations within their Group, for example maintaining their own accounts, gear etc. This is a great way of having real world experience with practical responsibility, and Venturers should be supported to do this successfully.

As Venturers grow throughout their Section journey, so will their leadership abilities and confidence.

Care should be taken so that the youth members don't feel burdened by their leadership roles, and are supported enough that these roles are enjoyable for them. Ultimately, the programme should be more enjoyable for them because they have a say in it, but Venturers do have a huge number of external pressures so the Kaiārahi should be there to ease the load and ensure an enjoyable programme at any point if the Venturers are not coping. Balance and prioritisation are important developing skills for Venturers, and Kaiārahi will need to help them learn how to healthily achieve and apply them, both now and in their future.

Kaiārahi in the Venturer Section often take on 'situational leadership'. This means adapting your leadership style to the needs and development stage of the rangatahi you are supporting. Venturer Sections with predominantly younger or newer members may need more practical assistance from Kaiārahi to arrange events in the early stages. This is an opportunity to mentor rangitahi by getting them to arrange things alongside or in tandem with adult members.

Venturer Section Structure

In Venturers, there are no Home Teams, but rather the whole Section works together to plan, do, and review their programme. The Youth Leadership Team supports the Section in this process, with guidance from Kaiārahi where needed.



Youth Leadership Team

In Venturers, the Youth Leadership Team lead the day-to-day running of the Section. They are elected by their peers, and made up of individual roles appointed annually. This generally includes a Chairperson, Secretary, Treasurer, and revolving Activity Leaders, although this can vary depending on the needs of the Section. The YLT are not separate from the Section, and should instead involve the Section in their decision making.

Appointing Activity Leaders is how Venturers provide an opportunity for the members to play a leadership role and earn recognition and approval. More experienced Venturers can often be used to teach these skills to newer members, each gaining experience in the process.

Find out about the leadership training courses in your area for your Venturers. They are designed to empower young people to succeed in these leadership roles.

Kaiārahi need to train and empower the Venturers both within and outside the YLT to run the Section under guidance, and to encourage the free exchange of ideas and opportunities for practicing leadership roles. Kaiārahi should give the YLT a lot of independence in its decision making, allowing them to make their own mistakes. They should however give the YLT context, risk management, and guidance.

Practical ways for Kaiārahi to support the Venturer Youth Leadership Team:

- Looking for and/or providing support to leadership training courses for rangatahi to attend
- Providing practical training in good meeting management, financial skills, and minute recording
- Providing guidance on delegation skills
- Watching for risks of burnout and stress in key Section leaders

Programme Areas For Venturers

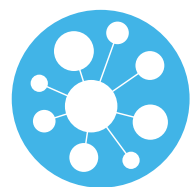
Venturers use the Programme Areas to brainstorm activities and balance their programme. Everything Venturers do in the Section will fall into at least one of the Programme Areas. They provide a structure and framework around which Venturers can develop ideas, formulate plans, try new things, and challenge themselves.



Personal



Adventure



Community



Personal

Venturer activities in the Personal Programme Area often centre around deepening their sense of identity, exploring their interests, relating to others, and gaining skills for life.

Examples of Personal activities for Venturers:

- Escape room: Either visit an existing one, or design and build your own for others to try!
- Mental Health: Learn how to care for your own mental health, and how to look after others you might be worried about
- Group fitness challenge: step challenge to climb the height of Aoraki Mt Cook by adding everyone's steps/runs/swim metres together over a set period



Adventure

For Venturers, Adventure is all about exploring new things, testing their limits, and interacting with the world around them. Adventure will mean something different for each Venturer, and they should be encouraged to think outside the box when defining what adventure means to them.

Examples of Adventure activities for Venturers:

- Travel somewhere completely new and complete a series of challenges
- Night drop: ask local Rovers to drop the team somewhere unfamiliar and find your way back to an agreed upon location without the use of phones (except for emergencies)
- Take an activity to a new weird and extreme level (e.g. fire archery, extreme ironing)



Community

Community activities encourage Venturers to create partnerships within their communities, appreciate the diversity of different communities, and explore the role that they play in community.

Examples of Community activities for Venturers:

- Get involved with a local community organisation: e.g. SADD, SPCA, Amnesty International, Rainbow Youth.
- Learn about rights and responsibilities as a members of local, national, and international communities
- Learn about and engage with other opportunities in Scouting: work with a different Section, take on a leadership role at a Group/Zone/National level, attend a National School

Programme Planning For Venturers

A programme cycle for Venturers may not be a term in length. Sometimes the Section builds their programme around a major event, expedition, or project, and that is their programme cycle. Venturers Plan, Do, and Review all aspects of their programme themselves, in detail.

Check out Chapter 3 for a step-by-step guide on Planning a Great Programme.

Plan, Do, Review for Venturers

The Plan, Do, Review process is core to creating a quality Venturer programme. Venturers lead the Plan, Do, Review process themselves, with support from Kaiārahi where needed.

When a group of Venturers comes together to plan an expedition, project, or attend an event, the group works as a team using the Plan, Do, Review process.

Examples of how to do Plan, Do, Review for Venturers:

- The Youth Leadership Team supports the whole Section to develop ideas for the next programme cycle and/or the next big adventure. They brainstorm ideas for an upcoming programme using the Programme Areas, their personal goals for SPICES development and the Achievement Pathways. Different members of the Section then take on responsibility for the planning and delivery of different activities.
- Activity Leaders meet to develop these ideas into more detailed plans. This can be at a location other than the regular meeting place, such as someone's house.
- Project teams organise different events and activities for the Section.

All Venturers review the success of the programme cycle. They consider things like enjoyment, challenges, successes and failures, and SPICES development.

Facilitating a Review

Venturers should be facilitating their own reviews for activities they've undertaken, including Section nights. Usually it involves asking some good, open-ended questions, or an activity or tool. It could be a few moments, sitting in a circle, and allowing everyone to give feedback. Sometimes, they ask members to complete a survey a few days later.

At the end of any adventure, such as a camp or expedition, they should be taking the time to informally review what they have achieved and experienced, and add these learnings into the planning cycle for the next activity.

Venturers might review their programme by:

- Setting up an online document for youth members to post reviews after each event with short structured questions
- Using an online survey to capture anonymous feedback once a term
- Having a quick "post-it note" check in after each Section night as a compulsory part of the night; different coloured post it notes stuck to a notice board with comments (e.g. green for "great", yellow for "let's revisit this", red for "not up to expectations")

Role of Kaiārahi

Venturer Kaiārahi move between mentors, advisors, coaches, and teachers, as they support, motivate and inspire Venturers to lead the plan, do, and review of the programme. Importantly, the role of Venturer Kaiārahi is to enable Venturers to be successful in the challenges they take on, and successfully skilling youth members to lead the Plan, Do, Review process. Kaiārahi should also work to empower the most experienced Venturers to serve as mentors for the less experienced ones.

If you were formerly a Cub or Scout Kaiārahi, resist the temptation to treat them as such. The Venturer Section is self-governing and self-programming, and Kaiārahi should actively facilitate the development of the programme, but not create it themselves. The skill of the Venturer Kaiārahi is shown by how they enable Venturers to get real satisfaction from the activity in which they are engaged.

The Venturer Kaiārahi's role is to create an environment where the Venturers become self-motivated, and balance and adapt the level of guidance needed to empower them to achieve their goals.

As a Kaiārahi in the Venturer Section, you will:

- Ensure the safety (physically and emotionally) of those involved in the programme
- Ensure compliance with Scouting policies, including the Code of Ethics and Safe From Harm
- Support, assist, and train Venturers to develop the skills to run their own adventurous, fun, challenging, active, and inclusive programme
- Collaborate with Venturers to ensure an exciting and engaging programme for all Section members
- Mentor the Youth Leadership Team members
- Support the Youth Leadership Team to maintain accurate records
- Support Venturers to undertake meaningful reviews of activities and programmes by observing and helping to facilitate discussion
- Act as a subject matter expert where required
- Advise Venturers on making informed and sensible decisions
- Ensure Venturers are engaged, having fun, are appropriately challenged, and feel included

RISK MANAGEMENT



While at a Venturer level, youth members may wish to undertake some activities without direct supervision from adults. The influence and guidance of Kaiārahi is most important at this stage, as you will need to be confident that your young people have the necessary competencies to stay safe while undertaking their adventures.

Achievement Pathways For Venturers

Introducing Venturers to the Achievement Pathways

Acknowledging personal progression and achievements is important for Venturers. It is also important to remember that the presentation of badges is not the only way to recognise a Venturer's progression. Venturers is primarily about exploring your place in the world, forming identities, and having fun. Personal Progression should focus on their growth and achievements through the whole programme.

For full details on the structure of the Achievement Pathways, see Chapter 4. Below are some notes around particular parts which are relevant to Venturers.

Membership Badge

VENTURER

The Membership Badge is the first badge a Venturer will earn, and acts as an introduction to the basics of Scouting, the Venturer Section, and Safe from Harm. Venturers who have moved up from the Scout Section may not need to complete their Introduction to Scouting, or may wish to take part in a refresher discussion.

Safe From Harm

All members of Scouting need to have an age-appropriate understanding of our Safe From Harm policies and where they can go to get further help. For Venturers, this means completing all the modules of the Scouts Aotearoa Safe From Harm online training.

Venturers should be aware of the statement of commitment, what they should expect from adults and Kaiārahi in Scouting, the behaviour that is expected of them, and where they can go for help if they are worried or feel unsafe.

Once they reach 18, Venturers must also complete a police vet available on the Scouts Aotearoa website.

Introduction to Venturers and Scouting

When a Venturer joins the Section, their mentor will have a discussion with them that covers some of the basics of what it means to be a Venturer, and what that means in the wider context of Scouting. These discussions might take place over a number of weeks, or in one go. It's important for the discussion to happen in the context of experiencing the programme first hand. This will allow the new Venturer to fully understand what's covered through the discussion.

This isn't an interview or test – the Venturer may know very little about what Scouting involves, especially if they are new to Scouting. The person leading the discussion should have a good understanding and will explain and discuss it all with the new Venturer.

The Venturer Handbook contains guidance to help facilitate this.

Some practical suggestions for discussing Safe From Harm at a Venturer level:

- Explain that they should always feel safe when they are at Venturers. Brainstorm people they can talk to if they don't feel safe, and make sure they're familiar with the 0508 SCOUT HELP line.
- Explain that Safe From Harm is there to keep everyone safe. This includes Venturers and Kaiārahi. Explain that adults and young people are not allowed to be alone together one on one.
- Explain that young people should make sure that their actions help keep themselves, their peers and their

Kaiārahi safe and they should never do anything on purpose that could harm other people.

- Go through your Section's Code of Conduct or Behaviour Agreement. This says what behaviour all Venturers and Kaiārahi expect from each other at Venturers, and should be updated regularly. Guidance on creating these can be found in the Venturer Handbook, and in the Members Resources section of Mahi Tahi.
- Remind them that there are lots of different ways people might feel unsafe, and that it's always okay to talk to someone about it. Consider using roleplay activities to familiarise them with what this might look like, and what they could say.
- You should also ensure that every Venturer has a copy of both the Yellow Youth Card and the purple Safe From Harm card.
- Ensure that YLT meetings have a formal and regular opportunity to discuss any Safe From Harm issues that may have arisen. Avoid young people being involved in membership disputes. Venturers should never vote on the inclusion or exclusion of another member or the consequences of an incident.

At a Venturer level, there are several unique Safe From Harm issues that are more likely to occur than in the younger Sections. Venturers are of the age where issues of sexuality, gender, mental health, alcohol, drugs, sex, and relationships are likely to come up at points.

Venturers are old enough to have a complex understanding of these issues, and are often exploring their own boundaries and new levels of independence.

Things to keep in mind when discussing sensitive issues with Venturers:

- Bring a buddy. Remember that you should never be alone with a youth member, and it is helpful to have another person present for difficult conversations. You should also ask the young person if they have a friend or support person that they'd like to have present.
- Remember to keep discussions as judgement-free as possible; every Venturer will have their own experiences that they carry with them to difficult conversations, and we as Kaiārahi cannot always know what these are.
- Validate the feelings of youth members - even if they might seem trivial to you. Feelings are always valid, it's the ways in which they are expressed that may or may not be appropriate.
- Don't promise to keep secrets. If there is an issue of safety at hand, it is important that you follow the appropriate steps, and communicate with the young person/people around this. (Tip: try using some variation of this; "We will do our best to keep this information to ourselves, but if you tell us something that is a matter of safety, we have an obligation to take it further. If we need to do this, we will let you know, and keep you involved with any action taken.")
- Work with them in negotiating next steps, and be honest about what you can and cannot do.
- Communicate your intentions, and follow up with them on any actions taken.
- Try not to solve the issue on your own; sometimes young people need professional help or support from their whānau. We are not trained psychologists, doctors, or mental health professionals, and shouldn't try to be.
- Take time to look after your own wellbeing. Discussing sensitive issues can be draining, and it's important that as supporters of rangatahi, we look after ourselves too.

If you are concerned about the safety of a young person, or they have disclosed to you that someone is harming them, they are harming themselves or others, or they are thinking about harming themselves or others, call 0508 Scouthelp (0508 726 884) as soon as possible. The Duty Child Protection Officer will provide support and advice on appropriate actions, provide guidance on next steps, or offer a second opinion.

OUR STATEMENT OF COMMITMENT



Scouts Aotearoa places the well-being of young people as its paramount concern. We are committed to acting in the best interests of children and young people at all times. We expect everyone to respond appropriately should they have a concern of abuse or neglect. This commitment is relevant to all, regardless of how they are involved.

			
Participate 	 8 activities  8 activities  8 activities	 6 activities  6 activities  6 activities	 5 activities  5 activities  5 activities
Assist 	3 activities from at least 2   	4 activities from at least 2   	5 activities from at least 2   
Lead 	1 activity from any   	2 activities from any   	4 activities from at least 2   

Bronze, Silver, and Gold Awards

Venturers gain their Bronze, Silver, and Gold awards by participating, assisting, and leading Venturer activities based on the 3 Programme Areas (Personal, Adventure, and Community). At the end of each award, Venturers

will also take part in a personal reflection. Each award is likely to take about 8-16 months to complete. The chart above shows the number of activities Venturers need to complete for Bronze, Silver, and Gold.

Participate, Assist, Lead for Venturers

For many Venturers, assisting and leading will start with Section activities, before they move onto greater adventures and project teams. Use the following as a guide for Participate, Assist, and Lead within the Section:



Participate: Active participation in a Programme Area related activity, and reviewing their own learning.



Assist: Assisting in the organisation of a Programme Area related event (like a Section night or camp). This might include taking on delegated tasks from a Project Team Leader, or running an activity at an event.



Lead: Organising the programme for a Programme Area related event (like a Section night or camp) and leading the running of it, including arranging multiple activities.

This may also include acting as a Project Team Leader for a Programme Area or Better World based project.

Personal Reflection for Venturers ⁱ

A Venturer personal reflection occurs at the end of each of the Bronze, Silver, and Gold Venturer Awards. This is an opportunity for them to reflect on their development throughout their time working on this award.

Venturers may choose to do this on their own, or with guidance and questions from an experienced Venturer or Kaiārahi. Remember that this is an opportunity for the Venturer to reflect on what they have learned, not an interrogation.

The reflection should take no more than 20 minutes, and take place somewhere where the Venturer is comfortable and able to reflect without distractions.

QUESTIONS - PERSONAL REFLECTION i

Some questions a Venturer might ask when reflecting:

- What was I most proud of?
- What was the most interesting thing I learned?
- Was there anything I found more difficult than I imagined it would be? What did I do about that?
- Is there anything I would do differently next time I try any of these activities?
- What do I want to do next?

Queen's Scout Kauri Award

The Queen's Scout Kauri Award is the Capstone award for the Venturer Section.

To achieve this award, Venturers need to:

- Achieve their Gold Venturer Award
- Complete 8 Adventure Skills progressions during their time in Venturers
- Complete 4 Better World projects, across at least 2 different programmes
- Plan and lead a 4 day, 3 night Adventurous Journey
- Take part in 50 Community Engagement hours over at least 12 months
- Complete a Residential Project of 5 days, 4 nights
- Complete a peer-led review of their time in Venturers



Peer-Led Review for Venturers i

The peer-led review is the final step of the Queen's Scout Kauri Award and should be supported by both adults and peers.

The review isn't about deciding whether the Venturer does or doesn't receive their award; this is about helping them to reflect on everything they've learned along the way and to celebrate their own achievement.

The review gives the Venturer the opportunity to reflect on what was enjoyable and challenging, and what they developed and learned through their involvement in the Section and completion of the Queen's Scout Kauri Award. It forms the high-level review of their time in the Section, as per Plan, Do, Review.

The Venturer should demonstrate and reflect on their development in the SPICES Areas of Personal Growth. They do this by talking through the major items in the award, and the development they found through completing them. This includes any planning, how it went, what they learned from it, and things they may do differently next time.

The peer-led review is a key stage in recognising the Venturer's achievements and how they've developed and grown.

QUESTIONS - PEER-LED REVIEW i

Some questions you might ask to help a Venturer reflect:

- Tell me about your Adventurous Journey/Community Engagement/Better World project/etc.
- What went really well?
- What would you do differently next time?
- How did that make you feel?
- What has been your favourite part of Venturers?
- What do you want to do next?

Queen's Scout Kauri Award Presentation

The presentation of a Queen's Scout Kauri Award should be treated as a special occasion and will be a memorable event for a Venturer. This should be planned in collaboration with the award recipient to ensure that the presentation is tailored to their wishes. Venturers may wish to invite their whānau or others who have helped them in completing the award.

There is usually the opportunity to have this Award presented by the Governor-General of New Zealand at a special ceremony.

For full details on the structure of the achievement pathways, see Chapter 4.





THE ROVER SECTION

*Have Respect,
Do What Is Right,
Be Positive*

18 - 26 Years



The Rover Section is about choosing adventures and determining self-development goals with support and encouragement from others. Rovers are young adults, and take on all the responsibilities, challenges, and privileges that come with adulthood. The Rover programme is all about taking Scouting to the next level, working with and leading others, and thinking deeply about themselves and their place in the world. The Rover Section is responsible for their own programme and administration, and seek support from others when needed. This chapter covers how to apply the Youth Programme within the Rover setting.

Programme Essentials

A key principle in our approach to programming is the concept of **One Programme**. This means that all youth members in Scouting are working on the same programme. What this looks like will differ between Sections and individuals, but at its core, the programme is the same for everyone.

There are three main parts to this:

SPICES: Why We Do It

SPICES are our Areas of Personal Growth. These are the things we are developing in our young people in a variety of ways as they make their way through their Scouting journey, and empower them to become the best versions of themselves. The six SPICES are: Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual development.

The Scout Method: How We Do It

The Scout Method is how we go about developing these areas of growth in our young people. There are seven parts to the method, each as important as the others. The components of the Scout Method are: Law and Promise, Adventure, Personal Progression, Learning by Doing, Small Teams, Community Engagement, and Youth Leading, Adults Supporting.

Programme Areas: What We Do

These are the things that make up all our day-to-day Scouting. Everything we do in Scouting is an opportunity for our rangatahi to learn new things and develop their skills. The three programme areas are Personal, Adventure, and Community, and we use these Programme Areas to plan and organise all our activities.

SPICES For Rovers

SPICES are the six Areas of Personal Growth our rangatahi develop in as they make their way through their Scouting journey; **Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual**.

In Rovers, members are able to understand SPICES, reflect on and recognise when they have been challenged in each of the SPICES, and determine what other activities they could do to challenge themselves and others further.

A full explanation of what the SPICES Areas of Personal Growth are and how they fit into the programme in general can be found on page 2.

Rovers are going through personal and lifestyle changes, and the programme should offer opportunities for Rovers to be supported through these changes, to challenge themselves, broaden their experiences and opportunities, and to engage with their peers and other adults from their new-formed perspectives. Development may be equally as much about knowledge expansion as it is about knowledge and skill progression, appearing on face value to be slowing, yet the learning is continuous. Rovers can be supported to understand their ongoing development by their peers, and call upon the advice of experienced adults, should they require it.

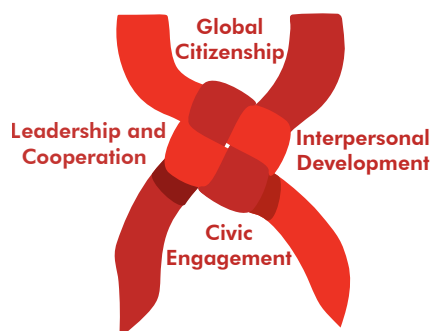
Below are the SPICES educational objectives which represent the growth and development that every young person should be able to reach by the end of their time in the Rover Section.



S: Social Development

Te Whanaketanga Pāpori

Social development in Rovers occurs through interacting with others, developing relationships and networks, and a continually increasing awareness of self and others. Rovers explore different lifestyles, respecting and embracing diversity, and understanding the different boundaries and expectations of others. They build and maintain meaningful relationships within diverse communities of different scales. Through teamwork, Rovers are continuously interacting with others, managing projects collectively and individually, maintaining an active involvement in their communities, and influencing the process of change.



Educational Competencies

Interpersonal Development

Te Whanaketanga Taha Tangata

I will develop my interpersonal skills that enable me to interact and communicate effectively and safely with a diverse range of people.

Civic Engagement

Te Whai Wāhanga Kirirau

I will develop an understanding of the communities I belong to and be actively involved in making a difference.

Leadership and Cooperation

Te Arataki Me Te Mahi Paheko

I will develop the ability to cooperate with others, support them and take on responsibility.

Global Citizenship

Te Kirirarau Ā-Ao

I will understand local and global issues and am engaged in taking action.

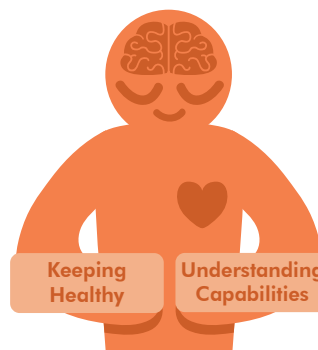


P: Physical & Mental Health Development

Te Whanaketanga Ā-Tinana, Ā-Hinengaro

Physical and Mental Health

Physical and Mental Health development in Rovers occurs through a broad variety of active and outdoor experiences and challenges. Rovers undertake, as participants and Kaiārahi, expeditions and adventurous activities that are new, and challenging to themselves physically and intellectually, as individuals or as a group. They support and practice the principles of minimum impact activities, and actively assess and mitigate risks associated with activities. Rovers accept their physical capabilities, protecting their health, and taking responsibility for making good lifestyle choices to ensure good mental health and good physical health. As Rovers are entering a period of life with more freedom and more pressures a key learning point is finding a healthy work/study/social/growth balance and the impact this has on mental and physical health. They understand how to value and maintain their mental health and the factors that influence it.



Educational Competencies

Keeping Healthy

Te Noho Hauora Tonu

I will value and maintain my mental and physical health.

Understanding Capabilities

Te Noho Mārama Ki Ngā Pūmanawa

I will develop an appreciation of my capabilities, and those of others, while setting goals and safely challenging myself and others to grow outside our comfort zones.



I: Intellectual Development

Te Whanaketanga Ā-Hinengaro

Intellectual development in Rovers occurs through the new, exciting, and challenging adventures they undertake. Rovers are forging their own paths, using their independence to extend boundaries, make new connections, and discover additional skills and interests. Rovers are continuously engaging in the acquisition of new skills and knowledge, undertaking formal and informal training through their activities to assist in personal development, education, and employment. They review and adapt their projects, plans, and activities in response to change.



Educational Competencies

Finding and Processing Information

Te Kimi Me Te Wānanga Mōhiotanga

I will investigate new and unfamiliar concepts, collate and determine the credibility of information, and analyse and critique information in relation to other concepts.

Applying Information

Te Hoatu I Te Mōhiotanga

I will be able to evaluate options and develop creative and safe solutions.

Reflecting Critically

Te Huritao Tātari

I will master the skill of critical thinking in order to analyse and reflect on information and experiences in a more insightful way. As a result, I can identify how improvements to plans and my skills can be made.



C: Character Development

Te Whanaketanga Rangatira

Character development in Rovers occurs in a number of ways. They monitor their lifestyle, resilience, and personal goals, critically reflecting on their performance and maintaining a balance between the different roles and responsibilities they hold in their Scouting and personal lives. Rovers reflect on their behaviours, seeking feedback from others whilst also considering the impact of their behaviours on themselves and others. As young adults, Rovers are independently forming opinions, making choices and decisions. They accept the consequences of their actions and respect the opinions and decisions of others.



Educational Competencies

Values for Life (The Scout Law and Promise)

Ngā Uara Mō Te Oranga Katoa

(Te Ture Matataua Me Te Ki Taurangi)

I know, practice, and exhibit the values of the Scout Law and Scout Promise, and role model them to others.

Personal Identity

Te Tuakiri Whaiaro

I will develop a sense of personal identity, understand and accept my responsibilities to myself and others, and take accountability for my actions. I will demonstrate that I have the courage to live out my dreams and aspirations.

Social Identity

Te Tuakiri Pāpori

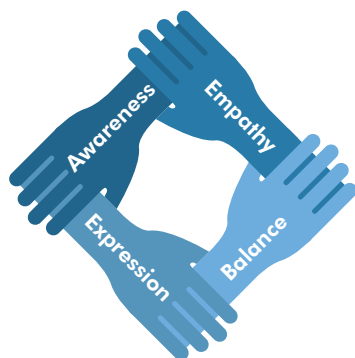
I will be able to express my social identity within a variety of social contexts; I embrace and celebrate diversity in all its forms.



E: Emotional Development

Te Whanaketanga Kare Ā-Roto

Emotional development in Rovers is focused on respect and support as individuals, with peers, and through broader engagement. They are emotionally aware, recognising when others need emotional support, offering suitable assistance if and when appropriate. Rovers demonstrate social and emotional maturity, managing their own emotions, recognising when they are outside their comfort zone, and applying emotional management to different situations.



Educational Competencies

Awareness

Te Mārama

I will have an awareness of my emotions and strive to read those of others, demonstrating acceptance that people express their emotions in varying ways.

Expression

Te Whakaputa Whakaaro

I will express my emotions appropriately in varied situations in order to maintain positive relationships with others.

Empathy

Te Ngākau Aroha

I will take an active responsibility in being able to empathise with others, in order to fully respect and understand their emotions and situation.

Balance

Te Tūtika

I will value the importance of, and actively work towards, maintaining a positive work/study/life balance.



S: Spiritual Development

Te Whanaketanga Taha Wairua

Spiritual development in Rovers is focused on the expression of beliefs, respect of others beliefs, and understanding the influence these have on actions. Rovers contribute to a culture of mutual understanding and respect in a multicultural community. Rovers take opportunities to stop for reflection, questioning their own behaviours and beliefs, whilst furthering their learning of others. Rovers articulate how relationships shape their lives, expressing thanks to those who support them.



Educational Competencies

Exploring Beliefs

Te Torotoro Whakapono

I will explore my beliefs and values, have confidence in them and think deeply about the purpose and journey of life.

Respect for Others

Te Manaaki I Te Tangata Kē

I will acknowledge and respect other people's beliefs, and will value and celebrate spiritual diversity.

Reflection

Te Huritao

I will regularly pause for reflection upon the Scout Law and Promise, and my individual beliefs and values; I will act upon them and consider the role they play in my life and my connection with others.

Gratitude

Te Whakamoemiti

I will regularly express to others the value of and my gratitude for those positively contributing to my life, my community, the environment, my country, and our world.

The Scout Method For Rovers

The Scout Method is about how we do things. Rovers should keep the Scout Method in mind while planning the way they do their programme. Below is a breakdown of how each element relates to the Rover Section.





Law and Promise

Rovers should learn the Scout Law and Promise, and be able to identify what it means to them individually, and how the values are demonstrated in their lives. By this age, Rovers are likely to have their own defined value set formed, and Rovers should model the universal behaviours in the Scout Law and Promise at all times. Some Rovers will have come through the Scouting or Guiding pathway and be familiar with the Law and Promise already. New members joining Scouting for the first time should be introduced to the Scout Law and Promise and understand that these are the values that all Scouts live by.

The Scout Law is a multi-faceted one, with three core headings that are used by all Sections, and additional statements to be incorporated at a developmentally appropriate time. Rovers should be able to reflect on many of the elements of the Scout Law, and understand each of the additional statements.

The Scout Law and Promise should be continually referenced throughout Rover activities and the values in particular can be used to help aid decision making. At this age, discussion around the Scout Law and Promise can evolve into intellectual debate, encouraging different views and appreciation of other beliefs, taking place in a respectful environment.

By the time a young person is of Rover age, they will be able to deeply reflect on many of the elements of the Scout Law.

To reflect on their use of the Scout Law and Promise on a weekly basis, Rovers could ask themselves:

- How have I done my best, in Scouting and in my daily life, today / this week?
- What have I learned about my own or other people's beliefs recently? How have I contributed to respecting our differences?
- How have I been respectful?
- What actions do I take to care for others and the environment?
- What does it mean to me to "do what is right"?
- How have I demonstrated "being positive" this week?
- How do I demonstrate trust and honesty?
- How am I fair?
- What does using resources wisely mean to me?
- How do I learn from the experiences I have?
- Do I face challenges with courage?



Adventure

Rovers are at the age where they can undertake any adventure they dream of. Adventure for Rovers is all about going beyond personal limits in adventurous activities, to build confidence and resilience. They could undertake harder or longer expeditions than before, lead others who are new to it, or experience a different form of expedition (eg. kayaking, horse riding, or cycling instead of tramping). Leading a group of Scouts or Venturers on a tramp or expedition is a great way for experienced Rovers to further challenge themselves in an outdoor activity in which they may feel personally confident. They can also do something close to home that is a new experience, like completing a triathlon or half-marathon.

These adventures also don't have to be physical. They could be learning about a history or culture that they have never explored before, trying new experiences that they wouldn't encounter otherwise, or discovering a new skill that pushes them out of their comfort zone. It is important that Rovers still take part in individual

adventures in order to challenge themselves, as well as group adventures. Attending the annual National Rover Moot is a great opportunity to try new things.

Rovers are also encouraged to think outside the box when incorporating adventure into their activities. One possible strategy for this is to take a simple idea that they have done before and 'turn it up to 11', finding an adventurous and challenging way to carry it out.

Rovers should take the opportunity to take their programme outdoors as often as possible, including expeditions, exploring nature, discovering the community around them, encouraging outdoor appreciation, and increasing environmental awareness.

Adventure can be viewed as something different for all Rovers, so a wide range of activities is encouraged. Adventure for Rovers could be a personal challenge or experiencing something outside their comfort zone, such as public speaking, trying a new skill, or performing in a Gang Show.



Personal Progression

The Rover programme should provide regular semi-structured opportunities to reflect on individual development, learnings, and achievements. In addition to the development that occurs within the regular Scouting programme, the achievement pathways are designed to challenge Rovers to pursue their interests in a range of areas, and develop these over time.

Rovers should be able to identify their personal strengths and skills, and those they wish to further develop. They should also use their developed perseverance and focus to help achieve their personal goals and development. Focus can be given to goal setting, and creating personal development plans, as opposed to the larger focus in previous Sections on achieving badges.

Individual progression becomes more important than progression collectively as a group for Rovers, as individual strengths develop. Rovers who have become an expert in something can share their strengths by training others in that skill.

For Rovers, developing skills that will assist them individually outside of Scouting can be important, as well as the opportunity to get qualifications if desired.

For Rovers, some personal progression can become less about what is learnt, and more about enjoying the process with peers. This can lend itself to supporting other people's passions by taking part in new experiences to support others; for example, one Rover might teach the other Rovers to knit, and while they may never do it again, they may still enjoy the process!



Learning By Doing

Rovers should learn through experience and practice, and all activities should have a component of learning and reflection. At this age, it is the planning and reviewing of an activity where most of the learning occurs, and it must be acknowledged!

Rovers should be encouraged to problem solve, take responsibility for their learning, apply creative solutions to challenges, and experience a greater breadth of Scouting activities.

Rovers should take part in a wide range of activities to stretch and grow their skills, and they should critically evaluate and reflect on these experiences.



Small Teams

Teams should be used regularly to allow Rovers to experience a range of activities in collaborative environments.

In Rovers most teams are project based, encouraging them to socialise with all members, and providing leadership opportunities through different activities. Project Teams have a short lifespan, regularly change, and may sometimes even be composed of members from other Sections, Crews, or Regions. They might consist of the members who are available to attend

or who are particularly interested in an element of the activity. Rotating leadership opportunities should be offered each time these Project Teams are formed, with Rovers taking on differing roles in different teams to broaden their skillset. All Rovers should have the opportunity to take a lead throughout the year on different activities. A rotating Youth Leadership Team will also create different team dynamics and experiences year on year.



Community Engagement

Rovers play a key role in the Scouting community, and it is important to remain heavily linked, for example through attending Zone Events, attending, supporting, or performing in Gang Show, going to Moot and other Regional Rover activities, or taking part in Jamboree on the Air/Internet/Trail (JOTA/JOTI/JOTT).

Rovers attend key events such as ANZAC Day, pride festivals, and Cancer Society events, as well as other festivals or events run by the local community. This Community Engagement aims to build active global citizenship.

Rovers give regular community service, and this is often done as a group so that a social element is included. However, many Rovers also give back individually as

Kaiārahi in local Groups. It should be noted that service should never take place at the cost of an enjoyable programme, or be taken advantage of by others. However, community service by Rovers can provide significant value to community events due the maturity and age of the Rovers, and the logistics they can provide (eg driving, lifting, having developed skill sets).

As well as being active in the community, Rovers can also reflect on and recognise the educational benefits of community work, and the benefits the community receives from their contribution. Rovers also have the ability to support/align with other community organisations and create long-lasting relationships with them.



Youth Leading, Adults Supporting

To understand this in a Section where everyone is an adult, we think of Rovers as Youth doing the leading, with Adults providing support including Zone teams, Local and National Rover Advisors, and external connections the Rovers may have to past members or other knowledgeable individuals in their community. Rovers should be leading their peers, involved in decision making, and they initiate all of the activities they do. The planning process occurs primarily at “formal” Crew meetings, with input almost entirely from members in the Section, and facilitated through the Crew Executive. More experienced adults, for example Local Rover Advisors, provide guidance and support when asked by the Rovers.

At this age, Rovers take the lead in running events and activities, and should challenge and support each other to achieve their full potential through a peer-to-peer mentoring model. More experienced Rovers can support newer ones by mentoring or shadowing them during event planning.

All Rovers should be given the chance to run different activities, and given varied leadership opportunities.

These activities and opportunities should scale based on the Rover’s experience and available commitment. Should either of these be of concern, the Rover should be looking for support.

Some examples of how this might look:

- A Rover Crew brainstorms their programme for the year with input from everyone. Different Rovers offer to run different events playing to their strengths and spreading the workload.
- At the end of an activity, Rovers debrief on the activities and decide if there’s anything they’d like to do again in the future.
- Different Rovers lead an activity in different weeks/months, playing to their strengths and developing their leadership.

The usual process for members developing their leadership follows the Participate, Assist, Lead pathway, where by the end of their time in the Section they are leading and making a positive impact back to the Section. It should be noted that a key part of leadership in Rovers is about building others up to lead.

Rover Section Structure

Rover Youth Leadership Teams

In Rovers, the Youth Leadership Team (sometimes called the Crew Executive) is responsible for all aspects of running of the Section. They are elected by their peers, and made up of individual roles appointed annually, such as Crew Leader, Secretary, Treasurer and a range of others the crew may choose to appoint. The YLT are not separate from the Section, and should instead involve the Section in its decision making. They take a key role in facilitating the development of the programme.

Support Roles

Each Rover Crew also has a Local Rover Advisor associated with it who can provide guidance and support to Rovers when asked.

Beyond the Rover Crew there are a number of roles at both Local and National levels that provide Rovers with an opportunity for growth and application of skills. Such as the Moot Organising Committee for pulling together the National Rover Moot, or one of the many projects undertaken by the National Rover Forum.

Programme Areas For Rovers

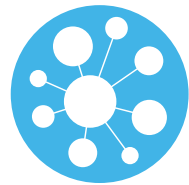
Rovers use the Programme Areas to brainstorm activities and balance their programme. Everything Rovers do in the Section will fall into at least one of the Programme Areas. They provide a structure and framework around which Rovers can develop ideas, formulate plans, try new things, and challenge themselves.



Personal



Adventure



Community



Personal

Rover activities in the Personal Programme Area focus on self development; learning new skills, thinking deeply about their identities, and supporting others.

Examples of Personal activities for Rovers:

- Skill Sharing Night - Everyone brings a skill that they have learned and teaches it to the other Rovers. With a discussion at the start of the night about good teaching and demonstration techniques for passing on a skill.
- Reflective Journey - The Crew goes on a trip to a remote location where they then spend the day on their own reflecting.
- Mural Painting - The Rovers get permission from their local Scout Group, Council, or even find some space in their own hall, to paint a mural. The Crew then collaborates in making a piece of art for their community.



Adventure

For Rovers, Adventure is about exploring the world around them in new ways, pushing comfort zones, and trying new things. Adventure means different things for every Rover, and they should think outside the box when defining what it means for them.

Examples of Adventure activities for Rovers:

- Large Games Event - Play classic wide games, ie capture the flag, rob the nest etc, but make them much larger. For example playing rob the nest but over a mountain, or capture the flag across a neighbourhood. Invite Venturers along to join in.
- Rubbish Adventure - Plot a route around the city, beaches, or local parks to discover and explore new places whilst collecting rubbish along the way.
- New Experiences Challenge - The Rover Crew sets themselves a challenge where each member tries as many new experiences in a day as possible. This could be going for a swim at sunrise, delivering a speech, advocating for a cause they believe in, cooking a new food, taking photos of a part of town they have never been, or many more possibilities.



Community

Community activities in Rovers are about forging partnerships with different communities, contributing to communities in meaningful ways, learning about others in the community, and considering the role they play in community.

Examples of Community activities for Rovers:

- Food Drive - Organise fundraisers, online campaigns, and other ways of engaging with the community to collect food for those who need it.
- Meaningful Connections - Identify a group in the community who might benefit from being supported by your Rover Crew. For example recent immigrants, retirement homes, or people who struggle with making social connections normally. Organise to meet with them and help them build meaningful relationships in their community.
- Campsite Revival - Look into local funding and grants to start a project that will help revitalize a local campsite.

Programme Planning For Rovers

All Rovers are planning, doing, and reviewing all aspects of their Crew's programme, in detail. The Youth Leadership Team meets with the whole Crew on a regular basis to develop ideas for the next programme cycle, the next big adventure, and to progress members' personal progression scheme. A programme cycle need not be a term in length. Sometimes the Section builds their programme around a major event, expedition, or project, and that is their programme cycle.

Check out Chapter 3 for a step-by-step guide on planning a great programme.

Plan, Do, Review for Rovers

The Plan, Do, Review process is core to creating a quality Rover programme. Rovers lead this process themselves, calling in outside experts for advice when needed. Rovers engage in many different cycles of Plan, Do, Review in large and small scales as they create their programme.

- All Rovers are involved in brainstorming and deciding on the Rover programme. They use the Programme Areas, and their personal goals for SPICES development and the Achievement Pathways. Different members of the Section then take on responsibility for the planning and delivery of different activities.
- At the end of each activity, the activity leaders ask the Crew to review the activity. Usually it involves asking some good, open-ended questions, or an activity, or tool. It could be a few moments, standing in a circle, and allowing everyone to give feedback. Sometimes, the organisers ask members to complete a survey a few days later. This should include reviewing both the quality of the programme, and reviewing what they have achieved and experienced.
- The YLT also reviews the success of the programme cycle. They consider things like enjoyment, challenges, successes, and failures, and SPICES development. Usually, they involve the rest of the crew in the Review, in some way.

All Rovers should ensure all risk assessments and other health and safety or legal aspects of the programme are considered and monitored.

Achievement Pathways For Rovers

Introduction to the Achievement Pathways for Rovers

Acknowledging personal progression and achievements is important for Rovers. It is also important to remember that the presentation of badges is not the only way to recognise a Rover's progression.

Rovers is primarily about exploring their place in the world, forming identities, and having fun. Personal Progression should focus on their growth and achievements through the programme.

For full details on the structure of the Achievement Pathways, see Chapter 4. Below are some notes around particular parts which are relevant to Rovers.

ROVER

Membership Badge

The Membership Badge is the first badge a Rover will earn, and acts as an introduction to the basics of Scouting, the Rover Section, and Safe from Harm. Rovers who have moved up from the Venturer Section may not need to complete their Introduction to Scouting, or may wish to take part in a short refresher discussion.

Introduction to Rovers and Scouting

When a Rover joins the Section, their mentor will have a discussion with them that covers some of the basics of what it means to be a Rover, and what that means in the wider context of Scouting. These discussions might take place over a number of weeks, or in one go. It's important for the discussion to happen in the context of experiencing the programme first hand. This will allow the new Rover to fully understand what's covered through the discussion.

This isn't an interview or test – the Rover may know very little about what Scouting involves if they are new to Scouting. The person leading the discussion should have a good understanding and will explain and discuss it all with the new Rover.

The Rover Handbook contains guidance to help facilitate this.



Safe From Harm

All members of Scouting need to have an age-appropriate understanding of our Safe From Harm policies and where they can go to get further help.

For Rovers, this means completing all modules for the Scouts Aotearoa Safe From Harm online training, as well as completing a police vet document available on the Scouts Aotearoa website.

Rovers should be aware of what they should expect from others in Scouting, the behaviour that is expected of them, and where they can go for help if they are worried or feel unsafe.

Rovers must fully understand our Statement of Commitment and what it means for them.

Because all Rovers are adults, Safe From Harm is a little more complex in this Section. The core principles, however, remain the same: everyone should feel safe in Rovers.

Safe From Harm is the responsibility of everyone, and this is especially apparent in the Rover Section. Every Rover is responsible for ensuring that their actions do not put others in a dangerous or uncomfortable situation, and for making sure that others do the same.

Because Rovers are all legally adults, there are no specific restrictions on alcohol consumption or sexual activity. However, this comes with a significant amount of responsibility, and care must be taken to ensure that Rovers provides a safe environment for everyone. Rovers must abide by the Scouts Aotearoa Drug, Alcohol and Impairment Policy, as well as the New Zealand law.

Discussions in Rovers should focus on:

- Healthy and safe relationships. Whether friends, family, or romantic relationships, it is important to be aware of what healthy relationships do and do not look like, and where to go if they are worried about themselves or someone else.
- Appropriate relationships with youth members. While some Rovers may have recently been Venturers, it is important that they recognise the distinction between being a youth and an adult member of Scouting, and behave accordingly. Being friendly with youth members is fantastic, but recognising the boundaries between youth and adult is important in keeping everyone safe. Rovers should never engage in romantic relationships with youth members.
- Responsible drinking practices. If alcohol is likely to be consumed at an event, it is important that adequate food, non-alcoholic beverages, and sleeping/transport arrangements are provided.
- Respecting the boundaries of others. Everyone has different boundaries, and it is important that all Rovers are aware of how to recognise and respect these. Peer pressure and bullying are never acceptable in Scouting, and pressuring or manipulating someone to do something they are uncomfortable with is never okay.
- Consent. This applies to many situations, not just those of a sexual nature. Consent is informed (all individuals know what they're agreeing to), freely and enthusiastically given by all parties involved (unpressured), unimpaired (not under the influence of alcohol, drugs, or other influences), time-specific (just because someone said yes once, doesn't mean consent is automatically granted later), and can be withdrawn at any time.
- Difficult discussions. How to talk with your friends and fellow Rovers if their behaviour is unacceptable, when and how to say "hey, that's not cool", and where to go for support and further help. Understanding when an issue can be resolved with a mature adult conversation, and when to ask for help is an important skill for Rovers to have.

Discussions around Safe From Harm should be a regular feature of the Rover programme, and event organisers should take careful consideration of how their events will maintain the safety and inclusion of everyone present.

From time to time Rovers will work with youth members in our Movement. As Rovers are closer in age to our younger Sections, young people may feel more comfortable speaking with them about issues and concerns arising in their life.

Things to keep in mind when discussing sensitive issues with young people:

- Bring a buddy. Remember that you should never be alone with a youth member, and it is helpful to have another person present for difficult conversations. You should also ask the young person if they have a friend or support person that they'd like to have present.
- Remember to keep discussions as judgement-free as possible; every young person will have their own experiences that they carry with them to difficult conversations, and we cannot always know what these are.
- Validate the feelings of youth members - even if they might seem trivial to you. Feelings are always valid, it's the ways in which they are expressed that may or may not be appropriate.
- Don't promise to keep secrets. If there is an issue of safety at hand, it is important that you follow the appropriate steps, and communicate with the young person/people around this. (Tip: try using some variation of this; "We will do our best to keep this information to ourselves, but if you tell us something that is a matter of safety, we have an obligation to take it further. If we need to do this, we will let you know, and keep you involved with any actions taken.")
- Work with them in negotiating next steps, and be honest about what you can and cannot do.
- Communicate your intentions, and follow up with them on any actions taken.
- Try not to solve the issue on your own; sometimes young people need professional help or support from their whānau. We are not trained psychologists, doctors, or mental health professionals, and shouldn't try to be.
- Take time to look after your own wellbeing. Discussing sensitive issues can be draining, and it's important that as supporters of rangatahi, we also look after ourselves.

If you are concerned about the safety of a young person, or they have disclosed to you that someone is harming them, they are harming themselves or others, or they are thinking about harming themselves or others, call 0508 Scouthelp (0508 726 884) as soon as possible. The Duty Child Protection Officer will provide support and advice on appropriate actions, and can provide guidance on next steps or offer a second opinion.

OUR STATEMENT OF COMMITMENT

Scouts Aotearoa places the well-being of young people as its paramount concern. We are committed to acting in the best interests of children and young people at all times. We expect everyone to respond appropriately should they have a concern of abuse or neglect. This commitment is relevant to all, regardless of how they are involved.

CODE OF ETHICS

Rovers also need a clear understanding of the Scouts Aotearoa Code of Ethics. The Code of Ethics describes the behavioural expectations of all members of Scouts Aotearoa

YOUTH CARD

What to expect of adults

Safe From Harm
Kia Noho Haumaru i te Kino

Provide safe spaces, have appropriate boundaries, and keep information private. *You feel safe.*

Strengths Based
Ā-Pūmanawa

Help you identify what you're good at and encourages you to try new things. *You feel cared for.*

Participation
Te Whāinga Wāhi

Support you to get involved, have a say, and make decisions. *You feel listened to.*

Connection
Hononga

Help you build stronger connections within SCOUTS, your community, and your whānau. *You feel included.*

The Best They Can Be
Whāia te Ihi Kahurangi

They take part in regular training, understand and act within the Code of Ethics. *You feel good.*

Kia Ngākau Pai

accept challenges with courage
- be a friend to all

Got an issue or want to give feedback? Then you can confidentially:

Talk to a leader

Talk to someone about an adult
0508 - SCOUT HELP (0508 726 884)
scouthelp@scouts.nz

Or to make a report
report.scouts.nz

For further support with non-SCOUT related issues check out Youthline:
0800 376 433
Free text **234**
www.youthline.co.nz

• For more info go to our website
www.scouts.org.nz

PLEASE KEEP THIS WITH YOU.

			
Participate 	 8 activities  8 activities  8 activities	 6 activities  6 activities  6 activities	 5 activities  5 activities  5 activities
Assist 	3 activities from at least 2   	4 activities from at least 2   	5 activities from at least 2   
Lead 	1 activity from any   	2 activities from any   	4 activities from at least 2   

Bronze, Silver, and Gold Awards

Rovers gain their Bronze, Silver, and Gold awards by participating, assisting, and leading Rover activities based on the 3 Programme Areas (Personal, Adventure, and Community). At the end of each award, Rovers will

also take part in a personal reflection. Each award is likely to take about 10-20 months to complete.

The chart above demonstrates the number of activities Rovers need to complete for Bronze, Silver and Gold.

Participate, Assist, Lead for Rovers

All Rovers should be taking an active role in participating, assisting, and leading in their programme. In Rovers, Participate, Assist, and Lead look like this:



Participate: Active participation in a Programme Area related activity, and reviewing their own learning.



Assist: Taking a significant supporting role in the running of a Programme Area related event (such as a Crew night or Regional/National event).



Lead: Being the primary organiser of a Programme Area related event, or a major aspect of an event (such as a Crew night or Regional/National event) including leading the Plan, Do, and Review stages.

This may also include acting as a Project Team Leader for a Programme Area or Better World based project. Events may be within Rovers or external to Scouting, at the discretion of the Crew.

The intent is that each of the Bronze, Silver, and Gold awards builds on the previous, with the level of difficulty chosen by the Rover, relevant to their skills and experience, and approved by their Crew/YLT rather than being too prescriptive.

Personal Reflection for Rovers ⁱ

Once a Rover has fulfilled all the requirements of each award, they should take part in a personal reflection. This is an opportunity for them to reflect on their development throughout their time working on this award.

For less experienced Rovers this may include prompting questions from one of their peers or a member of their YLT.

The reflection should take no more than 20 minutes, and take place somewhere where the Rover is comfortable and able to reflect without distractions.

QUESTIONS - PERSONAL REFLECTION i

Some questions a Rover might ask when reflecting:

- What was I most proud of?
- What was the most interesting thing I learned?
- Was there anything I found more difficult than I imagined it would be? What did I do about that?
- Is there anything I would do differently next time I try any of these activities?
- What do I want to do next?

Tōtara Rover Award

The Tōtara Rover Award is the Capstone award for the Rover Section.

To achieve this award, Rovers need to:

- Achieve their Gold Rover Award
- Complete 8 Adventure Skills progressions during their time in Rovers
- Complete 4 Better World projects, across at least 2 different programmes
- Plan and lead a 4 day, 3 night Adventurous Journey
- Take part in 100 Community Engagement hours over at least 12 months
- Complete a Residential Project of 5 days, 4 nights
- Complete a peer-led review of their time in Rovers



Peer-Led Review for Rovers i

The peer-led review is the final step of the Tōtara Rover Award and should be supported by both “adults” and peers.

The review isn’t about deciding whether the Rover does or doesn’t receive their award; this is about helping them to reflect on everything they’ve learned along the way and to celebrate their own achievement.

The review gives the Rover the opportunity to reflect on what was enjoyable and challenging, and what they developed and learned through their involvement in the Section and completion of the Capstone Award. It forms the high-level review of their time in the Section, as per Plan, Do, Review.

The Rover should demonstrate and reflect on their development in the SPICES Areas of Personal Growth. They do this by talking through the major items in the award, and the development they found through completing them. This includes any planning, how it went, what they learned from it, and things they may do differently next time.

The peer-led review is a key stage in recognising the Rover’s achievements and how they’ve developed and grown.

QUESTIONS - PEER-LED REVIEW i

Some questions Rovers might ask to help each other reflect:

- Tell me about your Adventurous Journey/Community Engagement/Better World project/etc.
- What would you do differently next time?
- How did that make you feel?
- What has been your favourite part of Rovers?
- What do you want to do next?

Tōtara Rover Award Presentation

The presentation of a Tōtara Rover Award should be treated as a special occasion and will be a memorable event for a Rover. This should be planned in collaboration with the award recipient to ensure that the presentation is tailored to their wishes. Rovers may wish to invite their whānau or others who have helped them in completing the award.

For full details on the structure of the achievement pathways, see Chapter 4.



Other Rover Awards

Individual Awards

Baden Powell (BP) Award

The BP Award is not one that an individual Rover can work towards. Instead it is a recognition of contribution presented by the Rover community for outstanding service as a Rover. It represents the acknowledgement by the Rover's peers for someone who has gone above and beyond in their dedication to their development and helping others.

Further details on the BP Award, and an application form can be found on the website.

Helen Thomas Memorial Trophy

Awarded annually to a Rover, nominated by their Crew, as having shown outstanding commitment to service within Scouting and the community, setting an example to those around them, and who lives by the Scout Law. The nominee can be any Rover who has been in Rovers less than two years.

Helen exhibited all of the values that the trophy is awarded for and died tragically in a rafting accident while attending the 1991 National Rover Moot.

Crew Awards

Crew awards are presented on an annual basis, recognising efforts of the whole Crew over the course of the Rovering year. These awards are typically presented at the National Rover Moot.

NRF Challenge Trophy

The National Rover Forum Challenge Trophy (previously known as the National Rover Council Challenge Trophy) is a trophy centred around a challenge set by the National Rover Forum each year. This challenge is normally to address current issues or areas for growth for the Section as a whole and is used to encourage positive change in the Section.

BP Shield

Previously awarded to Auckland crews by the local BP Lodge, this shield is now awarded nationally to the crew who shows the most outstanding service to Scouting and the community throughout the Rovering year.

Zulu Shield

The most prestigious trophy in Rovers, awarded to a Rover Crew each year who submits a Log Book which shows that the Crew has maintained a balanced programme based on the aims of the Rover Section.

APPENDICES

APPENDIX 1: NATIONAL AND INTERNATIONAL PROGRAMME OPPORTUNITIES

There are a number of Events, Schools, and other opportunities available through Scouting, both nationally and locally where youth members can gain new skills, have adventurous experiences, and participate in their wider Scouting communities.

National Events

There are many National Events that take place throughout the Scouting year, like Jamboree, Kea Hike/Day, and Venture. These events give youth members the opportunity to take part in a variety of activities and interact with other youth members nationwide.

National Schools

Scouts Aotearoa offers a number of National Schools in a variety of areas. These schools are typically designed for Scouts and Venturers, and allow youth members to gain skills and expertise in a particular area. Many of these schools will help youth members gain experience and expertise in a particular Adventure Skill, or develop a personal interest area.

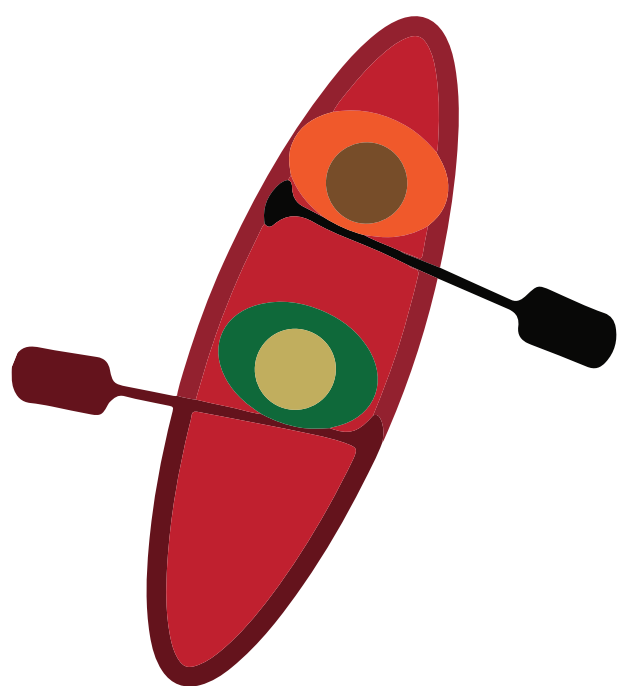
For more information on our current National Schools, refer to the National Schools page of the Scouts Aotearoa website (<https://scouts.nz/national-schools/>).

International Opportunities

As part of a worldwide movement of 50 million young people, there are a number of international opportunities available to members of Scouts Aotearoa. This could include travelling overseas to events such as World Jamboree, World Moot, World Scout Conference, World Scout Youth Forum, another country's national event, or engaging with the international Scouting community through events such as Jamboree On The Internet (JOTI).

For information on some upcoming international opportunities, take a look at the International Opportunities page of the Scouts Aotearoa website, or get in touch with the International Commissioner to find out more about organising your own international Scouting experience.





APPENDIX 2: THE SCOUTING MOVEMENT

A Global Youth Movement

The Scout Movement is a global, voluntary, non-political, informal educational movement of young people, supported by adults. It's open to and inclusive of all. At a global level, Scouting is overseen by the World Organization of the Scout Movement (WOSM).

There are more than 50 million Scouts, young people and adults, of different genders, in over 200 countries and territories. Some 500 million people have been Scouts, including prominent people in every walk of life.

You are a member of the Worldwide Scout Movement, this is represented by the WOSM Membership Badge on your uniform. This emblem, the white-on-purple fleur-de-lis, surrounded by a rope tied into a reef knot, is the distinctive symbol of World Scouting worn by Scouts worldwide. It is one of the best-known symbols on the planet.

Scouting varies by country, but we all share similar goals and values, and there are traditions and symbols used by Scouts all over the world. These include Scout scarves, the Scout sign/three finger salute, and the left handshake.



How Scouting Began - A Brief History

Scouting was founded by Lord Robert Baden-Powell (B-P) after an experimental camp for 20 boys on Brownsea Island in 1907. Following the success of this camp, he published "Scouting for Boys", as a series of six fortnightly essays, each of about 70 pages long. The essays were a success. In New Zealand, young people eagerly awaited the arrival of new sailing ships to get the next installment.

The success of the essays led to the publication of a book that shared his methods of youth development and became an immediate success. Since its publication in 1908, "Scouting for Boys" has sold over 100 million copies, making it one of the best-selling books of all time.

Hundreds of young people across the UK and the world began to adopt these methods and organise themselves into what was to become the largest voluntary youth Movement in the world. By 1909, the Movement had grown significantly, and a rally at Crystal Palace was attended by 11,000 Scouts, as well as several young women, who wanted a movement of their own.

Baden-Powell invented modern youth development. Key elements included self directed learning, volunteers supporting young people, as well as a consistent methodology. It is easy to forget how transformative these initiatives were in 1908.

In New Zealand, the first groups of Scouts formed organically across the country with the arrival of Baden-Powell's essays, and later, the book. In 1908 groups were operating in communities all across Aotearoa New Zealand; including Auckland, New Plymouth, Petone, Wellington, and Kaiapoi. In December 1908, the first Peace Scout group for girls was formed.

Moving With The Times

As the Scouting Movement has grown over the years it has changed and evolved with the world around it. Scouts in Aotearoa New Zealand have contributed back to the global Movement in several ways.

In 1909 Lieutenant Colonel Cossgrave and his wife, Selina, authored Peace Scouting for Girls, which introduced a version of Scouting for girls. Peace Scouting for Girls was subsumed by Girl Guiding in the 1920's.¹

Nine years after founding Scouting, Baden-Powell started the Cub section to cater to the many younger boys who had not yet reached the age limit for Scouts but wanted to take part. Shortly after this, in 1918, the Rover section was started.

In New Zealand, the movement expanded to include Venturers in 1964, Kea in 1980, and began the journey of including women in 1965, with the first women being admitted to the Rover section, and women and girls being welcomed across all sections by 1989.

While the programme and membership have grown and evolved, the core principles remain the same; empowering young people to make positive differences in their communities, and providing opportunities for growth and development through adventure.

Today, Scouts Aotearoa is a diverse and vibrant Movement that welcomes everyone and celebrates the different values and experiences brought by all of our members.

Scouting of the Future

We live in an ever-changing, fast-paced world. To keep up with this as a Movement, we need to be forward-thinking, adaptable, and focused on the meaning behind our purpose.

As Kaiārahi in Scouting, we're expected to be connected and tuned-in to the needs and interests of rangatahi. This means not only those who are Scouts already, but also those who've barely even heard of us. It's our responsibility to pursue constant learning and development opportunities, to be an active part of our local communities, and most importantly, to engage with young people. Understanding and empathising with the needs and interests of rangatahi will help us in facilitating a great programme.

¹ Reginault, C. 2014. Girl Peace Scouts: a prophylactic against hoydenish romps. Available from: <https://blog.tepapa.govt.nz/2014/08/12/girl-peace-scouts-a-prophylactic-against-hoydenish-romps/>

APPENDIX 3: CEREMONIES

In Scouting, ceremonies play an important part in our programmes. Ceremonies help us to celebrate achievements and add meaning to our adventures. They don't have to be super formal, but members should respect their significance. Ceremonies also encourage **whanaungatanga** (a Māori concept meaning a relationship through shared experiences and working together which provides people with a sense of belonging).

Ceremonies provide opportunities:

- To provide rangatahi with a sense of belonging as they learn and participate in the ceremonies
- To focus attention on the accomplishments of youth members and their personal progression as well as the accomplishments of the entire Section
- To establish a regular pattern of marking progression and recognising achievements
- To clearly mark beginnings, closings, and transitions within meetings, within Sections, and between Sections
- To create anticipation of upcoming adventures
- To connect with the worldwide Scouting movement
- To reinforce the symbolic framework of the Scout Law and Promise

The Basic Ceremonies

The ceremonies that are part of the Scout programme and are found in some form in all Sections are:

- Opening of Meeting Ceremony
- Closing of Meeting Ceremony
- Badge Presentation Ceremony
- Investiture Ceremony
- Transition Ceremony

In addition, some Sections will have ceremonies specific to that Section.

When Planning a Ceremony

Remember to keep ceremonies simple so that there won't be too much for the rangatahi or Kaiārahi to memorise. Many Sections and Groups have evolved their own particular way of doing things, but it is important to make sure that any ceremony does not become complex, overlong, or intimidating for those involved. Have youth members plan the ceremony and include as many rangatahi as possible in carrying out the ceremony.

Opening Ceremony

The Opening Ceremony is used at the beginning of weekly meetings. It can also be used to signal the beginning of any gathering of the Section, such as at a camp or hike. It is important to have some form of opening ceremony for all Sections. It supports the transition into the Scouting meeting or activities from whatever the youth members were previously doing.

Closing Ceremony

The Closing Ceremony is used at the end of each weekly meeting. It can also be used to signal the conclusion of any camp or activity. It is important to have some form of closing for all Sections to mark the conclusion of the meeting or activity. It is an opportune time to remind youth of what they have planned for the next week and to share any information that will be helpful to rangatahi and their whānau.

Badge Presentation Ceremony

Scouting badges are used to celebrate the personal journey of rangatahi in Scouting. Taking time to present badges reminds us to stop and celebrate each youth member's accomplishments.

Badge presentations typically take place during the Closing Ceremony, once rangatahi and Kaiārahi have gathered in their ceremonial formation and just prior to the closing of the meeting. For younger Sections, you may wish to consider inviting whānau to attend to add significance to the ceremony.

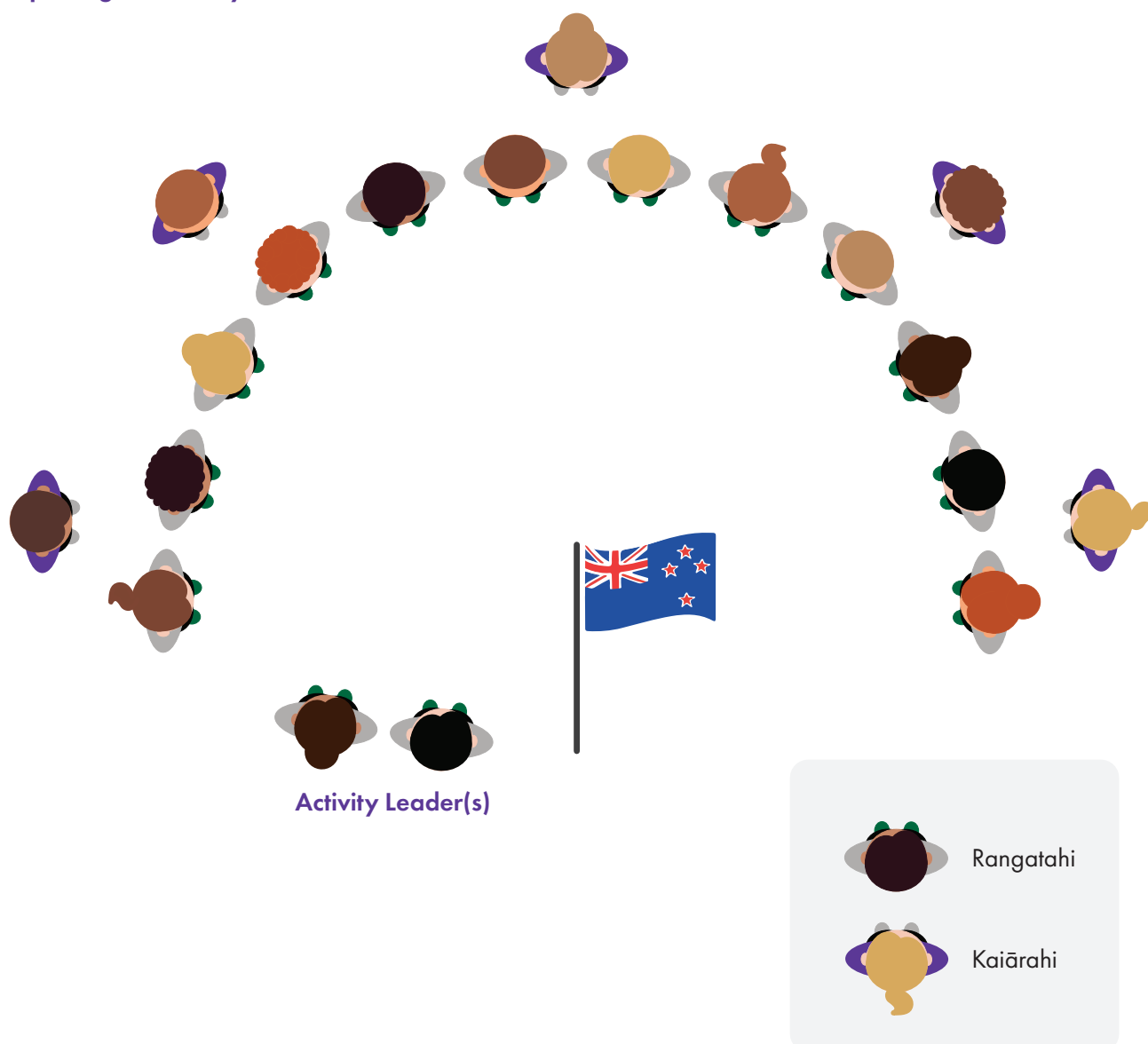
Investiture Ceremony

The Investiture Ceremony is a very important part of the Scouting tradition. In this ceremony, returning youth members and Kaiārahi reaffirm their Scout Promise and their commitment to our values, while the new youth members and Kaiārahi have the excitement of making their Promise for the very first time. New youth members and Kaiārahi are welcomed and presented with their scarves, woggles, and identifying badges. For younger Sections, you may wish to consider inviting whānau to attend to add significance to the ceremony.

Transition Ceremony

This essential ceremony celebrates the journey of rangatahi into the next Section in Scouting. For younger Sections, you may wish to consider inviting whānau to attend to add significance to the ceremony. If possible, hold the ceremony with both Sections of your Group present so that there is representation from the Section they are leaving, and the one they are joining. It is often nice to do something symbolic at this ceremony like cutting through rope/ribbon and tying a knot behind you.

Opening Ceremony



Ceremonies For Kea

Opening Ceremony

This should be a bright and fun event. The Kaiārahi gives a selected Kea the Kea flag if you have one. That Kea then leads the Kea song while marching in a circle.

The Kea Song

(Tune: "American Marching Chant"; Repeat after me)

We are happy Kea Scouts;

We like to help you out;

We share, we care, we discover, we grow;

We have good fun wherever we go.

The Kea finish their march in a circle ready for the Kea Yell.

The Kea Yell

Leading Kea: Give me a K

Kea answer: K K K

Leading Kea: Give me an E

Kea answer: E E E

Leading Kea: Give me an A

Kea answer: A A A

Leading Kea: Give me a Kea

Kea answer: Kea Kea Kea; I am a Kea Hooray
(all jump in the air)

Kea Investiture

It is customary to hold the ceremony at the end of the evening so that whānau are present. It is quite common for grandparents to attend if they live nearby.

- The Kea form a horseshoe and the Kaiārahi ask the new Kea to come forward and stand facing them.
- The Kaiārahi says: Do you want to become a Kea, (name)?
- The Kea answers "Yes"
- The Kaiārahi asks the Kea to repeat the Kea Promise and proceeds to read out the promise in two phrases – "I Share, I Care" and "I Discover, I Grow"
- The Kaiārahi then puts the Group scarf and woggle on the Kea, presents their joining pack, and shakes their left hand.





APPENDIX 4: SECTION TRANSITIONS

Transitioning between Sections is a critical time for rangatahi of any age. Changing social groups, new approaches to aspects of the programme, new Kaiārahi, new and more challenging adventures, and meeting at a different time of the week, can all contribute to this being a challenging time for a youth member. Often, unfortunately, this may result in a young person leaving Scouting.

This change can also be a very exciting opportunity, and the transition itself may make a real difference to a young person's development. The key message is that each individual is different, and it's important that their personal needs and interests are considered as the most important factors in this transition. It's not about getting more numbers into a Section or keeping youth members to help run a Section. With the young person at the centre, the transition will happen when it needs to for them. This may be alone, or it may be with a group of their peers; this may be within the current local Group, or even somewhere else!

The best way to support youth members through transitioning is through a flexible and collaborative approach between the young person, their whānau, and Kaiārahi.

When to transition

Youth members have a one-year window in which they normally progress from one Section to the next. Typically they should be able to transition six months either side of the usual starting age of the Section. For example, a Cub could transition to Scouts anywhere between the ages of 10½ and 11½ years old.

Flexibility

Please note that this timeframe above is flexible, and decisions should always be made with the young person at the centre. A longer or shorter transition period is possible based on each young person's needs. For example; health, special needs, learning

ability, reliance on peer groups, and advanced skill sets are factors which may inform transition decisions.

Youth at the Centre

A young person transitioning between Sections should ultimately be about meeting their individual developmental needs, learning stages, and individual wishes. The young person must participate in or lead (based on age) the decision-making process about when they are ready/wanting to move on to the next Section. The greatest expert on whether a youth member is ready is the youth member themselves, so it's immensely important they are involved.

Involving others

Considerations need to be based on a flexible and collaborative approach with the young person, their whānau, and Kaiārahi as to when it is the best time for the young person to transition.

Discuss with parents or the main caregiver about their thoughts regarding their young person moving on to the next Section. Have an agreed plan and timeline with them and their young person.

Discuss with the other Kaiārahi about plans to transition a youth member.

Share outcomes of the discussions with the young person and their whānau to ensure the decision to transition is a mutual one and the young person is always empowered in the decision-making process.

Transitioning individually or with a group

A young person might wish or need to transition at a time different to their peers because it is the best time for them individually. On other occasions it may be appropriate to transition a cohort of young people at the same time if they are at a similar developmental stage. Either is acceptable as long as each young person is at the centre of the decision-making process.

How to transition

- Make the transition an 'event'. This is a special time for the young person (especially the younger ones) so mark it well and celebrate their achievement with their peers and whānau. Transitioning between Sections is a rite of passage for a young person, and therefore symbolically celebrating their progression with a ceremony is an important part of the transition.
- Transitioning can be an overwhelming time for some youth members. It is important to find ways to ease this transition for them, such as combined Section activities throughout the year, and through a peer mentoring system during and after the transition.
- Depending on the individual, the process of Section transition normally takes between 1 to 6 months, but could take up to a year depending on the needs of the individual. Whatever is needed to ensure a successful transition is okay.

The three most important concepts of a One Programme approach to a youth member's transition between Sections are:

- **Be flexible.** The age range guides are there to guide, not to build fences between Sections. If a youth member is clearly ready to move from one Section to the next, they should be encouraged and supported to do so. If they're clearly not ready, it's ok for them to continue to enjoy the programme on offer in their current Section.
- **Youth should be at the centre.** The desires of the youth member must be sought when planning the transition to the next Section. They may wish to wait until their friends are ready, or they may be raring to go next week! Let them have a say.
- **Transition doesn't stop when a Scout has moved into the next Section.** Leaders understand that developing a sense of belonging in all their members is an ongoing process that goes beyond the transition ceremony.

Suggested transition process:

1. Youth Member:

Approximately 6 months above or below the starting age for next Section

- Exhibiting signs of boredom/disinterest in the activities

and/or

- Distracting others or sabotaging the session

and/or

- A fast learner and grasps concepts quickly

2. Consult and Plan:

- Ask the young person if they are wanting to move up to the next Section; give consideration to whether they could benefit from moving up with a cohort of others
- Discuss with parents/caregivers if a transition is appropriate and inform them of the process and make a plan with them
- Check in with other Kaiārahi and plan the transition

3. Joint Section Activities:

- Over a course of 4 to 6 weeks, provide opportunities for the youth member (and consider involving their whānau) to meet with the next Section and take part in activities (Tip: Group camps are an ideal opportunity to the Sections together, assisting with transitions and making it easier for rangatahi)

4. Transition Ceremony:

- Conduct a ceremony that celebrates the transition of the youth member and what they have achieved so far
- Whānau are present
- Rangatahi have great memories of their transition

4. Ongoing Support:

- Provide youth member with a peer mentor, to help introduce them to the new Section
- Complete Membership Badge, to help familiarise youth member with the new Section
- Monitor how the young person is settling in, and provide support and mentoring as appropriate

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.

Air Activities



Level 1

1.1 I can stay safe while around and inside aircraft

Scout shows an awareness of the dangers of an airfield and aircraft

Scout is aware that they should follow instructions carefully and be aware of their surroundings at all times

1.2 I can identify the features of an airport from a model or picture

Scout can discuss the main features of an airport with reference to a picture or map

Scout can point out the runway, terminal, control tower, etc.

1.3 I can name a range of things that can fly

Scout can discuss what they know about things that fly

This should include both living and non-living things

This could be presented using drawings or other media

1.4 I can talk about pictures of different flying machines

Scout can show pictures of different flying machines and talk about what makes each one different

1.5 I can make a paper aeroplane and demonstrate how it flies

Scout can build a paper plane and fly it
Scout can make changes to the design of their plane and talk about how this affects its flight path

1.6 I know where my closest airport is and have visited it

Scout has taken a trip to visit an airport or airfield



Level 2

2.1 I can act safely around an airfield or airport

Scout understands the difference between restricted areas of an airfield or airport and safe public areas

Scout can recognise the signs and markings which indicate the boundaries between these areas

2.2 I can identify ways different flying machines can fly

Scout can identify a variety of flying machines and talk about their different flying mechanisms

2.3 I can point out the 5 main parts of an aircraft

Scout can point out the cabin, wing, tail, wheels, and engine of a plane from a diagram, picture, or real aeroplane

2.4 I can make a small parachute out of light material, a weight or toy, and string

Scout can make a small parachute and drop it from a height to see how it falls

Scout can experiment with different parachutes to see which one falls slowest and fastest and talk about why they think this might be

2.5 I know where it would be safe to fly a kite

Scout can identify places that could be suitable for kite flying

Scout can explain what features might make an area safe or unsafe for kite flying

2.6 I can build a kite and fly it

Scout can show a kite that they have made and demonstrate how it flies

Scout can talk about the different parts of their kite and why they were made out of the materials chosen



Level 3

3.1 I know the main principles of Leave No Trace and why they are important to aviation



3.3



3.7



3.1



3.3

Scout understands the importance of caring for their environment and can explain why waste is particularly dangerous around an airfield. Scout can identify that rubbish could get sucked into engines, block air intakes, damage moving parts like a propeller or rotor, or otherwise damage aircraft.

Scout has an awareness that food waste might attract birds, and can explain why this might be dangerous.

3.2 I know the difference between airside and landside

Scout can explain how a modern airport is laid out.

Scout understands the difference between airside and landside and the necessary precautions and procedures that are required in each area.

3.3 I know what the different areas of an airport do and can point them out on a model or picture

Scout can explain the role of the different areas of an airport, including terminal, runway, taxiway, control tower, and holding points. Scout can identify these features on a model or picture.

3.4 I understand the principles of lift, drag, thrust, and weight

Scout can explain the four main forces that act on an in-flight aeroplane and describe the effects they have.

3.5 I know how hot air balloons work and how they are controlled

Scout can identify the key components of a hot air balloon and explain how they work. This can be done by the use of a model.

3.6 I can discuss why communication is important to aircraft

Scout can explain why communication is important in aviation.

Scout is aware that Air Traffic Control, pilot position reports, and flight plans are used to help in the safety of aircraft on the ground and in the air.

3.7 I know what a callsign is, and know New Zealand's nationality marking

Scout is aware that all aircraft have individual callsigns and can identify the prefix that all New Zealand aircraft will have (ZK- for civil, NZ- for military).

3.8 I know where and when to get a weather 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.

3.9 I can help others learn about aviation

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



Level 4

4.1 I know the safety rules around airfields

Scout understands the importance of safety around an airfield and can explain the importance of the following:

- Entering airside areas only with permission
- Always keeping a good lookout
- Knowing the safe routes for getting around the airfield
- Knowing how to recognise live or operating aircraft
- Understanding the dangers of propellers, rotors, and jet engines, and the danger areas associated with each

4.2 I know the safety, legal, and privacy related regulations for flying drones in my area

Scout can explain reasons why they might not be able to fly drones in certain areas, including areas where it might be dangerous to fly, culturally inappropriate, or a breach of privacy. Scout is familiar with the current regulations on drones in their area and can discuss why these regulations are important. Scout is familiar with airshare.co.nz and CAA drone regulations, including Part 101.

4.3 I understand the effects my air activities can have on the environment

Scout can discuss the effects of air activities on carbon emissions and environmental concerns. Scout can identify ways to reduce these effects.

4.4 I can build a model hot air balloon

Scout has participated in the building of a flyable model hot air balloon. Scout can explain the materials used in the construction process and how it is inflated for flight. Scout can ensure that environmental considerations are accounted for in the creation and launching of model hot air balloons.

4.5 I understand what an aerofoil is and how it produces lift

Scout can explain the basic principles behind the production of lift from an aerofoil.

4.6 I know the control surfaces of an aircraft

Scout can identify the control surfaces (ailerons, elevator, rudder) on a diagram and describe how they move to control the path of flight of the aircraft.

4.7 Using a model, I can explain how an aeroplane climbs, descends, and turns

Scout can use a model of any kind to demonstrate their understanding of how an

aeroplane manoeuvres while in flight.

4.8 I know what stalling is and why it occurs

Scout can explain what stalling is and the causes of it. Scout can refer to their knowledge of airspeed, angle of attack, and lift while explaining this, and explain how an aeroplane recovers from a stall.

4.9 I know the phonetic alphabet

Scout can explain why the phonetic alphabet is used in aviation communication and is able to recite, and use it to spell relevant words.

4.10 I know what Air Traffic Control is and understand the differences between controlled and uncontrolled airspace

Scout can explain the role that air traffic control plays in keeping aviation safe. Scout can discuss the differences between controlled and uncontrolled airspace.

4.11 I am familiar with basic aircraft navigation

Scout is familiar with basic airspace maps and symbols and can explain how to use these with a compass to navigate while in the air.



Level 5

5.1 I understand what FOD is, and why it is dangerous

Scout can explain what FOD stands for (Foreign Object Damage or Debris) and how it applies to aircraft. Scout can give examples such as debris on the runway, tyre rubber, and birds in flight. Scout can identify hazards that might occur at airfields that are near water and hazards that might occur from aircraft parts becoming dislodged inside and outside the aircraft. Scout can discuss ways to reduce these hazards, what to do if they occur, and how to report them.

5.2 I know what a pre-flight check is, and some of the important things to look for during one

Scout can explain the importance of checking an aircraft before every flight
Scout can discuss some of the important things to look for while carrying out a pre-flight check

5.3 I can identify different aircraft types from their features

Scout is familiar with a range of at least 15 commercial aviation or training aircraft and is able to identify them

5.4 I can identify some of the main aircraft instruments

Scout can identify the key aircraft instruments and avionic and electrical systems and explain what they are used for
This should include the following instruments: airspeed indicator, artificial horizon, altitude indicator, vertical speed indicator, compass, turn and bank indicator, and engine RPM
Avionic and electrical systems should include: alternator, battery switch, magneto switch(es), starter switch, transponder, and radios

5.5 I can identify the main components of at least 2 of the following: piston engine, gas turbine engine, jet engine, rocket

Scout has a basic understanding of how the various engines work and is able to identify their key components

5.6 I can identify the main components of a drone

Scout is familiar with the key components of a drone and explain their functions
This should include the frame, power system, control system, and propulsion method

5.7 I have built and launched a water rocket

Scout has participated in the building and launch of a water rocket with a team
Scout can discuss the key components of the

rocket, how they work, and safety considerations

5.8 I understand how the weather affects air activities

Scout can discuss the effects of wind speed, cloud formations—including towering cumulus (TCUs) and cumulonimbus (CBs), icy conditions, turbulence, and thunder and lightning on flying activities
Scout can identify some of the safety measures that should be taken in various weather situations

5.9 I understand how wind affects navigation

Scout can explain the effects of wind on track and groundspeed and how to compensate for this

5.10 I have visited an airfield, control tower, or other aviation space and talked to someone who works there about their job

Scout has spoken to a professional about an aspect of the aviation industry to further their understanding



Level 6

6.1 I know how and when to complete the appropriate safety assessments for aviation 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 an aviation activity, and is able to complete and communicate these within the appropriate time frame

6.2 I know what human factors are, and can explain the I'M SAFE model

Scout can explain why human error is a key factor to monitor in aviation safety and what to look for when accounting for this
Scout can explain the key principles of the I'M SAFE model; illness, medication, stress, alcohol, fatigue, eating

6.3 I know how aircraft pressure instruments (such as altimeters and air speed indicators) work

Scout can explain how aircraft pressure instruments work and factors that could influence their reliability

6.4 I can discuss basic aerodynamic principles and how they affect lift

Scout understands the terms angle of attack, cord, lift, drag, weight, and centre of pressure and can discuss how they affect lift

6.5 I know the difference between ground and air speed

Scout can explain the relationship between ground and air speed, and how they relate to navigation when wind velocity is taken into account

6.6 I know how wind is used during take-off and landing

Scout can discuss how a plane takes off and lands, and how airspeed over the wings provide lift

6.7 I know some of the basic radio protocols used in Air Traffic Control

Scout is familiar with basic ATC terms/phrases e.g. "Wilco", "Affirm"
Scout understands aviation radio protocol and can carry out a simulated conversation using a script

6.8 I can obtain a local forecast for an air activity

Scout knows how to get appropriate weather forecasts for flying and discuss the key points of a forecast that need to be noted and observed

6.9 I can discuss the ways different types of clouds are formed and can name the dangers of flying into clouds

Scout can discuss the formation of clouds and their relation to geographical features
Scout can identify a variety of different clouds, and is able to explain their significance
Scout can name the key dangers of clouds and explain how to identify their warning signs

6.10 I can discuss aircraft navigation

Scout can discuss how a pilot navigates while flying
Scout has a basic understanding of compass direction, air to ground observation, airspeed versus ground speed, drift, and dead reckoning navigation compensating for wind velocity

6.11 I can read a Visual Navigation Chart (VNC) and an Aerodrome Chart (from AIPNZ)

Scout is able to identify various types of charts and the signs and symbols used on each
Scout can discuss the differences between air charts and land based maps such as a topographical Topo-50 map



Level 7

7.1 I am familiar with the Scouts Aotearoa Management Procedures for flying activities

Scout knows where to find current management procedures for flying activities, and understands why they are necessary

7.2 I know where to find resources on safety information for my air activities

Scout is familiar with where to find safety resources and information, such as GAPs books

- 7.3 I know what an Emergency Locator Transmitter (ELT) is and how it operates**
Scout can discuss the purpose and function of an ELT
Scout knows the importance of checking that the ELT is not operating after completion of each flight
- 7.4 I know the basic principles of a piston engine, including the four-stroke cycle**
Scout understands how a piston engine works and is able to describe the operation of the four-stroke cycle (intake, compression, power, exhaust)
- 7.5 I know how a jet engine works**
Scout can explain the basic principles of how a jet engine produces thrust
- 7.6 I understand the electrical systems of an aircraft and their functions**
Scout can explain the key components of an aircraft electrical system and what they do
This should include discussion of magnetos, spark plugs, the master switch, battery, alternator, and ammeter
- 7.7 I can discuss the function of fuel and oil systems**
Scout can explain the fuel system of a plane, including discussing the differences between fuel pumps and gravity feeds, usable fuel, fuel cocks, fuel types, and fuel consumption
Scout can explain the oil system of a plane, including discussion of oil pressure, and the purpose of oil (cooling, cleaning, lubrication)
- 7.8 I am familiar with aircraft documentation, including the aircraft flight manual, pilot's operating manual, airworthiness certificate, and aircraft technical log**
Scout understands the importance of correct aircraft documentation and knows how to check it is in order
- 7.9 I can complete fuel and oil checks, and understand why it is important to check for water in fuel**
Scout knows what to look for in a fuel and oil check
Scout can explain the dangers of water in fuel and how to recognise it
- 7.10 I can interpret meteorological reports including METAR, TAF, and ATIS**
Scout can interpret a METAR, TAF, and ATIS and understands the impact of this information on their flight plans
- 7.11 I have a basic understanding of the airspace around my local aerodrome**
Scout is familiar with their local airspace and can discuss its main features
This should include knowledge of the circuit directions and altitudes, runways, types of airspace (controlled, uncontrolled, special use), regular operators, and adjacent aerodromes
- 7.12 Using a VNC, I can identify local landmarks and use them to remain oriented to the airfield**
Scout can recognise local landmarks from the air and use these to help orientate themselves
- 7.13 I have been for a familiarisation flight in a small aircraft or glider**
Scout has taken a familiarisation flight with an instructor



Level 8

- 8.1 I can carry out a full pre-flight inspection**
Scout can demonstrate a full pre-flight inspection of an aircraft
- 8.2 I am familiar with the pre-flight checks necessary for my chosen aircraft**
Scout is able to complete the pre-flight checks for their aircraft, and can explain what they should be looking for with each check

This should include before engine start, taxi, engine run up, pre-takeoff, line up checks, and takeoff checks

8.3 I am familiar with the ground procedures at my local airfield and can safely taxi

Scout is able to describe the ground procedures at their local airfield and is able to taxi an aircraft in a safe way

8.4 I can takeoff under normal conditions

Scout can demonstrate a takeoff procedure under the guidance of a flight instructor

8.5 I can climb, descend, turn, and fly at straight and level in an aircraft

Scout can demonstrate how to climb, descend, turn, and fly at straight and level under the guidance of a flight instructor
Scout can discuss the principles of flight behind these manoeuvres

8.6 I can park and picket an aircraft

Scout can demonstrate the correct procedures for parking and picketing their aircraft
Scout can explain dangers of incorrect parking and picketing, especially in windy conditions

8.7 I can correctly log flights in a pilot's logbook

Scout is able to correctly record their flight progress in a pilot's logbook

8.8 I can interpret aircraft marshalling signals

Scout is familiar with basic marshalling signals and is able to appropriately and safely follow them

8.9 I am familiar with an Air Traffic Control (ATC) or Flight Information Service (FIS) tower's operations

Scout has visited their local ATC or FIS tower (or remote tower) and has discussed the principles of Air Traffic Control including strip

usage, radio calls, and local operating procedures with the staff there

8.10 I am familiar with light signals and can explain when they might be used

Scout can give examples of light signals and their meanings in different situations in the air and on the ground
Scout knows when and where to look for light signals

8.11 I can effectively communicate using the correct protocols with my local tower and other aircraft

Scout can demonstrate correct radio usage and communication procedures

8.12 I understand what a flight plan is, and the different types of flight plans

Scout can explain the importance of a flight plan and is able to complete one
Scout can explain the difference between a VFR/IFR flight plan, SAR plan, VFR flight notification (online using IFIS), and local (informal) flight plan



Level 9

9.1 I know the procedures for common emergencies that may occur while flying in the circuit

Scout is familiar with the common emergencies that might occur while flying in the circuit and is able to demonstrate appropriate responses to these in a simulated environment
This should include: engine failure after takeoff, glide landing, and flapless landing

9.2 I understand how stalling occurs, and how to recognise and recover from it

Scout can explain the principles behind stalling an aircraft and demonstrate a stall recovery under the guidance of a flight instructor

9.3 I know when and how to complete a go round

Scout can explain reasons a go-round might be necessary (runway obstruction, unsuitable approach, etc)
Scout can demonstrate a go-round procedure

9.4 I am familiar with all the normal checks for my chosen aircraft

Scout is familiar with all of the normal checks for their chosen aircraft and is able to explain what they are looking for with each one

9.5 I can safely land an aircraft

Scout is able to land a light aircraft safely
Scout can discuss factors that might affect their landing length, such as surface type, airspeed, use of flaps, slope, and wind velocity
Scout can discuss the principles of wind velocity and descent angle in landing, and explain why flaps are used

9.6 I know the procedure for flying circuits at my local airfield

Scout is familiar with the circuit at their local airfield and is able to demonstrate their flying skills in a circuit

9.7 I have a sound understanding of meteorology and its application in aviation

Scout can discuss meteorology and its effects on aviation activities
This should include an understanding of atmosphere, weather maps, wind, turbulence, cloud types, and meteorological reports

9.8 I have achieved a solo, or simulated solo flight

Scout has completed a solo flight with the authorisation of their flight instructor

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

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



2.3

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



1.6

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

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



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 capsize drill led by an experienced person

Scout has participated in a capsize 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**
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

7.2**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 capsize drill under sail using proper procedures

Scout has led a team in a capsize 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

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

**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

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



Camping



Level 1

1.1 I can stay safe while camping

Scout can describe safety rules and procedures that will keep themselves and their group safe while on camp
Scout can describe the buddy system and explain how and why it is used on camp
Scout can demonstrate how to follow directions and stay within sight of an adult while on camp

1.2 I can keep myself safe in the sun



1.3



1.7



1.3



1.3

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
Scout knows why to carry a drink bottle and drink plenty of water

1.3 I know what to do with any rubbish 1.4 I create while camping



1.4

Scout knows that all rubbish should be properly disposed of
Scout can identify items that should be recycled, composted, or thrown out

1.4 I can help pack my bag for camp from a gear list

Scout can assist with the packing of a bag for camp
Scout can unpack their bags and then re-pack them, explaining what they are doing

1.5 I know what clothes and shoes to wear for camping in different weather

Scout can describe what types of clothes and

shoes would be appropriate in rainy, sunny, cold, and windy weather

1.6 I know what should be in my ditty bag

Scout knows what a ditty bag is and can list the items that should be in one, including plate, bowl, mug, cutlery, and tea towel
Scout knows that the items in their ditty bag should not be made from easily breakable materials

1.7 I can set out my sleeping area for a good night's sleep at camp

Scout can demonstrate how to roll out a sleeping bag, pillow, sleeping mat/stretcher, and torch under their pillow and show that their sleeping area is organised and tidy

1.8 I can properly wash my hands before a meal

Scout can demonstrate how to wash and dry their hands with soap and warm water

1.9 I can do my own dishes at camp/sleepover

Scout can wash and dry their own dishes in a sink of warm soapy water

1.10 I can be safe around fires

Scout shows an understanding of the dangers of fire and how to behave safely around them
Scout knows the dangers of synthetic clothing and can identify different types of synthetic clothing worn

Scout can state the basic rules for safety around fires:

- Keeping a respectful distance
- Not running or playing close to a fire
- Keeping loose clothing and hair away from a fire
- Not playing with fire

1.11 I can collect small sticks for a campfire

Scout knows how to be environmentally

responsible by never breaking off branches from bushes or trees
Scout can search for and return with some dry sticks for starting a campfire
Scout can separate tinder, lightweight sticks, and logs

1.12 I have spent a night away on a camp or sleepover

Scout has attended an overnight camp, Kea sleepover, or equivalent



Level 2

2.1 I can be a responsible member of my team while camping

Scout can identify some risks that might be present on a camp and offer safety procedures to counteract them
Scout can explain how to be a member of the team while camping and how their behaviour will impact the camp and experience of others

2.2 I know what an emu parade is and have participated in one

Scout has participated in an emu parade to help tidy up an outdoor site after an event
Scout knows how to responsibly dispose of rubbish collected

2.3 I know what personal gear I should bring on camp

Scout can list the items they need to bring with them for an overnight camp, including:

- Spare clothes
- Ditty bag containing cutlery, plate, bowl, mug, and tea towel
- Sleeping gear
- Towel
- Toothbrush, soap, and any other wash gear
- Warm and wet weather clothing
- Activity specific clothing

2.4 I can identify the main parts of a tent

Scout can identify the tent, fly (if applicable), poles, pegs, and guy ropes of a tent

2.5 I can help pitch and pack up a tent

Scout can demonstrate putting up and packing down a tent with other Scouts

2.6 I can look after my personal hygiene while on camp

Scout can take responsibility for their personal hygiene, including handwashing, toothbrushing, and general cleanliness

2.7 I know what the key components of a healthy meal are

Scout can give examples of foods that comprise a healthy meal and approximately how much is a serving of each
In a group setting, Scout can use these principles to help plan a nutritious meal

2.8 I can safely help prepare food for cooking at camp

Working in a team (or with a more experienced cook), Scout can demonstrate how to clean and prepare various food items and how to check that food is cooked thoroughly
Scout always washes their hands before helping with food preparation
Scout can demonstrate the safe use of knives when cutting food items
Scout can use proper techniques when lifting hot liquids
Scout can use proper techniques for handling hot pots and pans

2.9 I can help clean up the eating area

Scout can assist in the cleanup of a cooking and eating area, including the wiping down of surfaces and washing communal dishes

2.10 I can identify and explain the elements of the fire triangle

Scout can explain each part of the fire triangle (fuel, ignition, oxygen) and demonstrate the role of each element in a good fire

2.11 I can strike a match

Scout can strike a match and use it to light a candle, small fire, or similar

2.12 I have spent a night away on an outside camp

Scout has spent at least one night camping in a tent outside while completing this level



Level 3

3.1 I know the main principles of the Camping Care Code

Scout can demonstrate an understanding of the key points of the Camping Care Code to minimise their impact on the environment and other people

3.2 I know what clothing I should bring on camp and how many of each item is appropriate

Scout can describe what clothing they need to bring for different weather conditions, including:

- Basic clothing for overnight camp
- Multiple layers of clothing
- Clothing to sleep in
- Outer shell
- Wet weather gear
- Activity specific clothing

Scout shows an understanding of how many of each item is appropriate, taking into account how many nights they will be away and the packing of a spare set of clothes should one set get wet or dirty

3.3 I can care for all my personal gear while at camp

Scout can explain the importance of camping gear and why they need to properly care for it
Scout can check their gear prior to the camp
Scout can show how to put away and store gear after the camp

3.4 I can build a simple shelter

Scout can assist in building a simple shelter for either sleeping or cooking

3.5 I can safely store food at camp

Scout shows an understanding of the difference between camp and home and how this affects the storage of food

Scout can demonstrate how to properly store food to prevent spoilage and exposure to insects and other animals

Scout can demonstrate the proper methods for keeping food safe on camp (using food containers and/or coolers as required)

3.6 I can help plan a balanced meal for camp

Scout can plan a basic balanced meal with appropriate serving sizes

Scout can identify some of the dietary requirements they might need to consider when planning a shared meal

3.7 I can be safe while cooking on camp

Scout can use pots, billies, and frying pans safely to prevent tipping

Scout can use protective equipment or utensils while working with hot items while cooking

3.8 I can assist in cooking a meal on camp

Scout can assist in the preparation, cooking, and serving of a simple hot meal on camp
Scout can show basic cooking knowledge

3.9 I can make a hot drink

Scout can safely boil water and prepare a hot drink

3.10 I can cook something small over a fire

Scout can cook a hot snack (such as a sausage or damper) over a fire

3.11 I can put out a camping fire

Scout can safely extinguish a fire
Scout can demonstrate how to check that a fire has been completely extinguished before leaving it unattended

3.12 I can help clean up a fire area after camp

Scout should assist other members in the tidying up and cleaning of a fireplace or designated fire lighting area
Scout knows how to carefully dispose of ashes, and return the fire site to the state it was in before the fire was lit

3.13 I know how weather can affect a camp



3.9

Scout can explain the different types of weather that might happen in the area they will be camping in, given the time of year
Scout can explain how it will affect the camp if it rains, is very hot, or very windy in the camp area
Scout can explain what extra gear they need to bring (just in case)

3.14 I know how and when to get a weather forecast for camp



3.8

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

3.15 I can help others learn about camping

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

3.16 I have spent at least 2 consecutive nights on camp

Scout has spent at least 2 consecutive nights in a tent on camp while completing this level



Level 4

4.1 I can correctly dispose of dirty dishwashing water on camp

Scout can demonstrate how to dispose of dirty dishwater using a grease trap when camping away from the use of traditional plumbing

4.2 I can list all the personal clothes and gear needed for a camp, and recognise if anything is damaged

Scout shows an understanding of the effect of good quality gear on their camping experience
Scout can inspect their gear and identify any damage, and the appropriate measures to be taken if gear is damaged
Scout can indicate in list form the clothing and other items needed for a camp, including:

- Spare clothing
- Eating gear
- Wash gear
- Wet weather equipment
- Repair equipment
- Sleeping equipment

4.3 I can use group gear correctly and safely at camp

Scout can demonstrate basic procedures for cleaning and care for group equipment
Scout can demonstrate how to use team equipment safely

4.4 I can care for and store group gear during and in between camps

Scout can demonstrate how to go about checking and caring for equipment, considering:

- Safety implications of poor or dysfunctional equipment
- Keeping personal equipment in working order

- How to repair items of equipment
- The importance of appropriate drying, storage, and airing of gear between camps

4.5 I can find the best place to pitch a tent and explain why I chose it

Scout is able to show where a tent should be pitched and explain their reasoning as to why they have chosen the spot
Factors to be taken into account should include level ground, wind direction, shelter, tree coverage, and proximity to other facilities

4.6 I know what is needed for building emergency shelters

Scout understands the basic principles of constructing emergency shelters, including taking into account the use of various materials and making use of their natural surroundings and resources
Scout has participated in the building of such a structure and can do this without negatively impacting their environment, and can return the site to its natural state after they are finished with their shelter

4.7 I can safely use and store basic camp tools

Scout can demonstrate how to use a tool correctly and demonstrates an awareness of any safety implications
Scout can use a tool correctly to do the job it was designed for
Scout knows how to safely store tools away for use at another time

4.8 I can assist in planning a balanced menu for a weekend camp

In a group, Scout can plan a balanced menu for a weekend camp (Friday dinner to Sunday lunch), taking into account:

- How food will be prepared and cooked
- The amount of time it will take to prepare each meal
- The quantities needed for each serving

The use of the food pyramid to ensure a nutritious menu

- Potential dietary requirements

4.9 I can be safe around fires and cooking equipment while at camp

Scout can demonstrate a consistent and high level of risk management behaviour while around fires and cooking equipment to minimise the risk of burns, scalds, and other injuries
Scout knows to never leave their fire or cooking equipment unattended
Scout is aware of the safety precautions that must be taken before lighting a fire, including:

- Securing any loose clothing items such as scarves, sleeves, and hoodie cords
- Being aware of anything flammable within range of the fire
- The presence of a fire bucket, extinguisher, and/or blanket

4.10 I can build and start a fire

Scout can demonstrate how to properly start a fire, including:

- Choosing an appropriate location
- Explaining the different types of firestarters and how to use them
- Different tinder types and sizes and how to use them to build a fire
- An awareness of permissions required and any fire restrictions in the area

4.11 I can cook a meal on a fire or improvised stove

Scout can cook a meal in a fire using tinfoil or on a created stove (such as a buddy burner design)

4.12 I can cook a simple 2-course meal outdoors

Scout is able to safely prepare and cook a two-course meal while on camp

4.13 I can look after less experienced members of my team while camping

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 understand and can apply the principles of the Camping Care Code while at camp



5.5



5.2



5.8

5.15

Scout has an awareness of the Camping Care Code and can discuss how this can be applied while camping

Scout demonstrates putting these principles into practice while camping

5.2 I can demonstrate how to correctly deal with and minimise food waste, solid waste, and human waste



5.3

Scout shows understanding of how to camp in a way that minimises the amount of waste created

Scout knows how to deal with any waste created in a way that does not negatively harm their environment

5.3 I can discuss how different types of camp affect the gear needed

Scout can list the team equipment necessary for a variety of camps

Scout can discuss how each item is relevant and what safety equipment is required
With regards to a lightweight camp, Scout can discuss how the load might be distributed among the party

5.4 I know what gear to pack for a lightweight camp

Scout can indicate in list form the items of clothing they need to bring with them for various camping activities over a number of days for a lightweight camp

Scout can explain factors to consider for proper clothes and provision for wet weather

Scout knows how heavy their pack should be and can describe weight-saving measures and how to properly balance their pack
Scout can explain the benefits of the chosen equipment design as it relates to lightweight camping, including:

- Spare clothing
- Eating gear
- Wash gear
- Wet weather gear
- Repair equipment
- Sleeping equipment
- Safety equipment

5.5 I can select a camping location and set up the best layout for the needs of a group

Scout can discuss how a group campsite should be set up, taking into consideration:

- Prevailing winds and other geographical features
- Fireplace locations
- Tent spacing and walkways
- Location of sleeping, dining, kitchen, and toilet areas
- How accessible the site is
- Drainage of water if it rains
- Access to existing facilities

5.6 I can secure tents for bad weather

Scout can demonstrate how to properly set up a tent for stormy weather, including drainage of excess water, storm lashings and guy ropes, and keeping interior items clear from the walls

5.7 I can safely use, maintain, and store tools at camp

Scout can show how to properly maintain and care for tools being used at camp
Scout knows how to store the tools for use at another time

5.8 I have slept overnight in a shelter that I constructed myself

Scout has spent a night in a shelter or bivvy that they have built for themselves from any materials available

After completing this activity, Scout has participated in a review

5.9 I can set up a group cook tent

Scout can set up a group cook tent, taking into account the storage of food and equipment, as well as spaces for food preparation and ease of access

5.10 I can store and cook food safely on camp

Scout can demonstrate appropriate methods of storing and handling group food while at camp, including:

- Appropriate storage of refrigerated items
- Storage of food away from insects and animals
- How to minimise handling of food
- How to ensure food is cooked properly and edible (cooked through but not burnt)

5.11 I can plan a balanced menu for my team for a weekend away

Scout can create a balanced menu plan for their team for a weekend camp, including considerations of common dietary needs

5.12 I can cook a 3-course meal using at least 2 different cooking methods

Scout can plan and cook a nutritious three course meal in a camping setting

Scout can discuss the advantages and disadvantages of different cooking methods, and explain why they used the ones they chose for their dishes

5.13 I can light and maintain a cooking fire

Scout can light a cooking fire, and keep it well maintained over several hours

5.14 I can help plan activities for a camp programme

Scout can take an active role in planning or running an aspect of a camp with the support of the person in charge

5.15 I can help plan transport to camp

Scout can actively assist the person responsible for organising transport for a camp

This should include taking into account and checking safety implications and regulations (such as driver licencing and fatigue, car registration/WOF, appropriate seating and restraints, etc.)

5.16 I can lead a group of youth members in pitching a tent

Scout is able to demonstrate the leadership of a group to pitch a tent, ensuring they are directing others in the completion of the task

After completing this activity, Scout has participated in a review

5.17 I have spent at least one night lightweight camping

Scout has spent at least one night lightweight camping while completing this level



5.15

5.15



Level 6

6.1

I know how and when to complete the appropriate safety assessments for camping 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



6.1



6.1



6.1



6.1



6.1



6.1

their activities

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

- Use materials found on the ground, not cut down
- Return materials to as close to where you found them as possible

6.2 I know what group emergency gear is needed for a weekend camp, and how to care for it

Scout is safety aware and can discuss realistic possible emergency situations

Scout can list the items that are needed for safety and emergency use for a weekend camp, including first aid kits, shelter, sleeping gear, and any site specific equipment
Scout knows how to check and maintain emergency gear

6.6 I can plan a menu and purchase food for a weekend camp

Scout can acquire the necessary menu items planned for a team's weekend camp

6.7 I can safely use a variety of different stoves, and can explain when each one is most appropriate

Scout can explain the different types of cooking stoves available for camp use (including lightweight stoves)

Scout can explain the advantages and disadvantages of each stove and fuel type, and when it is appropriate to use each one

6.3 I can prepare a list of personal and group gear for a standing camp

Scout can prepare a list of personal and group gear for a standing camp, including all required tools, portable shelters (tarps and tents), cooking equipment, emergency equipment, and all other optional or recommended items

6.8 I can recognise weather signs and prepare for camp accordingly

Scout can explain the effects that different types of weather have on the local surroundings

Scout can recognise the various types of clouds and explain the weather conditions they represent

Scout can demonstrate forward planning and explain their intended actions if bad weather interferes with their planned programme

6.4 I can pitch a tent I am unfamiliar with

Scout is able to pitch a variety of tents in a variety of different weather conditions
Scout has an understanding of the principles of tent pitching and is able to apply these to any tent they might encounter

6.9 I can research camping areas and locate services

Scouts can book a campsite with all the appropriate paperwork, including an emergency plan with directions to the nearest hospital

6.5 I can build a shelter out of natural materials

Scout can demonstrate how to build a shelter from natural materials and how to deconstruct the shelter after use

Scout can explain the use of various natural features in the construction of a shelter
Scout can discuss where they might find useful natural materials, and how to responsibly use and return them:

6.10 I can plan a programme of activities for a camp

Scout can demonstrate knowledge of the different types of activity that are possible on the campsite and how to best maximise the opportunities they present

Timetabling and equipment considerations need to be displayed

6.11 I can organise transport for a camp



6.24

Scout can organise suitable transport to and from a campsite for all people and food/gear. This should include taking into account and checking safety implications and regulations (such as driver licencing and fatigue, car registration/WOF, appropriate seating and restraints, etc.)

6.12 I can teach a less experienced person about camping

Scout can teach a less experienced person about an aspect of camping in order to help them complete their Level 4 in this skill. After completing this activity, Scout has participated in a review.

6.13 I have planned and led a weekend camp for a team

Scout has, with no more than one other Scout, organised and led a weekend camp for a small team. This should include the organisation of campsite, food, activities, camping equipment, and safety measures. After completing this activity, Scout has participated in a review.

6.14 I have spent at least 2 consecutive nights lightweight camping

Scout has spent at least 2 consecutive nights lightweight camping.



Level 7

7.1 I can make contingency plans for camp, and know how and when to make the call to alter plans in unsuitable situations



7.2

Scout understands that camping activities can be significantly impacted by adverse weather and other unforeseen circumstances. Scout can plan in advance and discuss options

for backup plans.

Scout demonstrates the maturity and understanding of when it is necessary to alter or cancel their initial plans.

7.2 I can take responsibility for myself and my team while on camp

Scout can recognise and take steps to reduce any perceived issues that may arise in a team environment.

7.3 I can take responsibility for the environmental impact of my camp

Scout demonstrates an understanding of the environment in which their camping activities occur and takes all possible measures to reduce their environmental impact. This includes an awareness of the impact on the campsite itself, as well as the reduction of any waste that might be taken away.

7.4 I can audit group gear for camp

Scout can present a listing of all group equipment, specifically identifying any broken or missing items.

7.5 I can organise campsite setup and takedown

Scout can take a lead role in the setting up and taking down of camp (i.e. kitchen, tents, site selection, shelter). Scouts can give others direction and duties. After completing this activity, Scout has participated in a review.

7.6 I know a number of ways of constructing emergency shelters appropriate for different purposes

Scout can demonstrate how to build shelters using any available materials (natural and man-made). The shelter should be able to accommodate at least 2 people in relative comfort and protection from the elements. Scout is aware of their environmental impact.

while creating shelters, and is able to do so without creating major disturbance to their surroundings

7.7 I have built an emergency shelter and slept in it overnight



7.12

Scout has spent a night in a shelter that they have built for themselves

Scout can do this without negatively impacting their environment, and can return the site to its natural state after they are finished with their shelter

After completing this activity, Scout has participated in a review

7.8 I can obtain the appropriate fire permits for my camping activities

Scout knows where and how to obtain a fire permit and can complete this in an appropriate time frame

Scout can explain the responsibilities associated with holding a fire permit

7.9 I can plan for and adapt to changing weather conditions while camping

Scout can recognise the signs of rainstorms, wind, or snowstorms, and know how to protect themselves and their team

7.10 I can plan activities for at least 2 different types of camps

Scout can create activity plans for different types of camps (such as group, zone, regional, lightweight)

Scout demonstrates knowledge of the different types of activity that are possible on a campsite and how best to maximise the opportunities they present

Variety, fun, and adventure, as well as offsite activities should all be considered

Timetabling and equipment considerations need to be displayed

7.11 I have spent at least 2 consecutive nights on camp without a Kaiārahi

Scout is comfortable and experienced in a variety of camping situations, and is mature enough to be trusted on a weekend of unsupervised camping with peers in a familiar location



Level 8

8.1 I can brief others on appropriate safety and hygiene measures at camp

Scout can run a camp safety briefing to ensure that all participants are familiar with safety and hygiene measures in place (such as location of first aid kits and fire safety equipment, designated first aiders, campsite hazards, emergency procedures etc.)

8.2 I can source, compare, and organise various transportation options for locations in an unfamiliar environment

Scout can demonstrate a capability of seeking information by a number of sources

Scout can organise the transport to and from the campsite

This should include taking into account and checking safety implications and regulations (such as driver licencing and fatigue, car registration/WOF, appropriate seating and restraints, etc.)

8.3 I can ensure that the activities I run are appropriate for the group

Scout can plan and run activities that cater to the requirements of the group, with consideration to accessibility, personal development, and fun

Scout can ensure all equipment is organised, and that appropriate safety measures, training, and qualifications are present

8.4 I can effectively delegate camp tasks and activities for a 2 night camp

Scout can have a big picture view of a camp and identify tasks that need completing and delegate people to complete them as required

Scout can give others clear and timely instructions on delegated responsibilities and provide appropriate guidance

8.5 I can cater in a variety of different situations, and can adapt my menus to cater for dietary requirements and available cooking and food storage facilities

Scout is able to provide appropriate catering for various types of camping expeditions, taking into account a balanced diet, food quantities, food storage and cooking facilities, and special dietary requirements of participants

8.6 I have planned and led a 3 night camp in an area I am unfamiliar with

Scout has, with no more than one other Scout, organised and led a 3 night camp for a small team in a place they have not camped before. This should include the organisation of campsite, transport, food, activities, camping equipment, and all safety measures. After completing this activity, Scout has participated in a review

8.7 I have planned and led a 2 night backcountry camp

Scout has, with no more than one other Scout, organised and led a weekend backcountry camp for a small team. During this camp the scout should endeavour to minimise their use of man-made materials and items for cooking, shelter, and activities. This should include the organisation of campsite, food, transport, activities, camping equipment, and all safety measures. After completing this activity, Scout has participated in a review

8.8 I have planned and led a camping 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

8.9 I have spent at least 4 nights camping somewhere I have never been before

Scout has spent at least 4 nights camping in a place that is new to them



Level 9

9.1 I can take responsibility for all the safety measures of a camp

Scout is able to appropriately assess all risks and demonstrate foresight, contingency planning, and appropriate risk management strategies at all times for all aspects of a camping experience

9.2 I can empower others to practice active kaitiakitanga while participating in camping experiences

Scout understands that all outdoor activities have some form of environmental impact and it is important to minimise this as much as is 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 camp's sustainability practices and why it is important for everyone to look after our environment

9.3 I can repair my camping gear

Scout can carry out basic repairs on camping equipment and knows when it is appropriate to do so

9.4 I can budget, prepare for, and manage every aspect of a camping experience

Scout can demonstrate how to prepare a budget and manage that budget over a camping activity to achieve a break-even



situation

Scout can run or assist in preparing and managing at least 3 different adventures

9.5 I can source local information and resources for places I have not visited before

Scout is able to research locations to which they have not travelled before and provide appropriate and comprehensive plans based off of this information

9.6 I can safely plan, lead, and support a multi day camping experience for a group of people with different camping expertise

Scout can create inclusive camping experiences for a variety of people

Scout is able to foster an environment where others can learn new tramping skills in a supported way

9.7 I have planned and led a camping session for a small team of people

Scout has planned and led a camping 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

9.8 I have planned and led a survival camp of at least 3 days, using natural resources for all shelter, cooking, and hygiene, and returning the site to its natural state

Scout has organised and led a 3 day backcountry camp for a small team

During this camp the scout should endeavour to minimise their use of man-made materials and items for cooking, shelter, hygiene, and activities

This should include the organisation of campsite, food, transport, activities, camping equipment, and all safety measures

After completing this activity, Scout has participated in a review

9.9 I have spent at least 4 nights camping in another region

Scout has spent at least 4 nights camping in a different region

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

1.2

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

1.3



1.2



1.3



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)

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

1.5



1.5

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	I know about the risks of hypothermia and how to prevent it
			4.1	Scout understands the risks of hypothermia and can discuss ways to prevent it, including:
4.8	I know what to do if I think someone has been poisoned		4.1	
	Scout can explain:		4.1	
	<ul style="list-style-type: none"> • 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 			<ul style="list-style-type: none"> • 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
4.9	I can treat stings, insect bites, and reactions to some local plants (such as stinging nettle)		4.14	I know about the risks of heat exhaustion and how to prevent it
	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		4.2	Scout understands the risks of heat exhaustion and can discuss ways to prevent it, including:
			4.2	
			4.2	
4.10	I can recognise if someone is choking and how to help them			<ul style="list-style-type: none"> • 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
4.11	I can recognise and care for sprains, strains, and fractures		4.15	I can test and care for a smoke alarm
	Scout can recognise and care for sprains and strains using the RICE method (Rest, Ice, Compression, Elevation)			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
	Scout knows when to seek medical attention for suspected fractures, and how to make the person comfortable until help arrives		4.16	I can explain the dangers and fire precautions to be taken around household items
4.12	I can provide first aid for moderate burns			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
	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			

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

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



1.3



1.2



1.7



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)

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

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



1.6

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



1.4

1.3

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

Scout knows that all rubbish should be carried

out and properly disposed of
Scout can identify items that should be recycled, composted, or thrown out



1.5 I can wear appropriate clothes and footwear for a tramping adventure

Scout can describe what types of clothes and shoes would be appropriate in rainy, sunny, cold, and windy weather
Scout understands the importance of appropriate footwear, and can give examples of appropriate and inappropriate footwear

1.6 I can help pack a pack for a day tramp and carry it

Scout can indicate the items to bring for a day tramp
Scout can explain how to pack soft items, heavy items, and food items
Scout can explain what is meant by "first in, last out" when packing items
Scout can demonstrate the wet weather gear to bring on a day tramp
Scout can carry their own bag while on a tramping adventure

1.7 I know what kinds of food I should bring into the bush with me

Scout can explain the food groups to bring for a day tramp to sustain and boost energy
Scouts can show what to bring for snacks
Scouts can explain what dehydration means and can show how to bring water on a day tramp

1.8 I can point out and name the main features of a map

Scout can identify the key features of a simple map, including compass marking, waterways, roads, tracks, buildings, etc.

1.9 I have been on at least 2 day tramps

These can be different types of day tramps, such as bush walks, neighbourhood walks, beach walks, etc.



Level 2

2.1 I can explain why it is important to tell someone where you are going and when you will get back

Scout understands the importance of communicating plans with others in case an emergency occurs
Scout can name several people who would be appropriate people to tell, and explain what that person would need to do if the group is not back on time

2.2 I can pack an appropriate lunch and snacks for a day tramp

Scout can explain the importance of high energy foods while tramping
With assistance, Scout can make and pack their own lunch, taking into account energy requirements, weight considerations, cooking constraints, and rubbish creation

2.3 I can look outside and guess what the weather will be like for the rest of the day

Scout can make observations of the sky and wind, and make a guess as to what the weather will be like
Scout can explain what gear they might need because of this weather
Scout can explain why they have made this guess, and review how accurate they were at a later time

2.4 I can identify the main parts of a compass

Scout can identify the parts of a compass outdoors in a practical experience
Scout is aware that the needle of a compass is pointing north, not the direction to follow

2.5 I can read a simple map

Scout can read a simple map of the neighbourhood (e.g. meeting area, local park etc.)
Scout can demonstrate how to orient a map and how to follow a simple route around the

map

Scout can explain how different colours on a map define the areas (water, urban, park, forest) and can identify symbols used for roads, tracks, buildings, rivers, etc.



3.1

3.3

key points of Leave No Trace to minimise their impact on the environment and other people
Scout can explain how toileting is handled on the track

2.6 I can be a responsible member of my team while tramping

Scout can identify some risk concerns that might be present on a day tramp and offer safety procedures to counteract them
Scout can explain how to be a member of the team while on a tramp and how their behaviour will impact the tramp and experience of others

2.7 I have attended at least 3 day tramps

Scout has attended at least 3 day tramps in natural areas



Level 3

3.1 I can be responsible for myself and aware of my surroundings while tramping

Scout is aware of the track and weather hazards they might encounter while tramping and is able to act responsibly around them
Scout can reduce risks while crossing hazardous areas

3.2 I know how to avoid getting lost, and what to do if I do get lost

Scout can explain how to avoid getting lost, including staying on marked tracks, sticking with their group, and regularly consulting their map
Scout can explain what to do if they are lost, including the importance of staying sheltered, not moving too far, the use of bright fabrics and whistles, and sticking together if they are lost in a group

3.4

I can explain why different clothes are important in different types of weather

Scout can explain how the weather can change very quickly and why they need to make sure they have the right clothes
This should include discussion of the layering system, clothes that retain warmth when they get wet, and how to control body heat and ventilation
Scout can identify some of the hazards of inappropriate clothing

3.5

I know what gear I need for tramping in different weather

Scout can explain how weather varies from one location to another (from flat urban areas to wooded areas, valleys to hilltops) and how that will affect what gear to bring on a day tramp
Scout can explain the gear needed for downpour, high winds, sun, humidity, and different temperatures.
Scout can explain the importance of bringing personal protection materials needed for insects and sun

3.6

I can care for all my personal gear while tramping

Scout can explain the importance of tramping gear and why they need to properly care for it
Scout can check their gear prior to the tramp
Scout can show how to put away and store gear after the tramp

3.7

I know how much water I should bring on a tramping activity

Scout can explain how much water is appropriate to bring on a variety of tramping activities
Scout can identify factors that might change

3.3

I know the main principles of Leave No Trace

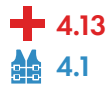
3.1

3.7

Scout can demonstrate an understanding of the



how much water they should bring (heat, intensity of tramp, proximity to refilling facilities, etc.)



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 tramping activities if it is too cold to do so

3.8 I know where and when to find a weather forecast

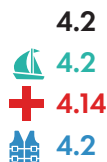
3.14

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

3.9 I know how weather can affect a tramp

3.13

Scout can explain the different types of weather that might happen in the area they will be tramping in, given the time of year
Scout can explain how it will affect the tramp if it rains, is very hot, or very windy while they are tramping, considering issues like duration, pace, and team morale



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

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

3.10 I can use a compass to find basic directions

Scout can demonstrate basic use of a compass; how to take and follow a bearing
Scout can demonstrate how to use a map and compass together to navigate an area

3.11 I can help others learn about tramping

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

4.3

I can pack my own bag for a day tramp

Scout can list the equipment, including team equipment they need to bring with them for a day tramp

Scout can show how to pack equipment in their bag, including heavy items, soft items, last in-first out principle, food items, and water

3.12 I have been on at least 3 tramping activities, one of which involved climbing at least 200m

Scout has attended at least 3 tramps on various terrains and track types, including one with a significant elevation gain
These must be different from those experienced at Level 1 or 2

4.4

I know what personal gear to take on an overnight tramp

Scout can list all personal gear that they need to pack for an overnight tramp, including appropriate clothing and warm gear, rain gear, sleeping equipment, personal survival kit and medication, food and water, appropriate footwear, sun and insect protection, torch, navigational aids, and safety equipment



Level 4

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

4.1

4.5 I can look after all my personal gear for an overnight tramp

Scout can explain the importance of maintaining equipment and demonstrate how to check and care for their equipment including safety considerations, keeping equipment in working condition, checking in advance, simple repairs, and cleaning

4.6 I am familiar with tramping hut etiquette

Scout understands the importance of respecting others and tramping hut facilities
Scout is familiar with basic tramping hut etiquette, including being respectful of other people's property, consideration of noise, replacing any firewood used, and keeping the hut clean and tidy for other users

4.7 I can explain why you bring certain foods and drinks on tramps

Scout can explain the importance of appropriate nutrition while tramping
Scout can explain the types of food that should be taken on a tramping adventure, and when each type is needed
Scout can explain the importance of hydration and drink selection

4.8 I can explain some of the important things to consider when planning food for tramping

Scout can discuss factors to take into consideration while planning tramping food, including:

- Nutritional requirements
- Group dietary restrictions
- Food weight
- How the food will be cooked
- Water requirements

4.9 I know what needs to be in a tramping survival kit and have made one

Scout can list the items needed for a tramping survival kit, including first aid supplies, fire

starting kit, whistle or mirror, emergency food and water, pocket knife, emergency shelter, needle and thread, pencil and paper, and plastic bags

Scout can explain why this should be kept in a watertight container such as a plastic container or drybag

Scout has made their own personal survival kit to take tramping with them

4.10 4.6 I know what is needed for building emergency shelters

Scout understands the basic principles of constructing emergency shelters, including taking into account the use of various materials and making use of their natural surroundings and resources

Scout has participated in the building of such a structure and can do this without negatively impacting their environment, and can return the site to its natural state after they are finished with their shelter

4.11 I can explain the difference between true north, grid north, and magnetic north

Scout understands the difference between true north, grid north, and magnetic north
Scout is able to make the correct adjustments for these considerations in their navigation

4.12 I know what latitude and longitude are

Scout understands the principles of latitude and longitude and can explain their use in navigation

4.13 I can use a GPS to find a waypoint

Scout can demonstrate how to use a GPS to find a pre-programmed waypoint
This could be done by finding a local geocache

4.14 I can identify the key features of a topographical map

Scout is familiar with New Zealand Topo50 maps, and can identify their key features,

including scale, map coordinates, contour lines, relief shading, track markings, and map symbols

4.15 I can follow a route on an orienteering map

Scout can follow a predetermined route on an orienteering map

4.16 I can follow a tramping track

Scout can discuss points to be aware of when following a tramping track, including the use of track/route markers, matching walking time with geographical features and branching trails, and common mistakes made when on uncertain tracks (e.g. the tendency to follow ridgelines and easy paths)

4.17 I can look after less experienced members of my team while tramping

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

4.18 I can lead a leg of a tramp

Scout can take the lead position on a section of a tramp

Scout can demonstrate how to navigate, support, guide, and lead others over the track

4.19 I can help plan a day tramp

Scout has been involved in the preparation for a day tramp, including route selection, forecast gathering, gear list preparing, and communication to other group members

4.20 I have attended an overnight tramp

Scout has attended an overnight tramp



Level 5

5.1 I can cross different types of terrain safely

Scout can explain how to cross various types

of terrain (such as rocks, roots, scree, snow/ice, wet, or bog) in a safe manner

Scout know how to minimise their impact on the environment while crossing these terrains

5.2



5.5



5.1



5.8



5.15

I understand and can apply the principles of Leave No Trace while tramping

Scout has an awareness of Leave No Trace and can discuss how this can be applied while tramping

Scout demonstrates putting these principles into practice while tramping

5.3



5.2

I can demonstrate how to correctly deal with and minimise food waste, solid waste, and human waste

Scout shows understanding of how to tramp in a way that minimises the amount of waste created

Scout knows how to deal with any waste created in a way that does not negatively harm their environment

5.4

I can pack my pack for an overnight tramp and carry it

Scout can demonstrate how to properly pack their pack for an overnight tramping adventure, including:

- The placement of heavy items, fuel and cooking equipment, tents, sleeping gear, food, and water
- The distribution of team equipment
- The accessibility of items in the pack
- The overall weight of the pack - necessary and unnecessary items

Scout can put on and carry their own pack while tramping

5.5

I can explain the importance of appropriate footwear, and what to look for when selecting it

Scout understands the importance of appropriate footwear while tramping

Scout can describe what to look for in footwear, including comfort factors, sizing, ankle and sole support, and construction materials

Scout can explain the different types of footwear suitable for different environments, such as walking on snow

5.6 I know what team gear needs to be brought on an overnight tramp

Scout can list the basic equipment needed and why and how it is to be used on an overnight tramp

This includes camping, safety, and personal equipment

5.7 I can plan an appropriate team menu for an overnight tramp

Scout can create a menu plan for an overnight tramp that takes into account the requirements of the team, the tramping environment, and common dietary requirements

5.8 I can demonstrate basic river crossing principles

Scout can demonstrate a basic understanding of river crossing principles, including an awareness of when it would be unsafe to attempt a crossing and the importance of using pre-existing bridges where possible

Scout is able to identify appropriate river crossing locations and basic crossing techniques

Scout can explain the benefit of crossing rivers in a group, and why solo crossings are far more dangerous

5.9 I know what a Personal Locator Beacon (PLB) is and how and when to use one

Scout is familiar a PLB and is able to discuss what happens when one is set off, how to do this, and when would be an appropriate time to use one

5.10 I know the potential dangers of weather

on a tramp and how to plan accordingly

Scout understands that the weather can change at any moment

Scout can explain how factors such as temperature, wind speed and direction, cloud, fog, rain, and snow can affect the safety of an adventure

Scout can discuss precautions that should be taken for these conditions, gear required, and what to do if they find themselves in an adverse weather situation

5.11 I can explain the benefits and disadvantages of using maps and GPS on an electronic device versus a physical map and compass

Scout can discuss the pros and cons of various navigation tools

Scout can identify which navigations tools would be most appropriate in a variety of situations and explain their reasoning

5.12 I can identify where I am with a map and compass

Scout can demonstrate their skills with a map and compass while supervised on the track
Scout can show how to find their location on the map with reference to their surroundings and local features

Scout can take bearings of surrounding areas and find their position

5.13 I can follow a route using a map and compass or GPS

Scout can navigate a route using a variety of methods, including a map and compass, and a GPS


5.14 I can be an active member of my team while tramping

Scout can demonstrate awareness of track conditions and ways to support other members of the team

Scout can describe proper pacing for a group and how to schedule rest and water breaks

Scout can explain the role of the front leader and rear follower on a tramp

communicate these within the appropriate time frame

-  **5.15** **I can help plan transport for a tramp**
 Scout can actively assist person responsible for organising transport for a tramp
 This should include taking into account and checking safety implications and regulations (such as driver licencing and fatigue, car registration/WOF, appropriate seating and restraints, etc.)

-  **6.2**
 **6.4**
 **6.2**
 **6.3**

I can recognise and treat hypothermia and heat exhaustion

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 in a tramping environment

- 5.16** **I can plan and lead a day tramp**
 Scout can take responsibility for all aspects of planning and leading a day tramp, including route selection, forecast gathering, gear list preparation, communication with other group members, navigation, and looking after their tramping party

6.3 **I can safely navigate hazards while on the track**

Scout can identify hazards that might occur on the track and discuss how they might navigate them

- 5.17** **I can help plan an overnight tramp**
 Scout has been heavily involved in the planning of an overnight tramp

- 6.4** **I can plan alternate routes**
 Scout can explain how severe weather or injury can change a tramping adventure and what they would do to get their group out safely if needed
 Scout can identify alternate routes







- 5.18** **I have taken part in an overnight tramp of at least 2 nights**
 Scout has participated in a weekend tramping adventure

6.5 **I can assess risk and be aware of group safety while tramping**

Scout understands how to use risk assessments to minimise the dangers of their tramping experience
 Scout can make informed decisions about their participation based on various factors, including equipment, weather, and skill level



Level 6

- 6.1** **I know how and when to complete the appropriate safety assessments for tramping 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 a tramping activity, and is able to complete and

-  **6.6**
 **6.2**

I know what team emergency gear is needed for a weekend tramp, and how to care for it

Scout is safety aware and can discuss realistic possible emergency situations
 Scout can list the items that are needed for safety and emergency use for a weekend tramp, including safety ropes, sleeping materials, dry bags, shelters, and first aid kits
 Scout knows how to check and maintain emergency gear

6.7 I can prepare a list of personal and team gear for an overnight tramp

Scout can prepare a list of personal and group gear for an overnight tramp, including all required cooking equipment, emergency equipment, and appropriate item and food quantities

6.8 I can explain the different types of gear and packs required for different types of tramps

Scout can explain how to choose, fit, and maintain a pack
Scout can identify the different types of gear appropriate for different tramping situations and explain their rationale

6.9 I can dress appropriately for an alpine environment

Scout understands the importance of appropriate clothing while tramping in alpine environments and can explain the clothing and principles needed to stay warm and dry

6.10 I can look after my tramping boots

Scout understands the importance of proper tramping boot care, and can demonstrate how to ensure boots are well cared for, including airing, and cleaning

6.11 I can book a tramping hut

Scout knows how and when to book a tramping hut for an adventure they are planning

6.12 I can safely use and store tramping stoves and fuel, and select a stove that best suits the needs of my adventure

Scout knows how to use a variety of different camping stoves
Scout understands the importance of appropriate fuel storage, including the dangers of gas leaks in confined spaces and tents
Scout can describe the advantages and

disadvantages of different stoves and fuel types

Scout can select the appropriate fuel and stove for a variety of tramping situations and explain why they made their decision

6.13 I can treat water for safe drinking

Scout can explain a variety of methods for treating water to make it safe for drinking including boiling, filters, and purifiers
Scout can identify suitable natural sources from which to obtain water

6.14 I can show different methods for crossing streams and creeks

Scout can show various ways of safely crossing streams and creeks while tramping

6.15 I know how, when, and where to cross a variety of rivers

Scout can discuss river crossing options in a variety of situations, and make a call on whether crossing will be safe
Scout is able to identify the best place to cross a river, taking into account water speed, depth, and colour, visible debris, and river exit options on both sides of the river
Scout can explain safety procedures, including how to protect clothes so they stay dry, and steps to keep warm during and after crossing
Scout has assisted in the decision making for, and taken part in, at least 2 river crossings

6.16 I can pick an appropriate site for a shelter

Scout can identify an appropriate site to build a shelter, taking into account geographical features, wind, ground, and potential hazards

6.17 I can create an overnight shelter without the use of a tent

Scout understands the key requirements of an overnight shelter and is able to construct one with natural materials and materials they would have on them while tramping
Scout can discuss where they might find useful



6.5

natural materials, and how to responsibly use and return them:

- Use materials found on the ground, not cut down
- Return materials to as close to where you found them as possible

6.18 I can discuss the advantages and disadvantages of different communication methods

Scout can discuss the advantages and disadvantages of a variety of communication methods, such as satellite messengers (e.g. SPOT, inReach), SAT phones, and cellphones. Scout can choose appropriate communication methods for a variety of scenarios and explain the reasoning behind their choices.

6.19 I can recognise changing weather patterns while tramping and review my plans accordingly

Scout can recognise temperature changes, changes in wind speed, and cloud formations. Scout can review their plans based on these weather changes (is it necessary to alter the route, turn back, choose another activity, stay put, etc.?).

6.20 I can navigate to a desired location with a map and compass

Scout can demonstrate how to navigate to a given location with the use of a map and compass.

6.21 I know the limitations of a compass and other navigation tools

Scout can describe the limitations of a variety of navigational tools and explain situations in which they will not operate correctly.

6.22 I can take into account the limitations of my team

Scout can demonstrate an awareness of others' energy levels and track conditions which may

be beyond the skill levels of others.

Scout can identify methods which may help to support members of their team that might be struggling.

Scout can demonstrate track etiquette and rules to ensure a safe tramping adventure.

6.23 I can teach a less experienced person about tramping

Scout can teach a less experienced person about an aspect of tramping in order to help them complete their Level 4 in this skill. After completing this activity, Scout has participated in a review.

6.24 I can organise transport for a tramp

Scout can organise suitable transport for all people and food/gear. This should include taking into account and checking safety implications and regulations (such as driver licencing and fatigue, car registration/WOF, appropriate seating and restraints, etc.).

6.25 I have planned and led an overnight tramp












Scout has planned and led an overnight tramping adventure for a team, including completing the appropriate paperwork. After completing this activity, Scout has participated in a review.



Level 7

7.1 I can take responsibility for the health and safety of my group on a tramping adventure

Scout can take the lead position on a tramping adventure and demonstrate responsible actions including checks and measures for safety. Scout is able to take responsibility for the wellbeing and safety of their party and make appropriate preparations and judgements before and during an adventure.

-  **7.2 I can make contingency plans for a tramp, and know how and when to make the call to alter plans in unsuitable situations**
 **7.1**
 **7.2**
 Scout understands that tramping activities can be significantly impacted by adverse weather and other unforeseen circumstances
 Scout can plan in advance and discuss options for backup plans
 Scout demonstrates an understanding of when it is necessary to alter or cancel their initial plans
 Scout is familiar with current good practice guidelines and can apply these principles
- 7.3 I know what procedures to follow in the case of an accident**
 Scout can prepare and follow a safety plan for a tramping adventure
 Scout can explain what they would do in a variety of possible emergency situations
-  **7.4 I can take responsibility for the environmental impact of my tramp**
 **7.1**
 **7.3**
 **7.5**
 Scout demonstrates an understanding of the environment in which their tramping activities occur and takes all possible measures to reduce their environmental impact in accordance with the Leave No Trace principles
 This includes an awareness of the impact on the track itself, as well as the reduction of any waste that might be taken away
-  **7.5 I can gain the appropriate permissions for an area I am hoping to access**
 **7.1**
 Scout can discuss when they might need to gain permission before accessing an area, and why it is important to gain this in advance
 Scout can explain why certain areas might not be available for public access
 Scout knows where to go to gain information and permissions
- 7.6 I know what to look for when buying gear**
 Scout can explain what features to consider when purchasing boots, packs, wet weather gear, thermal layers, sleeping bags and mats, and lightweight tents
- 7.7 I can select appropriate group gear for a multi-day tramp**
 Scout can list and describe the group gear required for a multi-day tramp, and explain why each item is necessary
- 7.8 I can run a gear check to ensure everyone in my group is adequately prepared**
 Scout is able to check the gear of others to ensure their party is appropriately prepared for a tramping adventure
 Scout can guide others in tramping preparations, and make gear recommendations for others
- 7.9 I can plan and cook a variety of meals appropriate for a tramp of at least 2 nights**
 Scout can demonstrate cooking while on a tramping adventure
 Scout can cook meals that fulfill nutritious needs and sustain energy for tramping, including appropriate quantities and variations for dietary requirements
 Scout can explain how to pack and carry emergency rations for a tramp
- 7.10 I can safely lead a river crossing**
 Scout can identify the best place to cross a river, and whether it is safe to do so
 Scout can lead a group in various river crossing techniques, taking into account the physical abilities of their group
 Scout has taken the sole leadership role in a river crossing under the supervision of an appropriately skilled person
-  **7.11 I know a number of ways of constructing emergency shelters appropriate for different purposes**
 **7.6**
 Scout can demonstrate how to build shelters using any available materials (natural and man-made)

The shelter should be able to accommodate at least 2 people in relative comfort and protection from the elements
Scout is aware of their environmental impact while creating shelters, and is able to do so without creating major disturbance to their surroundings

7.12 I have built an emergency shelter and slept in it overnight

Scout has spent a night in a shelter that they have built for themselves
Scout can do this without negatively impacting their environment, and can return the site to its natural state after they are finished with their shelter

7.13 I can explain how different geographical features affect weather patterns, and how to use this when planning an adventure

Scout understands how various geographical features, such as ridgelines, valleys, treelines, coastal areas, altitude, etc. affect weather patterns
Scout can explain how to use these features while planning an adventure

7.14 I can use a topographical map to plan a tramp in unfamiliar territory

Scout can demonstrate their skill by plotting a route through new territory
Scout can correctly estimate how long their party will take to walk an unfamiliar length of track

7.15 I can navigate at night and in poor visibility

Scout can demonstrate their skill in tramping in poor visibility (such a mist or fog) or at night under supervision
Scout can locate grid reference points on various terrains

7.16 I can budget, prepare, and manage every aspect of a tramping adventure without

input from Kaiārahi

Scout is able to take responsibility for all aspects of the leadership of an adventure

7.17 I have planned and led a tramping adventure of at least 2 nights

Scout has planned and executed a tramping adventure of at least 2 nights
After completing this activity, Scout has participated in a review



Level 8

8.1 I know what gear is needed for various tramping adventures and how to correctly use and care for it

Scout can demonstrate their knowledge and competency in this area by discussing various situations and the types of equipment (including personal and group equipment) needed and used

8.2 I know what alpine equipment is needed if there is a possibility I will be tramping in alpine conditions

Scout knows what alpine equipment they should carry if they might be entering alpine conditions
After receiving appropriate training, Scout is familiar with how to use this equipment

8.3 I can explain how cooking at altitude/cold differs from normal tramping

Scout can discuss some of the difficulties encountered while cooking at an altitude and in freezing temperatures
Scout can explain the best fuel and stove types for these environments

8.4 I can safely and accurately navigate over difficult terrain in any type of weather, and at night

Scout can demonstrate their expertise in navigating in poor visibility conditions (such as

mist or fog) or at night
Scout can accurately locate precise locations or grid reference points on various terrains in a timely fashion

8.5 I can navigate to a desired location without the use of tracks

Scout is able to demonstrate their navigational skills without the aid of tracks
Scout is aware of their environmental impact while off tracks, and is able to navigate without creating major disturbance to their surroundings

8.6 I can monitor the status of my team members and know how to help a struggling team member

Scout can monitor the physical and emotional wellbeing of their team members and take measures to ensure that everyone is cared for
Scout knows how to support a team member that is struggling in a considerate way

8.7 I have planned and led a tramping 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

8.8 I have planned and led an overnight tramping experience using only structures that I constructed myself

Scout can plan and lead an overnight tramping experience for a team that involves sleeping outdoors in a constructed shelter
After completing this activity, Scout has participated in a review

8.7 I have planned and led a tramping adventure with an elevation gain of at least 1,000m

Scout can plan and lead a multi-day tramping

experience with a significant elevation gain
After completing this activity, Scout has participated in a review



Level 9

9.1 I can constantly assess the risk of a tramp and take appropriate action to ensure the safety of the party

Scout can recognise the dangers that might be present and other safety considerations for tramping adventures of various lengths
Scout is able to adapt plans to the changing needs of their group
Scout can create a risk management control and safety plan

9.2 I can create an emergency management plan for a tramp I am undertaking

Scout has a sound understanding of the emergencies that might occur in a tramping environment and is able to create an emergency management plan that takes into account the specific tramping environment, the needs of the group, and minimising the risk of a variety of emergencies

9.3 I can empower others to practice active kaitiakitanga while participating in tramping experiences

Scout understands that all outdoor activities have some form of environmental impact and it is important to minimise this as much as is 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 tramp's sustainability practices and why it is important for everyone to look after our environment

9.4 I can use an ice axe for safe travel in an alpine environment

Scout can use an ice axe to safely self arrest in all configurations



9.5 I can fit crampons to my boots

Scout can demonstrate how to correctly fit crampons to their boots
Scout can demonstrate safe and correct techniques when using crampons

9.6 I have planned and led a tramping session for a small team of people

Scout has planned and led a tramping 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

9.7 I have planned and led tramps in at least 3 different types of terrain

Scout has planned and led tramping adventures in at least 3 different terrains (such as sub-alpine, marsh, volcanic, beach, bush, riverlands, alpine, mountainous, etc.)
After completing each activity, Scout has participated in a review

9.8 I can safely plan, lead, and support a multi day tramping adventure for a group of people with different tramping expertise

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

Vertical

**Level 1****1.1 I can stay safe while climbing on rocks, trees, fences, and man-made structures**

Scout knows to always climb with an adult's permission and an adult present
Scout knows to climb on playgrounds and in areas designed for climbing, not fences and other inappropriate structures

1.2 I can safely hang upside down on a climbing frame

Scout is comfortable hanging upside down on an appropriate structure
Scout can explain why it is important to check how high off the ground a structure is before hanging off it
Scout can safely get down again

1.3 I know when to ask for help if I get stuck

Scout is aware of their own limitations and knows when to ask for assistance if they find themselves in a tricky situation

1.4 I have been to a jungle-gym playground and know how to play safely and cooperatively with others

Scout always takes turns and shares equipment
Scout knows how to respect the space of others while playing
Scout always makes sure that an adult knows where they are
Scout has an awareness of their personal safety while up high

1.5 I have built and played in an indoor cave made out of cardboard boxes and other materials

Scout has participated in the building of an indoor cave, blanket fort, or similar temporary structure, then played in it
Scout has assisted in the packing up of their structure once they have finished playing in it



Level 2

2.1 I can identify some of the hazards I might encounter while rock climbing

Scout can discuss some of the hazards that might be present while rock climbing and can offer suggestions of how to reduce the chances of injury

Scout can name a minimum of three hazards, which might include rockfall, loose clothing, dropped equipment, jewellery, and/or hair. Scout can explain why it is important to do safety checks before starting to climb.

2.2 I know the safety rules for being at the top or bottom of a cliff face

Scout knows to stay well clear of a cliff edge unless they are tied in with a climbing rope and an adult is present.

Scout knows to stay clear of a natural cliff face where rocks, dirt, or other things could fall down. Scout knows to always have their helmet on when at the bottom of an outdoor climbing site. Scout knows to give plenty of space to active climbers and belayers.

Scout knows not to push or throw anything over the edge of a cliff.

2.3 I can identify and name the equipment I need for rock climbing

Scout is familiar with rope, harness, climbing shoes, helmet (if required), carabiner, and belay device.

2.4 I can properly put on a climbing helmet

Scout can properly adjust their helmet so that they fit snugly to stay central on their head and not slide forward or back easily. Scout can explain the reason for wearing a helmet.

2.5 I can be a responsible member of my team while participating in vertical activities

Scout can identify some risk concerns that might be present on a vertical adventure and

offer safety procedures to counteract them. Scout can explain how to be a member of the team while participating in vertical activities and how their behaviour will impact the activity and experience of others.

2.6 I have been climbing on an artificial wall or natural rock face

Scout has tried climbing either in the context of a supervised "bouldering" or top rope climbing lesson.



Level 3

3.1 I know the safety rules for climbing/abseiling at an artificial climbing wall

Scout can describe the safety rules for climbing or abseiling on an artificial wall, including supervision by a qualified instructor, carefully checking all knots, harnesses, and belays before beginning to climb, acting responsibly in the climbing area, and the importance of checking in with their belayer before starting to climb.

3.2 I can explain why having a spotter or belayer is important when I am climbing

Scout can explain the role of a spotter or belayer when climbing and why this is important. This should include reference to protecting a climber's head and neck, and the prevention of hitting the ground if they fall.

3.3 I know the main principles of the Climbing Care Code

Scout can demonstrate an understanding of the key points of the Climbing Care Code to minimise their impact on the environment and other people while climbing in an outdoor environment.

3.4 I know when and where I should have a climbing helmet on

Scout knows that a helmet is to be worn for any climbing or caving activity where a fall or loss



3.1



3.7



3.1



3.3

of body control could result in impact or the head, or when a person or object could fall onto a climber, belayer, or spectator

3.5 I can put on and adjust a climbing harness

Scout can put on a harness with the leg loops and waist belt adjusted properly and securely tightened

3.6 I can tie a figure-8 follow-through knot



3.8

Scout can consistently and accurately tie a figure-8 follow-through knot, with a tail that can go over the knot twice, and give examples of when it might be used in a vertical context

3.7 I can help others learn about climbing

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

3.8 I have completed a climb to the top of an artificial or natural climbing wall

Scout (using a top rope climbing method) has climbed to the top of a climbing wall under their own power



Level 4

4.1 I know what makes a safe and unsafe climbing site

Scout can recognise and give examples of environmental and man made hazards, including the dangers of loose rock, flora and fauna, adverse weather, water, and other climbers

Scout can identify possible ways to deal with these hazards to prevent injury

4.2 I know the main safety rules for climbing or abseiling at an outdoor natural climbing site

Scout can demonstrate where and when to wear a helmet

Scout can demonstrate when to be tied in with

a rope, anchored, and belayed

Scout can demonstrate when it is safe to begin to climb and abseil

Scout can demonstrate where to stand or sit to safely observe climbers

4.3 I know the safety rules for “bouldering” climbing

Scout can explain how to maintain safety while bouldering, including the use of spotters and mats, how to fall correctly, and the importance of site selection

4.4 I can act as a spotter for another person

Scout can demonstrate how to spot when someone else is climbing, including proper stance and arm position

Scout can explain the importance of protecting a falling climber’s head, and why they must always keep a close watch on the person they are spotting for

4.5 I can perform an equipment safety check of myself and my climbing partner

Scout can perform a head-toe check of clothing and attire (no loose clothing, no sharp objects in pockets, shoes are tied, jewelry and helmet/harness are properly secured, long hair is tied up)

Scout can perform a squeeze and visual check of all knots and carabiners before use

4.6 I can discuss key points to be aware of when accessing an outdoor climbing site

Scout can identify issues that may be encountered when accessing an outdoor site, including obtaining permission from land owners or managers, tangata whenua, Department of Conservation, and the logistics of accessing a site

Scout can discuss ways in which they can ensure that they are correctly accessing a site with the appropriate permissions

4.7 I can interpret a climbing guidebook

Scout is familiar with the key features of a climbing guidebook and is able to explain what this information means for their climbing adventure

4.8 I can care for, handle, and store a climbing rope, harness, helmet, and climbing webbing

Scout can describe the care and handling of climbing equipment, including:

- Storage in a clean dry place away from direct sunlight
- Preventing the growth of mould on equipment
- Inspection by sight and feel of all equipment at every use, looking for damage, wear, discolouration, and incompleteness
- Preventing participants from standing on, throwing down, or dropping equipment
- Ensuring equipment is only used for its intended purpose

4.9 I can name and identify the use of at least three types of locking carabiners and three types of non-locking carabiners

Scout can describe the use of and advantages and limitations of different types of carabiners

4.10 I can coil a climbing rope

Scout can coil at a beginner level
The coil should be sufficient to be carried in a backpack and can be uncoiled in a short time freely without entanglements or knots

4.11 I know the difference between single-pitch, multi-pitch, top-rope, lead climbing, and seconding climbing styles

Scout can identify the key features of each climbing style, and discuss the important moves and techniques needed for each

4.12 I can demonstrate correct communication between a climber and belayer on a top rope climb

Scout can explain when and why the climbing communication script is required, including what specific words to say for the belayer and climber before climbing and when the climb is over, what to say if a rock falls, and how, why, and what to ask for to change the rope tension during a climb

4.13 I can maintain the correct foot, body, and hand positioning for abseiling

Scout can demonstrate the correct positioning of their feet, body, and hands while abseiling
This should include keeping feet apart and high, and keeping hands well clear of the wall

4.14 I can belay using an auto-locking belay device

Scout can provide a continuous belay to a climber from the start to finish of a climb
Scout can use proper verbal climbing commands and procedures before, during, and at the end of the climb
If needed, Scout may demonstrate this under supervision or a secondary belay

4.15 I can look after less experienced members of my team while participating in vertical activities

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 can perform a safety inspection of a climbing helmet, harness, rope, and carabiners

Scout knows what to inspect on each of these items for wear, damage, improper working condition, and missing components

5.2 I can perform safety checks on anchor and belay systems

Scout can check that there are redundant, equalised, and properly loaded anchor systems
 Scout can establish that there is a proper connection/anchoring and loading of belay devices

5.3 I can make myself 'safe' at the top of a climb so that I can be taken off belay

Scout can discuss the hazards of being at the top of a cliff, and why it is important to always be attached to a safety system
 Scout can demonstrate how to securely attach themselves to an anchor with a locking carabiner so that they can be taken off belay



5.8

5.5

5.1

5.2

5.15

5.4 I can demonstrate rope handling techniques

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

5.5 I can set up a 3:1 (or greater) rope pulley system

Scout can set up a pulley system that can raise the weight of an adult
 The pulley system should be constructed out of equipment specifically engineered for climbing
 The system should only be tensioned to test the gear and to demonstrate theory

5.6 I can attach a friction (non-moving part) abseil device to a rope and harness and use the device to abseil

Scout can properly feed the rope through the abseil device and correctly attach the device to their harness with a carabiner
 Scout can demonstrate and maintain proper hand and body position while operating the device

5.7 I can construct an improvised climbing harness

Scout can correctly size and tie the knots to make an improvised climbing harness with the

correct leg loop and waist tightness
 Scout can complete a climb while wearing this harness

Climbing

I understand and can apply the principles of the Climbing Care Code while I am climbing

Scout has an awareness of the Climbing Care Code and can discuss how this can be applied when climbing outdoors
 Scout consistently demonstrates putting these principles into practice while climbing and waiting to climb

5.9 I am familiar with climbing grading systems

Scout can describe climbing grading systems and how they can be used when planning a climb
 Scout is familiar with the Ewbank, Yosemite, and Vermin systems and can discuss the differences between them

5.10 I understand the concepts, principles, and consequences of shock loading in climbing

Scout can explain what shock loading is with reference to the different forces at play
 Scout can describe the effects of shock loading on climbing equipment and systems, as well as the climber and belayer
 Scout can explain tactics for avoiding or minimising the chance of shock loading

5.11 I am familiar with a variety of climbing techniques

Scout is aware of various climbing techniques (such as smearing, crimping, wedging, layback, and mantling) and has tried some of them

5.12 I can identify different natural features of a climb

Scout can recognise natural features of a

climbing surface that they might be able to use to assist their climb

5.13 I can set up and use an auto locking and friction belay device

Scout can demonstrate how to set up auto locking and friction belay devices attached to a rope

Scout can use the devices they have set up to belay a climber

5.14 I have completed a mock lead climb on an artificial climbing wall

Scout understands the principles of lead climbing and can explain what safety concerns need to be considered while lead climbing
Scout has completed a mock lead climb in a controlled environment, to demonstrate their understanding and skills

Caving

5.15 I know the main principles of the Caving Care Code



5.5



5.1



5.2



5.8

Scout can demonstrate an understanding of the key points of the Caving Care Code to minimise their impact on the environment and other people while climbing in an outdoor environment

5.16 I know what flora and fauna I might find in a cave and why it is important to protect them

Scout can identify a number of flora and fauna they might encounter in a caving environment (such as moss, mould, trees, glowworms, weta, spiders, eels, bats, frogs, etc.)
Scout knows not to disturb cave flora and fauna

5.17 I know what I need to wear when I go caving and canyoning and why

Scout can explain the factors to be considered when dressing for a caving or canyoning adventure and how to dress appropriately for

conditions

This should include discussion of temperature, water, layering, clothing fabrics, loose clothing, and appropriate footwear

5.18 I can explain the importance of lighting in a caving environment

Scout can discuss the importance of adequate lighting in a cave environment and identify appropriate lighting solutions

5.19 I have visited a walk-in cave

Scout has visited an easily accessible cave and discussed what they saw there



Level 6

6.1 I know how and when to complete the appropriate safety assessments for vertical 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 vertical activity, and is able to complete and communicate these within the appropriate time frame

6.2 I can recognise and treat hypothermia

Scout can identify the symptoms of hypothermia 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 while participating in vertical activities

6.3 I know the different types of climbing webbing/slides and their uses

Scout can explain the difference between flat



6.1



6.1



6.1



6.1



6.1



6.1



6.2



6.4



6.2



6.3

and tubular webbing and the different widths and strengths of webbing
Scout can explain the differences between nylon, Dyneema, and Spectra webbing materials and the advantages and disadvantages of these fabrics

6.4 I can identify approved rope for climbing and know what sizes of rope are available

Scout can describe a "UIAA" certified climbing rope
Scout can describe the size, length, and diameter of a climbing rope and discuss the advantages and disadvantages of different diameters of climbing rope, and situations in which each would be more appropriate

6.5 I can teach a less experienced person about Vertical skills

Scout can teach a less experienced person about an aspect Vertical skills in order to help them complete their Level 4 in this skill
After completing this activity, Scout has participated in a review

Climbing

6.6 I can assess and use in-place climbing bolt anchors and systems

Scout can demonstrate the can visually and physically inspect bolt anchors, including looking for loose rock material around the bolt placement, checking the bolt and hanger, and ensuring that all anchors and systems are of a modern-era type

6.7 I understand the concept, principle, physics and consequences of fall factor in climbing

Scout can describe what a fall factor is in climbing and the hazards associated
Scout can explain how to minimise fall factors

6.8 I can select a suitable climbing route

Scout can select appropriate climbing routes that are both challenging, and within their capabilities

6.9 I can identify and use rest spots while climbing

Scout can recognise appropriate rest spots and use these to aid in their climbing

6.10 I can demonstrate basic chimneying

Scout can demonstrate the key principles of a chimneying technique and explain when they might use them

6.11 I can belay using a friction (non-moving part) belay device such as a tube or ATC device with a secondary belay

Scout can provide a continuous belay for a climber from the start to finish of a climb while under the supervision of a secondary belay

6.12 I can belay an abseiler from below an abseil site

Scout can demonstrate the belaying of an abseiler from below
Scout can discuss the safety concerns that need to be taken into account, and measures in place to minimise the likelihood of harm
If needed, Scout may demonstrate this under supervision or a secondary belay

Caving

6.13 I know what to do if I get lost in a cave

Scout can explain the procedure to follow if they find themselves separated from the group while caving, including the importance of staying where they are, and keeping warm

6.14 I understand and can apply the principles of the Caving Care Code

Scout can discuss how human activity can impact a cave system
Scout has an awareness of the Caving Care Code and can discuss how this can be applied while caving
Scout demonstrates putting these principles into practice while caving

6.15 I know what gear I need to take caving with me

Scout can explain the importance of appropriate gear and discuss the personal gear needed for a safe caving trip. This should include helmet, light, protective clothing and footwear, first aid kit, food, and drink.

6.16 I can equip my caving harness

Scout can put on and make safe their caving harness, including checking for any wear and tear.

Scout can attach a cowstail and descender to their harness.

6.17 I understand how the weather affects rivers and water systems

Scout can explain the dangers that weather conditions can pose to caving and canyoning adventures.

Scouts can discuss the effects of weather and rainfall on river systems, including an awareness of the way the catchment area can affect the flow rate even days after rainfall.

6.18 I can use cowstails as a safety measure

Scout can demonstrate the use of cowstails to keep themselves safe in a caving environment. Scout can explain when they would use cowstails and show how to attach one to a safety rope.

6.19 I can safely navigate cave hazards and features

Scout is able to keep an awareness of their own safety at all times while moving through a cave.

6.20 I can move through a cave as part of a group

Scout understands the importance of staying together as a group while caving and ensuring they can always see the person in front of and behind them and stop if they cannot.

Scout can discuss methods of communicating within the group while caving.

6.21 I have taken part in a horizontal caving or canyoning adventure

Scout has been on a caving or canyoning adventure with a qualified supervisor.



Level 7



7.1

7.5

I can gain the appropriate permissions for a climbing or caving area I am hoping to access

Scout can discuss the importance of gaining appropriate permissions and speaking with landowners before accessing a climbing or caving area.

Scout can explain why certain areas might not be available for public access.

Scout knows where to go to gain information and permissions for local climbing or caving areas.

7.2

I can identify and communicate features and hazards of my vertical environment

Scout can recognise hazards and features while participating in a vertical activity.

Scout can effectively communicate this information with others in their party in order to maintain group safety.

7.3

I know the difference between a dynamic and static climbing rope, and where and when these rope types are used

Scout can describe the differences between dynamic and static rope.

Scout can discuss the advantages and disadvantages of these two types of rope and identify situations in which each would be appropriate.

7.4

I can improvise a belay method using a carabiner and appropriate knot

Using a carabiner specially designed for a Munter Hitch knot, Scout can belay a climber.

when climbing up and being lowered back down

Scout can tie a Munter Hitch knot correctly and attach the knot to a Munter Hitch carabiner
Scout can tie off the Munter Hitch knot with a Munter Mule knot when the hitch is under load

Climbing

7.5

I can take responsibility for the environmental impact of my climbing activities



7.1



7.3



7.4

Scout demonstrates an understanding of the environment in which their climbing activities occur and takes all possible measures to reduce their environmental impact
This includes an awareness of the impact on the site itself, as well as the reduction of any waste that might be taken away

7.6

I can interpret route descriptions

Scout can interpret route descriptions to identify the recommended path to take on a climb

7.7

I have used a friction knot/system as protection on an abseil

Scout can demonstrate the use of a Prussick or other suitable friction knot that attaches a climber to the abseil rope as a backup in case of abseil device failure or loss of control by the abseiller

7.8

I can equalise and isolate each piece of a climbing anchor

Scout can demonstrate how to equalise and isolate each piece (bolts or natural protection) of a climbing anchor so that each piece receives an equal amount of force and if one piece was to fail it will not shock load the rest of the anchor

7.9

I can set up a suitable top rope anchor at the top of a bolted climb

Under supervision, Scout can demonstrate the

set up and pack down of a top rope anchor for a bolted climb

Scout can discuss the safety procedures they have put in place while doing this

7.10

I can assist with setting up a top rope climbing or abseil site and assist with managing beginners at that site

Scout (under the guidance of a qualified instructor) can help facilitate the set up and teaching of beginners at a top rope climbing or abseiling site

After completion of this activity, Scout has participated in a review

7.11

I have successfully completed a lead climb

Scout has successfully completed a lead climb in a safe manner

Caving

7.12

I understand the key hazards associated with caving and know how to manage them

Scout can discuss hazards they may encounter while caving, including water hazards, cold, fatigue, loose terrain, falls, restricted spaces, and slippery surfaces

Scout can discuss methods for reducing and managing these hazards

7.13

I can care for my caving gear

Scout can demonstrate the correct care for their caving gear, including washing, storage, minimising wear and tear, and checking gear for any faults

7.14

I can ascend and descend a caving ladder on belay

Scout has experienced climbing and descending a caving ladder and knows how to keep themselves safe while doing so

7.15

I can abseil on belay

Scout can abseil in a caving environment while under belay from another person

7.16 I can ascend a rope in a caving environment
Scout has experienced ascending a rope in a caving environment and knows how to keep themselves safe while doing so

7.17 I can lead a section of a caving journey
Scout can take the lead position on a section of a caving journey
Scout can demonstrate how to navigate, support, guide, and lead others through the cave

7.18 I have taken part in a vertical caving adventure
Scout has been on a vertical caving adventure with a qualified supervisor



Level 8

8.1 I can run a team briefing before beginning a vertical adventure
Scout can run a briefing for their team to ensure that all participants are familiar with the intentions of the activity, appropriate behaviours, and the safety measures in place

8.2 I have planned and led a Vertical 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

Climbing

8.3 I can belay a climber from above
Scout can demonstrate the belay of a climber from an anchor above a climb
This should include using a belay device with

and without a guide mode
Scout can safely lower a stuck or incapacitated climber in guide mode

8.4 I have climbed at a natural (not constructed) climbing site where I set up anchors and belay systems for the routes I climbed or abseiled on

Scout can set up anchor and belay systems to the satisfaction of a qualified climbing instructor before use

8.5 I have seconded a multi pitch rock climb
Scout can follow a lead climber on a route and clean all the protection from the route

8.6 I have successfully lead climbed on an outdoor rock route of grade 16 or higher
Scout has completed a lead climb on a route that has been graded at 16 or higher on the Ewbank grading system

Caving

8.7 I am aware of the emergencies that may occur during a caving adventure, and can discuss ways of handling them
Scout can explain possible emergencies that might occur while caving and discuss what they would do if the situation occurs
This should include discussion of floods, getting lost (below or above ground), hypothermia, and entrapment (getting stuck in a squeeze)

8.8 I can prepare a caving First Aid kit
Scout can prepare a caving First Aid kit, with consideration to warmth, energy, and trauma management

8.9 I can create and implement a conservation plan for a cave I am visiting
Scout can create and implement a conservation plan to minimise the human impact of a cave they are visiting
Factors considered should include the choice of

cave, route selection, care of speleothems, care of flora and fauna, mud management, preventing damage, and waste management

8.10 I know what group gear is needed for a caving adventure

Scout can describe the group gear required for a caving adventure and discuss the care and maintenance of these items
This should include discussion of secondary light sources, spare clothing, lighting repair, food and water, overnight gear, cooking and sleeping gear, bothy bags, hand lines, emergency rigging, and group first aid kits

8.11 I can assist in rigging abseil and belay systems in a cave environment

Scout can assist with the rigging of abseil and belay systems in a caving environment
This should include assisting with finding an appropriate site, setting up an appropriate approach, identifying appropriate anchor points for the main and backup anchors, edge protection, redirectors, minimising wear on the ropes and the environment, ensuring an appropriate landing point, tape, and the use of appropriate knots

8.12 I can obtain and interpret a detailed weather forecast for the area I will be caving in

Scout knows where to find appropriate weather information for the area they will be caving in, including discussing the importance of talking with landowners
Scout is able to interpret this information and use it to make sound decisions on their safety plans

8.13 I can take into account the limitations of my team

Scout can demonstrate an awareness of others' energy levels and cave conditions which may be beyond the skill levels of others
Scout can identify methods which may help to

support members of their team that might be struggling

8.14 I can actively assist the leader of a caving adventure

Scout can take an active role in assisting the leader of a caving adventure
This should include taking a position as the experienced person at the front or back of a party, and assisting with belaying, SRT, rigging, and helping to manage and encourage those with less experience



Level 9

9.1 I can empower others to practice active kaitiakitanga while participating in vertical experiences



9.1



9.2



9.3

Scout understands that all outdoor activities have some form of environmental impact and it is important to minimise this as much as is 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 activity's sustainability practices and why it is important for everyone to look after our environment

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

Scout can create inclusive vertical experiences for a variety of people

Scout is able to foster an environment where others can learn new vertical skills in a supported way

9.3 I have planned and led a Vertical skills session for a small team of people

Scout has planned and led a Vertical 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

Climbing

9.4 I can build a SERENE (Solid, Efficient, Redundant, Equalised, No Extension) trad anchor using natural and placed protection

Scout can demonstrate the building of an anchor system using the SERENE principles:

- Solid (or strong). The stronger the better
- Equalised. Anchors should be constructed so that each component of the anchor carries an equal amount of the load
- Redundant. Anchors should consist of multiple components in case one or more components were to fail
- Efficient. Anchors should be as simple and timely as possible without compromising any of the other SERENE qualities
- No Extension. Anchors should be built so that if one or more of the components fail, the remaining components won't be shock loaded

9.5 I can demonstrate rescue techniques

Scout can set and demonstrate how to escape the system and rescue a fellow climber
Scout can demonstrate a belay transfer, rescue from below, rescue from above, and abseiling without an abseil device (using a munter hitch or carabiner break)

9.6 I have completed a Rock Climbing Leader course

Scout has completed a Rock Climbing Leader course from an authorised provider

9.7 I have successfully completed an outdoor lead climb of grade 18 or above

Scout has completed a lead climb on a route that has been graded at 18 or higher on the Ewbank grading system

Caving

9.8 I can create an emergency management plan for a cave I am visiting

Scout has a sound understanding of the emergencies that might occur in a caving environment and is able to create an emergency management plan that takes into account the specific cave environment, the needs of the group, and minimising the risk of a variety of emergencies

9.9 I am familiar with how Search and Rescue operates in a caving environment and what to do if they are required

Scout has an understanding of the role of Search and Rescue in a caving environment
Scout can explain when cave Search and Rescue might be needed, and how to engage with them

9.10 I can monitor the weather and water flow levels in a cave and make appropriate adjustments to my adventure

Scout can discuss what to look for in safe and unsafe water flows and how to identify changes in their environment
Scout can explain the importance of utilising the knowledge of landowners
Scout can make appropriate judgements on how to proceed with caving adventures based on their observations

9.11 I am familiar with cave navigational techniques and resources

Scout can interpret and follow cave maps
Scout can discuss other navigational aids, including draught, tape, cairns, and arrows

9.12 I can rig abseil and belay systems in a cave environment

Scout can take charge of the necessary riggings required for a caving adventure
This should include finding an appropriate site, setting up an appropriate approach,

identifying appropriate anchor points for the main and backup anchors, edge protection, redirectors, minimising wear on the ropes and the environment, ensuring an appropriate landing point, tape, and the use of appropriate knots

9.13 I can monitor the status of my team members and know how to help a struggling team member

Scout can monitor the physical and emotional wellbeing of their team members and take measures to ensure that everyone is cared for. Scout knows how to support a team member that is struggling in a considerate way.

9.14 I have taken a lead role in planning and leading a caving adventure for a team

Scout has taken a lead role in planning and leading a caving adventure for a team, with assistance where necessary. After completing this activity, Scout has participated in a review.

Water Safety



Level 1

1.1 I can stay safe while playing around water

Scout can demonstrate an awareness of risks around water by not running on slippery surfaces, being careful near the edges of the water, swimming between the flags or in other areas that an adult has said is safe, and showing awareness of their capabilities. Scout knows to make sure there is always an adult actively monitoring their activities. Scout can describe the buddy system and explain how and why it is used when participating in water activities.

1.2 I can signal for help in the water

Scout can describe a number of ways to signal for help if they or someone else is in trouble in the water.

1.3



1.3

1.2

1.7

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



1.4

I know what clothes and shoes to wear for a water based activity

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

Things to be taken into consideration should

include temperature, wind, sun, time taken for clothing to dry, warmth, practicality, and appropriate footwear

1.5 I know when to use a PFD (Personal Flotation Device) 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 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

1.7 I can safely get in and out of a pool

Scout can safely enter and exit a pool from a ladder or the wall

1.8 I can put my face in the water and blow bubbles for more than 10 seconds

Scout can blow bubbles underwater

1.9 I can float on my front for 10 seconds unaided

Scout can float on their front for 10 seconds

1.10 I can float on my back for 10 seconds unaided

Scout can float on their back for 10 seconds

1.11 I can return to a standing position after a starfish

Scout can right themselves without assistance from a front and back starfish



Level 2

2.1 I can describe the important safety rules for different types of water

Scout is aware that different types of water have different dangers and may have different

safety rules

Scout can explain the differences in safety rules for a home pool, pond, lake, public pool, river, patrolled beach, and non-patrolled beach

2.2 I can recognise things that might make beaches and coastlines unsafe to swim in

Scout can identify signs that water might not be safe to swim in, such as rocks, foamy water, and big waves

2.3 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

2.4 I can check the depth before getting into a pool

Scout can find the depth of a pool from the marking on its side, or by asking an adult

2.5 I can safely get in and out of the water in a variety of ways

Scout can demonstrate a variety of ways to enter and exit bodies of water
This could include:

- Entry: slide, steps, ladder, wading, jumping, falling in
- Exit: steps, ladder, wading, climbing up a bank, climbing onto a boat, climbing onto a board

Scout can explain when different types of entries and exits might be used

2.6 I can demonstrate how to breathe while swimming

2.7 I can kick for 10 metres with a flutterboard on my front and back

2.8 I can glide and kick for 5 metres in the streamline position without assistance

2.9 I can get an object off the bottom in chest-deep water

2.10 I can push off the bottom in water that is over my head

Scout can use the bottom of a pool to push themselves towards the surface of the water and reach a shallower part of the pool or the edge

2.11 I can roll onto my back and float in a starfish position for 10+ seconds

Scout can demonstrate the procedure to follow if they accidentally fall into water they cannot stand up in
Scout knows to blink rather than rub their eyes to get water out

2.12 I understand the principles of swimming in chest deep water with waves

Scout knows how to keep a watch for waves, and jump when they approach
This could be demonstrated at a beach with waves, or by simulating waves in another setting



Level 3

3.1 I know the main principles of the Water Safety Code

Scout can demonstrate an understanding of the key points of the Water Safety Code;

- Be prepared
- Watch out for yourself and others
- Be aware of the dangers
- Know your limits

3.2 I can explain the dangers of cold water

Scout can explain how cold water affects the body and why this can be dangerous

3.3 I can explain how different types of water can affect water activities

Scout can explain some of the differences

between fresh, salt, and chlorinated water and what this means for their activities

3.4 I can stay safe while boogie boarding

Scout can explain the importance of staying between the flags, attaching the leash, making sure an adult is watching, not going out of their depth, being aware of others, and what to do if they wipe out

3.5 I can explain the importance of wearing the right clothing and gear while participating in water activities



Scout can explain why certain items of clothing and gear must be worn while participating in water activities and what to look for when deciding what to wear
Scout can identify some of the hazards of inappropriate clothing or gear

3.6 I can perform a sit-down dive into a pool

Scout can dive into a pool from a sitting position

3.7 I can swim 10 metres freestyle and 10 metres backstroke without assistance

3.8 I can get an item off the bottom in water that is at least 1.2 metres deep

3.9 I can roll onto my back and kick for 10 metres unassisted without goggles

Scout can demonstrate the procedure to follow if they accidentally fall into water they cannot stand up in

3.10 I can swim and demonstrate HELP and huddle while in the water wearing a PFD

Scout can demonstrate HELP (Heat Escape Lessening Position) with the legs tucked in and in a huddle

3.11 I can tell if someone is in trouble in the water and know how to call for help



Scout can identify someone with one arm

raised, wildly flapping their arms, gasping for air, or quietly sinking underwater and not surfacing as somebody who is in distress
Calling for help can be something as simple as yelling to attract attention or calling 111

3.12 I can help others learn about water safety

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



Level 4



4.1



4.13



4.1

I know about the risks of hypothermia and how to prevent it while participating in water activities

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 water activities if it is too cold to do so



4.2



4.14



4.2

I know about the risks of heat exhaustion and how to prevent it while participating in water activities

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

4.3 I know the most common causes of drowning in New Zealand

Scout understands that drowning is a serious risk when swimming or playing in and around water

Scout can explain the most common causes of drowning; not recognising danger, accidentally falling in, difficulty returning to the surface, disorientation in the water, panic, fatigue, etc.

4.4 I can explain the differences between swimming in a pool, river, lake, waterways, and the ocean

Scout can explain things they need to be aware of when participating in water activities in different bodies of water

4.5 I can recognise a rip in the sea

Scout can identify the key warning signs of a rip in the ocean, including:

- Calm patches in surf with waves breaking each side
- Rippled or criss-crossed water
- Discoloured water
- Foamy water
- Sand bars with the above features between them

4.6 I can look after myself and my environment when swimming or snorkelling with marine life

Scout can identify underwater dangers and discuss what they can do to prevent injury to themselves or others

Scout understands the importance of not disturbing marine life and their habitats and can apply the principles of Leave No Trace
Scout is familiar with laws around swimming with dolphins

4.7 I can explain the principles of "Check, Clean, Dry" for activities in different bodies of water



4.6

Scout can explain why it is important to check, clean, and dry their equipment before using them in different bodies of water

4.8 I can check the weather and tide forecasts for an area I am planning to use for a water activity

Scout can explain why it is important to check tides and weather before participating in an outside water activity, and where to obtain this information

4.9 I can describe different types of PFDs and when and where each should be used

Scout can explain the advantages and disadvantages of standard and inflatable PFDs. Scout is able to select a PFD that is the right size for them and suitable for the intended activity and can discuss its key features

4.10 I can perform a standing dive from the side of a pool

4.11 I can be safe when doing flips, cannonballs, and bombs

Scout can identify the safety considerations they need to be aware of when performing these, including making sure nobody else is in the way, the water is deep enough, and ensuring no body parts come into contact with the sides

4.12 I can swim at least 50 metres freestyle and backstroke

4.13 I can swim at least 20 metres using a dolphin kick

4.14 I can swim 20 metres in a shirt, shorts, and shoes without assistance

4.15 I can tread water for over 30 seconds

4.16 I can get an object off the bottom in water that is at least 1.4 metres deep

4.17 I can roll onto my back and kick for 20 metres unassisted without goggles

Scout can demonstrate the procedure to follow if they accidentally fall into water they cannot stand up in

4.18 I can swim 20 metres using a survival stroke while wearing a PFD

4.19 I can demonstrate how to best assist a rescuer if I find myself in trouble in the water

Scout can demonstrate how to assist a rescuer who helping them in the water. Scout can discuss the importance of staying calm and following instructions

4.20 I can demonstrate throwing a rope or flotation aid to a struggling swimmer 5 metres away

Scout can demonstrate how to throw a rope or flotation device to a struggling swimmer and give instructions for its use



Level 5

5.1 I understand and can apply the principles of the Water Safety Code while participating in water activities

Scout has an awareness of the Water Safety Code and can discuss how this can be applied while participating in water activities. Scout demonstrates putting these principles into practice while on, in, and around water

5.2 I can explain how the body responds to cold water

Scout can explain what cold water does to the body, and why sudden immersion in cold water can be dangerous

5.3 I can check if a river is safe to swim in

Scout can identify the hazards of rivers and can assess the safety of a river

This should include discussion of river current, depth, entry and exit points, checking downstream, strainers, rapids, and water cleanliness

Scout knows that rivers can change at any moment, and to check them every time they swim, even if they have been there before

5.4 I can safely check the depth of an outdoor swimming area before jumping in

Scout understands the dangers of jumping into shallow waters and rocks

Scout can explain that water may not always be as deep as it appears to be

Scout can check the depth of a swimming area before jumping in, including checking for any hidden hazards such as large rocks, or branches

5.5 I can dive from a diving block

5.6 I can swim 100 metres freestyle

5.7 I can swim 2 x 100 metres using 2 different strokes of my choice

5.8 I can swim with flippers

5.9 I can get an object off the bottom in water that is at least 1.6 metres deep

5.10 I can swim at least 50 metres in a shirt, shorts, and shoes without assistance

5.11 I can tread water for at least 2 minutes

5.12 I can swim 50 metres using a survival stroke while wearing a PFD

5.13 I can swim 20 metres using a survival stroke without goggles

5.14 I can right myself in water from a range of different orientations

Scout can re-orientate themselves in the water

from a variety of different positions

5.15 I can keep myself safe when helping someone else

Scout understands that drowning can often occur when people are trying to help others

Scout can explain how to ensure their own safety before assisting others by only attempting a rescue from a safe distance

5.16 I can recognise someone who is in trouble in the water

Scout can discuss the signs of a struggling swimmer

Scout understands that this might be someone quietly slipping under the water, not always a frantically struggling person

5.17 I can throw a rope or flotation aid to a struggling swimmer 12 metres away

Scout can demonstrate throwing a rope or flotation aid to another person 12 metres away

5.18 I can make use of alternative items when no traditional rescue aids are available

Scout can identify a number of items they might be able to use if no traditional rescue aids were available



Level 6

6.1 I know how and when to complete the appropriate safety assessments for water 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 water



6.1



6.1



6.1



6.1



6.1



6.1

activity, and is able to complete and communicate these within the appropriate time frame

6.2 I know what supervision is needed for my water activities

Scout is familiar with the correct supervision ratios required for various water activities, and what is required of a supervisor in accordance with current Scouts Aotearoa guidelines

6.3 I can recognise and treat hypothermia and heat exhaustion



6.2



6.4



6.2



6.2

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 when participating in water activities

6.4 I can demonstrate the use of "Check, Clean, Dry" in my water activities



6.5

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

6.5 I can identify common weather conditions and describe how they might affect outdoor water activities

Scout can describe the main weather features to expect with high or low pressure and with warm or cold fronts and how these might impact their water activities

6.6 I can carry out a routine inspection of a PFD

Scout can demonstrate how to inspect a PFD for visual flaws such as tears, failed stitching, discharged CO2 bottle, and defective fastenings

6.7 I can safely jump off a diving board,

wharf, or other surface that is at least 1.5 metres above the water

6.8 I can swim 200 metres freestyle

6.9 I can swim 2 x 200 metres using 2 different strokes of my choice

6.10 I can get an object off the bottom in water that is at least 2 metres deep

6.11 I can swim at least 50 metres fully clothed

Scout can swim at least 50 metres while wearing long pants, a long-sleeved top, and shoes

6.12 I can tread water for at least 5 minutes

6.13 I can tread water for at least 2 minutes fully clothed

Scout can tread water for at least 2 minutes while wearing long pants, a long-sleeved top, and shoes

6.14 I can swim 50 metres using a survival stroke without goggles

6.15 I can swim 20 metres in open water using a survival stroke while wearing a PFD

6.16 I know what to do if I get caught in a rip or strong ocean current

Scout can explain what to do if caught in a rip, including discussion on the importance of remaining calm, swimming to the side, waiting to be carried to a less strong current, and calling for help

6.17 I can demonstrate techniques for self rescue if I fall in a river

Scout is able to demonstrate self-rescue techniques in a controlled environment

6.18 I can teach a less experienced person about water safety

Scout can teach a less experienced person about an aspect of water safety 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 identify and describe the roles and responsibilities of a lifeguard

Scout can discuss what it is a lifeguard does, and what their personal and legal responsibilities are in their lifeguarding role

7.2 I can explain the key things to be aware of when swimming in open water

Scout can discuss the differences between swimming in open water, as opposed to a pool, including waves, buoyancy differences, currents, rips, disorientation, and fatigue awareness

7.3 I can check the safety of a river I am planning to swim in or cross

Scout can explain the dangers to look for in a river they might be thinking of crossing or swimming in
Scout is able to assess these dangers and make a considered decision as to whether to proceed

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

Scout is able to use weather forecasting information in planning water activities
Scout knows when it is necessary to cancel or modify water activities in light of unsuitable weather

7.5 I can explain when to use different PFDs

Scout can discuss the advantages and disadvantages of different types of PFDs and

make recommendations for the most appropriate type for a variety of different activities

7.6 I can safely jump into open water from a surface at least 2 metres above water level

7.7 I can swim 20 metres underwater

7.8 I can swim 200 metres in open water

7.9 I can get a weighted object off the bottom in water that is at least 2 metres deep

7.10 I can tread water for at least 5 minutes fully clothed

Scout can tread water for 5 minutes unaided while wearing long pants, a long-sleeved top, and shoes

7.11 I can swim at least 100 metres fully clothed

Scout can swim at least 100 metres while wearing long pants, a long-sleeved top, and shoes

7.12 I can swim 20 metres using a survival stroke in open water

7.13 I can swim 50 metres in open water using a survival stroke while wearing a PFD

7.14 I can take responsibility for my personal safety before helping someone else

Scout can explain the dangers of assisting a struggling swimmer, especially from the water
Scout can discuss the appropriate safety measures to take before attempting to assist someone else

7.15 I can actively supervise a young child in a water environment

Scout can explain the things they need to be aware of when looking after a younger and less experienced swimmer



Level 8

8.1 I can assess and manage the risks of an area of water that is new to me

Scout knows the dangers of a variety of different water activities in a new environment

8.2 I can discuss factors that might affect my distance perception when swimming in open water

Scout can explain how distances can appear shorter than they actually are when swimming in open water and discuss strategies for handling this

8.3 I can identify and manage common river hazards

Scout can discuss key features and the dangers of common river hazards, including recirculating hydraulics, undercuts, sieves, strainers, and entrapment features
Scout can explain strategies for reducing the risks involved with water activities that take place near river hazards

8.4 I can safely swim in a group of swimmers

Scout can explain the key things to be aware of when swimming in a group, and how to ensure the safety of themselves and others

8.5 I can swim 500 metres in open water

8.6 I can swim 50 metres using a survival stroke while towing a person in a simulated rescue

Scout can demonstrate this in a controlled environment

8.7 I can demonstrate at least 2 methods of self recovery

In a controlled environment, Scout can demonstrate at least 2 different methods for self recovery if they were to find themselves in a dangerous situation while participating in water activities

8.8 I can throw a rope or flotation aid to someone in danger on a river

Scout can demonstrate a variety of methods for throwing a line to someone experiencing trouble in a river

Scout can explain factors that should be taken into consideration, such as river swiftness, wind, and angle of throw

Scout knows the hierarchy of rescue: Yell, Reach, Throw, Row, Go

8.9 I can supervise a group of less experienced swimmers

Scout can act as a supervisor for a group of swimmers, under the supervision of a qualified person

Scout can explain the measures necessary to ensure the safety of the whole group

8.10 I have planned and led a water safety 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 constantly assess and manage risk for a variety of water activities in different environments, including pools, lakes, beaches, and rivers

Scout knows the dangers of a variety of different water activities in different environments and is able to take responsibility for group safety and be constantly aware of any changing circumstances

9.2 I can discuss the factors I need to be aware of when swimming long distances

Scout can discuss how to prepare for long distance swimming and factors that need to

be taken into account, such as fatigue, body temperature, dehydration, etc.

9.3 I have participated in a 1000 metre pool or open water swim

9.4 I have planned and led a water safety session for a small team of people

Scout has planned and led a water safety 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

9.5 I have participated in a water rescue training course

Scout has completed a water rescue training course from an authorised agency

Most Recent Versions

Sometimes these skills will be updated, to stay up to date with industry standards and the needs of our young people. You can find the most recent versions of each of the Adventure Skills by scanning the QR codes below.



AIR ACTIVITIES



CAMPING



BOATING



TRAMPING



EMERGENCY SKILLS



WATER SAFETY



VERTICAL



APPENDIX 6: BETTER WORLD

Better World facilitates a youth member's contribution to their community, country, and world, through their own self-development. It encourages rangatahi to be active and engaged in their communities by researching and undertaking projects, then sharing them with others.

There are 8 Better World Programmes, split into Community and Environment Programmes.

The 4 Community programmes are:



The 4 Environment programmes are:



Every Better World programme follows the same format; Experience, Act, Share.



Undertake four activities to learn about an issue, how it affects people and the world, and what work is being done to make positive change. Each programme specifies four areas for these activities to ensure a breadth of understanding of the issue.



Select one of the topics you have learned about that you would like to focus on in detail. Find out more about the problem, and research what (if any) solutions people are already working on to remedy it.

Determine a goal that you would like to achieve around this issue. To achieve your goal, create a project you could complete that would help fix the problem you have identified. Use the Project Guide, or create your own.

Plan the project. This includes researching, delegating responsibilities, working out a timeframe, working out what equipment is needed, determining what skills and people you need, using experts, and putting all the pieces in place to successfully do the project.

Do your project. If it's a team activity, make sure everyone's involved and working as a team. Test out new skills, follow your plan, and have fun.

Note: It is vital to ensure that your project is going to achieve its intended outcome. Being helpful, rather than just assuming helping through your service project, is vital. Use a partnership focus – find out what is needed and helpful to the community you are intending to support, and find out what is already happening that you could get involved with, before creating your project. To make significant change, partnerships and empowerment are key.



Did you achieve your goal? Why/why not?

Reflect on the impact of your project. Reflect on what you have learned. How do you feel about the issue now? Are you worried about it, excited about how you can make a difference, or just not interested?

Choose a way to share your project and what you have learned with others as a way to spread the word and encourage participation. This should include explaining how the actions of others can affect the issue, and what they can do to help.

Share your project and service hours on scout.org

Identify future actions that could take place in your local or global community and consider how you may continue to act on what you have learned.

In the following pages you will find guidance, requirements, and a few ideas for the Experience and Act portions of each of the Better World programmes. Further activity idea banks and project guides for each of the programmes are also available on Mahi Tahi.

COMMUNITY PROGRAMMES



Community

Purpose: To help rangatahi explore what it means to be an active and contributing citizen.

SDGs Covered:



Experience

Undertake **one** activity related to **each** of the following:

1. Learn what it means to be part of a community (and how your different communities work)

After completing these activities, you will be more **aware** of the different communities you are part of, and **understand** some of the services that exist within them.

- Brainstorm all the communities you are a part of. This will include things like family, school, sports, Scouting, and your neighbourhood, but there will likely be many more too. List all the things that you have in common with members of each of these communities. How do you personally contribute to these communities? Build a list of things you could do to more actively contribute to these communities, and put three of them into action.
- Find out how the government works in New Zealand, who your local community leaders are in parliament, and what their role involves. Visit them in their local offices or invite them to speak to your group. Find out the difference between local and national government and what the two are responsible for.

- Visit a part of your local community to which you have never been. Look at a map of your community to identify a spot. With a buddy or an adult, explore this area (by bike, vehicle, on foot, etc.), after addressing any needed safety precautions. Consider why you haven't visited the location before, and what's stopping others from visiting the area.

2. Explore the diversity of different communities

These activities will help you **identify** your diverse community and **explore** the richness of different experiences.

- Learn your Scout Promise in te reo Māori or New Zealand Sign Language (NZSL) and share it with others. Learn about what is involved with translating something like the promise, and why things can't always be translated word-for-word.
- Invite a community elder from another culture to visit your group. Find out about their culture and their community's history in your part of the country. How long have they been here? Are there any events or landmarks of significance to them? Visit these or find out more about them.

- Visit a local cultural meeting space (e.g. marae, mosque, temple). Find out what it is used for and how often people meet there. How many people meet regularly here? What are the cultural protocols when visiting the location?

3. Discover some of the challenges facing different communities (and who they affect)

These activities will help you **realise** some of the challenges faced by your communities and **understand** their impacts on an individual, social/cultural, and institutional level.

- What does your community need? Create a vision for your community. Use models, pictures, slideshows and/or maps. Consider what you'd like to see added to or removed from your community. What needs to change?
- What does Te Tiriti o Waitangi mean for people today? How have the different translations affected the lives of Māori in New Zealand today? Invite someone knowledgeable to visit your Section to speak about the challenges still arising from Te Tiriti.
- What is period poverty? Find out how much sanitary products cost in your area. What happens if someone can't afford them? What kind of impact could staying home from school or work have for someone? What is the effect on the wider community if a significant portion of the population has to stay home on a regular basis?

4. Recognise some actions you can take to strengthen your communities

After completing these activities you will be able to **recognise** the ways you can strengthen your communities and **know** how to work as a community to achieve this.

- Find out what charities or services exist in your local area to support the local community, e.g. City Mission, Food Bank, Salvation Army, Red

Cross. If possible, visit one of them and volunteer for a day to support their work.

- Take a careful look at a nearby playground. What equipment do children enjoy playing with the most? What might need fixing or should be removed for safety reasons? Who would you alert about this? If you were designing a playground, what components would you include? Create your design and share it with your group.
- Organise a visit to the offices of your local government. What do they do? What do they think are some of the most important issues facing the communities they serve? What are they doing about them?

Act

- What is an issue of national significance that is important to you? Send an email or write a letter to your Member of Parliament about the issue. Find other ways to make a positive difference regarding the issue.
- Participate in or organise a community project/event. i.e. Arbor Day, Clean Up NZ Day.
- Organise a local clean-up for your group. Consider 'adopting' a stretch of beach, coastline or a local park or area to keep constantly tidy and free from litter..



Equity

Purpose: To help rangatahi explore the inequities that exist in society and their impacts on the community.

SDGs Covered:



Experience

Undertake **one** activity related to **each** of the following:

1. Learn about what equity is

These activities will help you **understand** the key concepts of equity and **empathise** with those who experience inequity.

- What does inequity look like in your community? What does it mean to you?
Present it back in some sort of art e.g. drawing, art, comic, photo essay, video etc.
- Give each team a different resource/amount of resources for an activity (e.g. paper, scissors, no scissors, tape). Debrief at the end - how did this affect the end result? Was this fair? How did it make you feel? Were the groups who had less resources still able to create something great? Did they still feel engaged? How does this reflect the real world?
- Undertake the 'band aid' activity to explain the difference between equity and equality. Have members pretend they got hurt and need a band aid. Ask the first one where they are hurt. If they say finger, put the band aid on their finger. Ask the second person where they hurt. No matter what they say, put it in the same place as the

first person. Do that throughout the whole group. Once they all have band aids in the same spot, ask if it helped any of them other than the first person. Have a discussion around how different people might need things differently, so that's why some people get different help or support than others.

2. Understand the different causes of inequity (including why we have it, our personal biases)

These activities will help you **understand** the structural, social, and individual causes of inequity and **explore** our own personal biases.

- Watch a film about inequity, such as Miss Representation, The Mask You Live In, 13th, or The House I Live In. Afterwards, have a discussion about what you saw. What about the film surprised you? How much of the things discussed in the film do you think are also applicable to New Zealand society?
- Write down what you think the different qualities are of boys/men and girls/women. Why are they different? Do you think they are true or just stereotypes? Where have these come from?

- Learn about the difference between implicit and explicit biases, then take an implicit bias test, such as Harvard University's Project Implicit test (<https://implicit.harvard.edu/implicit/>). What results do you find? How does this make you feel?

3. Understand the barriers to equity and their impacts (on individual, community, and global levels)

These activities will help you **realise** the barriers to equity and **understand** their impacts on an individual, community, and global level.

- Learn about the concept of "colour blindness" when it comes to issues of racism. Discuss why it is important to acknowledge the perspectives of different people, and how treating everyone the same regardless of their situation might cause more issues, rather than solve them.
- Walk around your local community and imagine doing it with a different disability (give each team something different to focus on, e.g. in a wheelchair, can't see well, can't handle loud noises). How easy/hard was it to get around? What problems did you encounter?
- Are some people more equal than others? Learn about the idea of intersectionality, and think about the ways different layers of inequity could affect your life. To illustrate this idea, use pieces of coloured plastic/cellophane to see how overlapping two colours doesn't show you two views of the world, it makes a completely different view.

4. Recognise some reduction strategies of inequity

Be able to **reduce** your personal impact on inequity and **understand** what the community is doing as a whole to reduce inequity.

- Look into a local charity/business that supports an equity issue in New Zealand (for example KidsCan, Eat My Lunch, Share a Pair, Rainbow Youth). Find out as much as you can about the

issue and how the charity makes a difference, and speak to someone involved if possible. Present your findings back to your group, and discuss how impactful you think the organisation is. What are they doing that works well? What could people do to better support them?

- Find out some initiatives that are taking place in communities around the country (and globally) to help support those with disabilities (e.g. supermarkets who have 'quiet times' with dimmed lights and no/low volume music). Visit the supermarket during 'Quiet Hours' and take note of the differences.
- Visit a location that is accessible certified in your local area. Find out what that means and see what that location has done to ensure they are accessible.

Act

- Fundraise for the Scout Youth Foundation to support accessibility to Scouts or Scout events for those who can't afford it.
- Make all the changes required to ensure your Scout hall is accessible for all.
- Plan and carry out a women's rights & gender equity activity (e.g. anti-bullying campaign on specific topic, supporting Pink Shirt Day).



Global Citizenship

Purpose: To make rangatahi aware of global challenges and encourage them to think globally.

SDGs Covered:



Experience

Undertake **one** activity related to **each** of the following:

1. Learn what it means to be a global citizen (and develop empathy for others)

These activities will help you **understand** what it means to be a global citizen and be able to **empathise** with people in other communities.

- Invite three different speakers to share their story of experiencing another country or culture – we often learn best through the stories/experiences of others. After they have visited, create a story, poem, play, or other creative display to demonstrate what you have learned from their presentation.
- What is a country you have always wanted to visit? Plan a possible future trip to that country. Where would you visit? What would you eat?

Where would you stay? What is the climate like? What kind of clothes would you need to take? Try out some of their food which you might find locally.

- Check the country of origin of all the food and materials you use in a week in your household. On a map of the world, pin-point all the countries. Find out how they travel from the origin country to New Zealand, and then to the store where you purchased it.

2. Find out about Scouting internationally

These activities will help you **understand** how Scouting takes place around the world and **recognise** the similarities and differences from your Scouting experience.

- Take part in JOTA/JOTI and aim to talk to Scouts from at least 5 other countries. Find out what it's like where they live and how Scouting there is different/similar to where you are. Share your findings with your group.
- Are there nearby Scouts or Kaiārahi who have attended a jamboree in another country? Ask them to share their experience with you or your group. Ask them why they wanted to attend, and what they thought of the experience. Where is the next event you could go to?
- Find out which other countries have Scouts around the world. Which three countries were a surprise to you to learn they have Scouts? Find out what they do at their Scout meetings, their promise, law, motto, and uniform. What is familiar to you? What is unique to their country?

3. Discover the big global challenges (and how each country is connected)

These activities will help you **recognise** some of the biggest challenges around the world and **realise** how all countries are interconnected.

- Learn what the United Nations Sustainable Development Goals (SDGs) are and share them with your group. Find out who formed them, what they mean, and how they are being actioned. Choose one that you are most interested in, and research more about it.
- Hold a debate on a current global issue. This could be child poverty, free education, climate change, hunger, access to water, burkini ban, marriage equality, or any other topic that captures your interest. Make sure you talk about what has caused the challenge and how other countries are affected or could assist.
- Research New Zealand's involvement with the United Nations. Who is our representative on the different councils? Does the UN do enough as a representative of 'all' countries? What else should it be doing? Share your findings with your group.

4. Recognise some actions you can take to be more globally aware

Be able to **demonstrate** some actions to become a more globally aware citizen and **recognise** how these actions will make a difference.

- Pick a Sustainable Development Goal (SDG) which is most important to you, and design your own logo or poster promoting the goal and detailing how you can help make it happen.
- Why is it so important for New Zealanders to vote? What impact does one person voting (local government elections, national elections, regional councils) have on global decisions? Everyone over 18 has the opportunity to vote, yet so many don't. Why do you think this is? What could be done to increase the involvement in politics?
- Support the events taking place in your community which represent other cultures, e.g. the International Cultural Festival, Lantern Festival, Chinese New Year.

Act

- Learn about the work of organisations like Amnesty International and help with one of their campaigns.
- Team up with an existing Scouting project elsewhere in the world and support it.
- Find out if any refugees settle in your local community. Get in touch with the Red Cross to find out the best way to support and assist new refugees who may be moving into the area.



Peace Education

Purpose: To help rangatahi explore creating a culture of peace that celebrates diversity and inclusion.

SDGs Covered:



Experience

Undertake **one** activity related to **each** of the following:

1. Learn about the causes and types of conflict that prevent or disrupt peace

These activities will help you **understand** the causes of conflict and **recognise** some solutions to resolve it.

- Learn about some forms of conflict that are the most common in New Zealand. Find some statistics and present them in a compelling way. What does this form of conflict look like? Words, physical action, or through inequality? Does it occur within families, friend groups or strangers? Present your information in a creative way (e.g. story, skit, song) and share it with your group.
- Explore some non-violent actions that people have taken to resolve conflict. For example: Parihaka, Gandhi's peaceful rebellion, or America's Civil Rights movement. Look into the principles of non-violence and the actions of peace that have shaped the world. Present these stories back to other Scouts in a creative way.
- In a group, each person writes down (anonymously) a conflict experience that they have had. Collate these experiences according to the type of conflict. There could be inner conflict, bullying, gossip, exclusion, personal conflict,

confrontation, violence etc. In their groups, act out one of the conflict situations. Now add a way to resolve the conflict – did someone else step in? Did you resolve it yourself? What would have helped you resolve the conflict better? If you hadn't resolved it, how might the situation have escalated? Share your findings with the group.

2. Create a culture of peace (developing and strengthening dialogue, understanding and respect between different people and cultures and celebrate diversity and inclusion). These activities will help you **understand** how to create a culture of peace, and **celebrate** differences and diversity.

- Hold a Scouts' Own on the theme of peace, diversity, and inclusion.
- Make a list of things you could do each day that would be considered acts of kindness, or daily actions of goodwill. Aim to achieve at least 5 daily actions of good will every day for a week. Record how it makes you feel. Does it become more natural? Can you do an additional act every day? How do you think this might be contributing to a more peaceful society? Do you notice anyone else doing these similar acts? How can you encourage more people to act this way?

- Invite a panel of guest speakers, who have lived through different experiences related to diversity, peace, or conflict to speak to your group. Ask them to share their journey, what they have learned, and how they think we can create a peaceful society.

3. Learn about the impacts of war and conflict

These will help you **realise** what the impacts of war and conflict can be and **understand** its effects at an individual, community, and global level.

- Keep a daily diary of news items which feature stories of peace and conflict. Include local and international events, initially by finding reports in the newspapers. Then, encourage other Scouts to bring articles from home, write up reports they have heard from television or radio, or print updates from news websites. Both successful conflict resolutions and continuing disputes should be included. It is important that reports are taken from different types of media outlets. Once you have a good collection, review all the articles you have. How many are related to peace, and how many related to conflict? Why do you think this is? What are the common themes? Learn about media bias, for example by comparing two reports of the same event from two different outlets, and seeing if they tell the same or a different story. How do the articles make you feel? Next time you hear about an event, try writing your own article. How easy/hard is it? Share your collection and what you've learned with others.
- Be part of a discussion with your group that enables people to express their feelings and open their minds to the realities of conflict. We need to challenge short-term thinking, hate, and prejudice as well as show solidarity with the victims of war, no matter where they live. How can we best do that? This will be best facilitated by a Kaiārahi.
- Make arrangements to express sympathy to families or those directly affected by a recent conflict, maybe members of Scouting across New Zealand or around the world. This could include writing cards and letters, making a donation, prayers, organising a baking drive, or attending an observance (memorial service, vigil) etc.

4. Recognise how to support and encourage peace

Be able to **recognise** the ways you can encourage peace and **know** how to work as a community to achieve this.

- Find out all you can about an organisation which provides essential emergency services or gives help to other parts of the world. Each small team could choose a different agency. You could organise an exhibition for the whole Group and invite parents to a talk by an invited expert or member of the studied organisation.
- Design one or more greeting cards on the theme 'Building Bridges of Friendship and Empathy'. Exchange cards with a local community organisation as a sign of empathy and friendship.
- Take part in the Paper Doll project. Initiated by Daniel (age ten) and Emily Barback (age eight) from the Bay of Plenty after the Christchurch mosque attacks in 2019, the project is designed to create a long, long line of paper dolls that show children of different cultures holding hands. More information, including templates and mailing instructions, is available online.

Act

- Plan an event on the theme of 'Building Bridges'. How do we connect with people of other cultures, other ways of living, those with different ideas, from other organisations in your area, or those who have a different faith, different abilities, or different political or lifestyle views?
- Create a video highlighting the impacts of domestic violence in New Zealand, and share it with your community.
- Create a 'Wheel of Choice' – a cardboard circle with a spinning arrow in the middle. Write down and draw pictures of different strategies that can help resolve conflict around the outside of the wheel (e.g. ask for help, apologise, walk away, compromise, talk it out, go to another activity). Use this in your Scout group whenever conflict arises between two members or during a game or activity. Make a few more and donate them to schools or families that may like them.

ENVIRONMENT PROGRAMMES



Climate Change

Purpose: To help rangatahi understand the factors contributing to climate change, its impact, and learn ways to reduce its effects.

SDGs Covered:



Experience

Undertake **one** activity related to **each** of the following:

1. Learn about what climate change is

These activities will help you **understand** what climate is and **identify** the different ways in which our climate is vital for life on Earth.

- Investigate how houses, buildings, or public spaces might be affected by climate change. Learn about simple measures you can take to minimize vulnerability. For example: check if your house is at risk of a hazard. Is it well insulated or does it get very hot? Do you have a yard, garden, or land? How can it be landscaped to be more resilient to changes in climate or extreme weather events?
- What part of the world would you love to visit? What can you learn about that destination? How do the people there live? Is climate change a problem for them? Do people there use more, less, or a different kind of energy than people in your area? Create a travel guide with information and drawings and present your findings to your group.
- Hold a number of interviews with family members, friends, or community members about

how they think the Earth's climate contributes to the health and well-being of all life forms. You can pre-prepare some facts about the topic to share with them. Share your interview results with your group. Did people really know about the importance of climate in our life?

2. Understand its causes

These activities will help you **understand** the causes – both natural and human – of climate change and **recognise** the impact that daily human activities have on our climate.

- Your carbon footprint is the amount of greenhouse gas emissions produced from your activities (e.g. transportation, electricity, heating and cooling, and cooking and consumption of goods). Find out how big your own carbon footprint is, and explore ways you can reduce it.
- Watch a documentary about climate change such as An Inconvenient Truth or Chasing Ice. Then discuss with others your impressions of the documentary. Do you agree or disagree with the information in it, and why? Whose points of view are represented in the film? Whose

are not represented? What do you feel are the most important messages? What actions are recommended? Has the documentary persuaded you to follow up on its recommendations? Make an action plan and then carry it out.

- Do you have a local organisation who helps manage food waste in your area (e.g. distributes excess food from cafes, bakeries or supermarkets to those in need)? If so, try to arrange a visit. Investigate how much food waste there is and what solutions are in place to help mitigate it. Volunteer for the organisation for a day to find out more about how the process works.

3. Understand its impacts

These will help you **realise** the main ways that climate change will affect natural ecosystems and **understand** how climate change will affect human health, safety and the economy.

- What type of landscape is your favourite: beaches, mountains, deserts, plains or forests? Do some research about it. Is it already being affected by climate change and, if so, how? What about the plants and animals that live there? Visit a local landscape of interest and take some pictures or make a drawing.
- Scientists predict that by the year 2050, 50 million people could be forced to leave their homes and communities because of the effects of climate change. Where will most of these refugees come from and where will they go? What kinds of weather events will force them to leave home? Prepare a short documentary about the issue and screen it to your peers.
- Draw a geographical map of the Earth, showing the oceans, seas, mountains, deserts, forests, ice caps, etc. Label each area with a list of the ways climate change will impact it. For example, Arctic ice will melt, and acid levels in the ocean will increase. Place the map in a prominent place in your hall.

4. Recognise some solutions

Be able to **explain** the main solutions we have found to tackle climate change and **know** what the international community is doing as a whole.

- Go on an 'energy diet' for two weeks. Create a plan to reduce your energy consumption at home, when moving from one place to another, and at school. Carry it out. How much energy does each action save? How does using less energy and fewer resources help protect biodiversity? Challenge your friends and family to try your plan.
- Visit an energy company (or have a guest speaker visit you) to talk about renewable energy and what they are doing to help prevent climate change.
- Set up your own organic fruit and vegetable garden – not only are they delicious and fresh but they also have a low carbon footprint.

Act

- Organise and run a campaign to educate people about reducing their energy use and turning off light switches.
- Take part in a national campaign. For example, School Strike for Climate or Plastic Free July.
- Track the carbon emissions of your Scout hall, school, or home, and talk with your family, Scout Group, and/or school about the possibility of installing solar panels, a solar water heater, or even a wind turbine.



Conservation

Purpose: To help rangatahi connect to nature and to understand how to help conserve our natural environment.

SDGs Covered:



Experience

Undertake **one** activity related to **each** of the following:

1. Get into nature, connect with a local natural environment, and learn about conservation

After completing these activities, you will have **experienced** nature in your local environment and **developed** an understanding of what conservation is.

- Explore a stream or pond. Examine the life beneath the water. Take a water sample and examine it under a magnifying glass or microscope. Record what you see. Return the water and creatures back to the stream or pond. Different species can tolerate different levels of pollution. How polluted is your stream or pond?
- Using a bingo sheet with different plants and insects, go for a walk in small groups to find what species you can. Keep looking until you've completed a row from your chart.
- Learn about pollination and why plants need to be pollinated. Then go on a pollinator scavenger hunt and look for bees, butterflies, tui and the different plants they pollinate such as pohutukawa, kōwhai, flax etc.

2. Understand the importance of biodiversity

These activities will help you to **understand** what biodiversity exists in your neighbourhood and **recognise** the importance of conservation to different species.

- Investigate invasive species of plants and animals. What impact do they have on New Zealand's conservation efforts?
- Draw a map of your community. Include both natural (such as forests and rivers) and human features (such as buildings and roads). Identify the possible sources of pollution on your map. Remember, some pollution comes from a single source (like a pipe) while other pollution comes from many small sources (like runoff from land). How does pollution affect biodiversity? On your map, draw arrows linking the pollution sources to the biodiversity they affect. What can be done to minimise pollution?
- Do an experiment to test the effects of acid rain on plants. Grow three plants in three separate pots under identical conditions (except for the watering). Water the first plant with 100% water. Water the second plant with a mixture of 90%

water and 10% lemon juice or vinegar. Water the third plant with a mixture of 50% water and 50% lemon juice or vinegar. What happens? How do you think acid rain affects plants and trees?

3. Identify local conservation issues

These activities will help you **understand** the threats to nature and **recognise** what can negatively affect a healthy ecosystem.

- Go to your local water body and check the water for the 5 C's (cool, clear, clean/clarity, current, critters) and decide if it's healthy.
- Learn some Māori words, phrases, or concepts that relate to conservation and the environment. Create a display that explains some of these concepts and share them with your group. Start using the words and phrases with your family and peers in the work you are doing.
- Do some research to find out about the 'dirty dozen' pest weeds. Learn to recognise these invasive weeds and how to control them. Check your own backyard and dispose of any invasive weeds carefully. Check you aren't spreading seeds or weed scraps when you travel around. Join a community group working to remove this issue and work with them to remove invasive weeds in your local area.
- Make a rain barrel out of clean recycled material. List all the possible uses for the collected water. Use the water for some of the ideas on your list.
- Visit a predator-free location. Learn about the control methods used to keep predators out - how do they impact the natural environment and its ecosystems? Reflect on their effectiveness.

Act

- Build a pond to create a new habitat for insects, amphibians, plants, and others. Make sure you plant only native species.
- Choose a species or area of Māori Environmental Significance and take an action to raise awareness around this.
- Track and monitor predators in your local area to identify what traps would work best, and to understand what other animals are in your local environment. Then, set up some traps in your local area to assist with predator control. Monitor these traps regularly to analyse the impact you are having.

4. Recognise some solutions and take conservation action

After completing these activities you will be able to **identify** some solutions and conservation practices and **take action** to protect our natural environment.

- Create a biodiversity friendly yard that offers lots of homes for different species. Use recycled goods or material that might otherwise end up in the trash. Bee houses can be made of bundled bamboo straws. Another home can be made from an old half-buried teapot. Use your imagination! Watch the wildlife take up residence in your backyard.



Oceans

Purpose: To help rangatahi learn about the importance of our oceans and the threats facing its health.

SDGs Covered:



Experience

Undertake **one** activity related to **each** of the following:

- Learn about the ocean – what exists beneath the surface, its ecosystems, how the ocean can influence weather and climate, and why the ocean is important. After completing these activities, you will **understand** what it's like beneath the surface and **recognise** the ocean's importance to people and the planet.

 - Go swimming, snorkelling, or diving, ideally in a marine reserve, in New Zealand. Check out the life under the surface. What surprised you most about New Zealand's marine environment? Describe your trip and what you saw.
 - Research some key facts about the ocean closest to where you live. For example, how large and deep is it? What human activities go on there? In what other ways does this ocean influence your life? Put together a quiz.
 - Visit a beach at low tide. (Before you go, make sure you read the Seashore Code and remember, even if you live next to the coast, don't go without an adult. Make sure you tell someone where you are going and when you expect to be back). Investigate the different plants and animals that live there.
- Understand the threats to our oceans, including pollution, overfishing, and climate change. These activities will help you **understand** the threats to our oceans and **recognise** what human actions can negatively affect the ocean and ocean life.

 - Organise a visit to your local fish market (if there is no fish market close by, you could visit a fishmonger or the fish counter at your local supermarket). How many different types of fish and shellfish can you see? Where have they come from? Are they deep sea fish or have they been caught near the coast? Who caught them? Were they local fishers or fishers from far away? How were they caught? Have any of the fish come from a fish farm? Draw pictures or take photos of the different seafood you see and make a big display.
 - Survey your friends and whānau to find out what goes down the drain at their house/school. Does any waste/rubbish get flushed down the sink/toilet? Where do they wash their car? What chemicals do they use in their garden? Prepare a report of your findings.

- Find a video of deep-sea trawling or dredging. What do you think about this fishing practice? What might some of the impacts be? Research why deep-sea trawling or dredging exists. Are there any countries which don't use these methods? Are there any alternative methods?

3. Recognise the impacts of these threats on our oceans

These activities will help you **identify** how the ocean is impacted by human activities and **consider** the long-term effects of this damage.

- Find out if tourism and recreation are having negative effects on the marine environment in your area. What can be done to help? Is anything being done to help already? As a group, put together an action plan to make sure tourism and recreation don't become a problem at your local beach, or at your favourite seaside destination.
 - Talk to your local council about whether your local beach is safe to swim at all year round. Find out how your waste water is managed, what causes the ocean to become unswimmable, and discuss what this means for your local community. How is the water tested? At what point does it become unsafe for humans?
 - Learn about the impacts of marine sports and recreation on the ocean, in particular those relating to boats. How does the way you clean your boat affect the marine environment? How can this be done more sustainably? What other things should you be aware of when enjoying the ocean – e.g. is some sunscreen better or more 'water safe' than others?
- compare the methods used by different species, such as oysters, mosses, and trees, to filter water. Make your own water filter using natural or recycled materials.
- Visit a local waterway and see if there is any planting near (or in) the water. These plants act as a buffer to help prevent our oceans being polluted. Research the benefits of waterway plantings. What plants are there? Are they planted or do they occur naturally? Are they at risk of being damaged/torn down? What species of plants act as natural filtrators in your region?
 - Imagine you are going out for a day's fishing with four relatives. Download the free NZ Fishing Rules app to find out: a) how much snapper you are allowed to catch? b) what is the smallest snapper you are allowed to catch? c) what should you do if you catch a snapper that is too small? Do you think you need to catch your full limit? Would it be better if you only caught what you needed?

Act

- Create a campaign to teach people how to avoid overusing plastic.
- Learn about seabins. If there is one in your local area, go and have a look at it and seek permission to audit the waste it collects. Fundraise for, and set up, a seabin in your area.
- Organise a beach clean up for your group. Consider 'adopting' a stretch of beach or coastline to keep constantly tidy.

4. Recognise some solutions to these threats

After completing these activities you will be able to **identify** ways to reduce the human impact on the ocean and **take action** to protect it.

- Some species are important for cleaning the water in a marine ecosystem. These filtering systems can remove bacteria, viruses, heavy metals, toxins and/or debris. Research and



Sustainable Choices

Purpose: To help rangatahi learn about sustainability and how our choices can lead to habits towards a more sustainable lifestyle.

SDGs Covered:



Experience

Undertake **one** activity related to **each** of the following:

1. Learn about what sustainability is

These activities will help you **understand** what sustainability is and be able to **identify** the different choices people have around sustainable practices.

- Visit a local recycling or waste management company to learn about their processes and what residents can do differently to better support sustainable practices.
- Learn about conscious consumerism and fast fashion. Understand what sustainable practices are in the fashion or production industry and who some sustainable suppliers are. Compare different items of clothing from different sources and decide whether they are made sustainably or not.
- Visit your local council or regional council and find out more about environmental practices in your community.

2. Understand what causes people to make different choices

These activities will help you **understand** what causes people to make different choices and **recognise** the considerations of these decisions.

- Find out where your food comes from. What is the carbon footprint of your meals for a week? How much of that becomes food waste?
- Survey 20 people from a range of ages/ backgrounds about their sustainability habits (e.g. plastic vs reusable bags, takeaway cups vs. keep cups, recycling/composting, electric vehicle use, public transport, etc). Find out what has influenced them to make these choices, and identify any trends in the data (e.g. age, education, convenience, upbringing, social pressure). Share your findings.
- Find out who makes the decisions to do with your Scout meeting place, local campsite, Scout event, or school. Interview them regarding the choices they make that relate to sustainability (e.g. suppliers, equipment, waste management, recycling, water management, etc). Do they enable participants to make sustainable choices

while at the location? What has influenced the decisions of the organisers? Do you understand them? Are the alternatives easy to implement? Why/why not? Share your findings.

3. Find out the impacts of our choices

These will help you **realise** the ways that certain choices impact the environment and **understand** how making more sustainable choices could make a difference.

- Complete an online calculator to find out your environmental impact, including ecological and carbon footprint. Do you demand more of Earth's natural resources than it can cope with? How many Earths would it take to sustain your lifestyle? Identify some actions you can start implementing to reduce your impact.
- Work out the environmental impact created from five of your favourite items of clothing, based on their material, brand, shop purchased from, and any other information you can find. What could you buy instead that would have a reduced environmental impact? Why? Share your findings.
- Get your Scout group, whānau, or class to collect a pile of all the single-use plastic you use in a week or month. See if you can reuse the plastic you have collected in some way that is useful. Look at how much plastic was used by a small number of people and multiply that by the population of your town/city. Draw a map showing where you think this plastic would have ended up otherwise, and share your findings. Encourage your group to think of alternatives to buying short-term items in plastic.

4. Identify some sustainable choices you can make with your new knowledge

These activities will enable you to **identify** the different choices available to you and others and to **implement** more sustainable habits in your own life.

- Find out what waste in your home can be recycled or composted and the ways in which you can reduce, reuse, and recycle. Take an action to directly reduce your waste.
- Don't buy anything new for a whole month, and see how this impacts - or not - your lifestyle. Learn practical ways to manage without new things., For example: sharing things, making your own (e.g. soap), or asking for hand-me-downs from others. At the end of the month, look at the things you own and donate anything you no longer need.
- Find out about Plastic Free July and research examples of where most of our waste comes from. Attempt a whole month (doesn't have to be July) of going plastic free. See how many of these habits you can continue after the month is over.

Act

- Set up a sustainable solution for waste (recycling, compost, water refilling, reducing plastic, suppliers etc) at the next major Scout event (e.g. National Cub Day, Jamboree, National School) to enable participants to make sustainable choices while attending.
- Find out who supplies your Scout equipment – tents, cookers, uniforms, badges – and whether the goods come from sustainable providers. Start a campaign or design a policy for all your suppliers (group, local, regional, or national) to meet certain sustainability criteria and work on getting it implemented.
- Put together a vegetarian recipe book and distribute it, to encourage people to eat more vegetarian meals (at least one per week).

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