

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.

9.3 I have completed a Mental Health First Aid course

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

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

Scout can demonstrate this either by:

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

Or

- Participating in relevant emergency scenarios

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

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

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

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

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

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

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

After completing this activity, Scout has participated in a review

Tramping



Level 1

1.1 I can stay safe while tramping

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

-  **1.3**
-  **1.2**
-  **1.7**
-  **1.3**

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



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

-  **1.4**
-  **1.3**

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

I can keep myself safe in the sun


Scout is aware of the risks of sunburn while outdoors
 Scout can describe how often sunscreen needs to be reapplied, and what factors may have an influence on this (for example, getting wet/towelling off)
 Scout knows about wearing appropriate sun hats, loose fitting shirts and use of shade to help protect them from the sun, as well as carrying a drink bottle and drinking plenty of water

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

Scout knows that all rubbish should be carried

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**

 **1.8** 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

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

2.7 I have attended at least 3 day tramps

Scout has attended at least 3 day tramps in natural areas

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



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

3.6 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

3.2 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

3.7 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

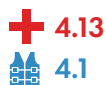


3.1

3.7

Scout can demonstrate an understanding of the

how much water they should bring (heat, intensity of tramp, proximity to refilling facilities, etc.)



4.13



4.1

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

3.14

I know where and when to find 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

3.13

I know how weather can affect a tramp

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

4.2



4.2



4.14



4.2

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

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

4.3

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

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



4.1

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

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



4.10
4.6

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 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

I understand and can apply the principles of Leave No Trace while tramping



5.5



5.1



5.8



5.15

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

I can demonstrate how to correctly deal with and minimise food waste, solid waste, and human waste



5.2

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**
-  **5.15** 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 I can recognise and treat hypothermia and heat exhaustion**
-  **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
-  **6.4** Scout can explain how to care for someone that is showing signs of hypothermia or heat exhaustion in a tramping environment
-  **6.2**
-  **6.3**

- 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 I know what team emergency gear is needed for a weekend tramp, and how to care for it**
-  **6.2**
- 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



6.5 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

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



6.11

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** Scout understands that tramping activities can be significantly impacted by adverse weather and other unforeseen circumstances
-  **7.2** 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** 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
-  **7.3** 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**
-  **7.5 I can gain the appropriate permissions for an area I am hoping to access**
- 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