

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.

9.5 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 on 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



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

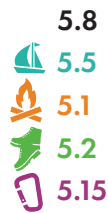
Scout knows what to inspect on each of these items for wear, damage, improper working condition, and missing components

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



5.4 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

5.8 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

-  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 vertical activity, and is able to complete and communicate these within the appropriate time frame

6.2 I can recognise and treat hypothermia

-  6.2
-  6.4
-  6.2
-  6.3

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/slings and their uses

Scout can explain the difference between flat

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 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 and 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 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 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