

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.

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



1.3

1.2

1.7

1.3

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



1.4

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

I know about the risks of hypothermia and how to prevent it while participating in water activities



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 water 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 participating in water activities



4.14



4.2

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