

Adventure Skills

Camping	5
Backwoods	19
Pioneering	31
Emergencies	43
Hillwalking	57
Air Activities	69
Paddling	81
Rowing	95
Sailing	109



“Writing a book takes a lot of energy and determination, it also takes a lot of help.

No one walks alone and when you are walking on that journey just where you start to thank those that joined you, walked before you, walked beside you and helped along the way. So perhaps this book and its pages will be seen as “thanks” to the many of you who have helped to bring this Adventure Skills Handbook to life.

Let the adventure begin!”

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Introduction

There are nine defined Adventure Skills; Camping, Backwoods, Pioneering, Hillwalking, Emergencies, Air Activities, Paddling, Rowing, Sailing. This range of skill areas has been chosen to provide a framework for an active and adventurous outdoor programme providing fun, friendship and challenge. Competency in specific Adventure Skills allows our youth members to carry out a great variety of Scouting adventures and activities in a safe and competent manner.

Approached correctly they will provide our Scouts with a sense of pride and confidence that comes through developing a knowledge and level of competency in the skill areas they choose. They also provide ample opportunity for young people to develop instructing and coaching skills while passing on their skills to others.

Adventure Skills encourage young people to progressively increase their skills level. They should be undertaken alongside the Personal Progression Scheme, so that they support their personal development as well as their outdoor skills development.

Scouters should support youth members, using the appropriate youth participation model for each Section, in planning, tracking and reviewing their competence with their chosen Adventure Skills, this will help to ensure that each Scout achieves the Adventure Skills Stage Awards they decide to pursue.

Stages

Each Adventure Skill is organised into nine stages. Each stage builds on the previous and leads on to the next. Stages are not aligned to any Section. While a Beaver Scout may naturally start at stage 1 and move through the stages in their time in Scouting, a new Scout joining at 13 years of age would be expected to start at stage 1 and move up. So Adventure Skills present a progressive standard for all youth members. The Adventure Skills Award for each stage indicates that the young person has achieved a specific level of knowledge and ability in relation to that Stage of that Adventure Skill. Therefore, the young person must be able to carry out the skill safely and competently to that level and have the knowledge required at that level. The number of Adventure Skill stages each Scout pursues will probably decrease as they move through the Sections. The Stages are progressively challenging. It is more than likely that each young person will favour a few of the Adventure Skills as they progress and will narrow their focus to become truly competent in those. When it comes to assessing progress in an Adventure Skill, as in every other aspect of the ONE Programme, the Scout Method should be used. In keeping with the "Learning by Doing" aspect of the Scout Method, Adventure Skills should be pursued and assessed in a practical manner as an active part of the Programme.

Requirements

Each of the skill requirements are presented as a statement of competency - I know how, I can do, etc. These Competency Statements outline the knowledge, abilities and experience that the young person must display. Each Competency Statement is further broken down into a set of Skills Requirements. The Skills requirement section outlines the details of knowledge and experience a Scout is expected to display to fulfil the Competency Statement.

Safety

Throughout the skill requirements it is possible to observe the key safety competency expected. Scouters and Scouts should be aware that these Competency Statements need to be fully implemented. Every Adventure Skill will contain within its skill stages activities that will, by their nature be adventurous and involve some risk. Therefore an awareness of safety, carefulness and assessment of risk should always be present in the mind of those participating in these activities. It is everyone's responsibility and not solely the responsibility of the leader of the activity whether they are a Scouter or a Scout assuming a leadership role.

Risk Management

Safety is one of the cornerstones of programme delivery. 'Be Prepared', the Scout motto, in effect sums up our approach to any activity, by that we mean all the elements which make up a successful and safe activity or adventure.

Risk is an everyday occurrence in our lives, given the natural survival instinct in each of us, coupled with the awareness taught to us by our parents and others as we grew up, managing risk is something each of us do without thinking or as second nature.

Within the Adventure Skill stages Scouts will encounter many situations, while undertaking adventure in the programme that will challenge their mental and physical skills. Risks will be present at certain times as local weather conditions and terrain impact on a journey or activity. What is expected of Scouts is that they are first and foremost prepared and trained and secondly have confidence. They need to constantly assess a situation and employ measures to ensure the safety of themselves, and that of their team.

Risk management is the process whereby situations, activities, etc. are evaluated; firstly identifying hazards (those which can cause/lead to accidents or incidents) and secondly putting in place procedures/training whereby the hazards identified are removed or reduced, in order to prevent the hazard causing an accident/incident. Scouts undertaking Adventure Skill stages should display an understanding of this process.

Assessing Competencies

Competencies need to be assessed. This can be done by the Scouter, a mentor, external expert/specialist, or a Scout that has a competency that is two stages above that being sought by the Scout. If a Scout is assessing a Competency Stage, it should be agreed and signed off with the Section Scouter before the Stage Badge is awarded.

When assessing the skills of a Scout seeking a Stage Badge it is important to understand that the competency statements are specific. It is not about 'doing their best effort'. So, if a Scout is required to complete and manage the construction of a pioneering project....then that is what they need to do. Helping someone else or undertaking perhaps 60% of the work is not sufficient to fulfill the Competency requirement. Some of the adventure skills are paired to external qualifications and some competency statements will be linked directly to statements made by the external organization.

Other people, expert/specialists, coaches, teachers can help a Scout complete competency statements, it is not expected that a Scouter is an expert in all Adventure skill competencies. Such personnel should be suitable and approved to do so under the Governmental Child Protection Guidelines. Scouters should ensure the bona fide of outside experts before a Scout attempts to undertake a stage Badge using outside expertise.

Awarding of badges

Scouters are encouraged to present badges immediately they are gained and in a timely manner so that achievements are fully recognised.



Camping Adventure Skill

Reference Material

The following reference material provides useful information about this Adventure Skill.

Note: It is not possible to “study” for an Adventure Skill. Knowledge gained from reading must be supported by real and practical experience in the selected Adventure Skill.

The Scouting Trail - The Scout Shop

The Sea Scout Book - The Scout Shop

Kubuk -The Scout Shop



Competency Statements

Stage 1

- I know the main personal gear to bring on camp.
- I know how to care for my personal camping gear.
- I know what clothes I should bring on camp.
- I know how to set out my sleeping area for a good night's sleep.
- I can collect small sticks suitable for fire-making.
- I know about the Buddy System.
- I can pack my rucksack for camp.
- I can keep my camping gear neat and tidy while on camp.
- I know the different emergency services that are available and how and when to call them
- I know the main parts of a tent.
- I can help pitch a tent.
- I have spent at least one night on camp.

Stage 2

- I know about the food pyramid and can discuss it with a Scouter.
- I know about food hygiene.
- I can get a weather forecast.
- I can help prepare food for cooking on camp.
- I know how I would get help if someone is hurt.
- I know how to behave safely around fires.
- I can demonstrate my understanding of the fire triangle.
- I know how to be safe while cooking.
- I understand why I should follow directions from an instructor.
- I have spent at least two nights on camp (outside).

Stage 3

- I know how to care for all my personal gear.
- I know about safe food storage.
- I can help make a hot drink using a fire.
- I can help clean up a fireplace after camp.
- I know how weather can affect our camp.
- I know why we bring certain gear on camp for our team.
- I can use camp tools safely on camp.
- I know how to clean and treat a small cut or scratch.
- I know and can discuss the main principles of "Leave No Trace".
- I can show a younger member of my team how to pitch a tent with the help of others.

- I can assist in the cooking of a meal while on camp.
- I can help others to learn about camping.
- I have spent at least two consecutive nights on camp.

Stage 4

- I know what personal gear I should bring on a lightweight and standing camp.
- I can pack my rucksack properly for a lightweight camp.
- I know how to use our team gear correctly and safely.
- I know how to care for our team equipment during and in between camp.
- I know the best place to pitch our tent and I can explain why.
- I know how to use and store tools safely.
- I know what to do in the case of cuts and minor burns.
- I can be safe around fires and cooking equipment.
- I can be a constructive member of my team while on camp.
- I can assist in the pitching of a tent with my team.
- I have spent at least four nights on camp.

Stage 5

- I know what you need for building shelters and bivvys.
- I can explain how you choose the best type of tent for a specific camp.
- I know how to store and cook food safely on camp.
- I know what team equipment to bring on various types of camps.
- I can plan a balanced menu with my team for a camping adventure.
- I can select suitable locations for a standing or lightweight camp.
- I can show the best layout for a team campsite. I can use at least two different types of cooking fires and stoves.
- I can give a weather report to our Scouter for the duration of a camp.
- I can show the best location on camp for a chopping pit.



- I can show a younger Scout how to pitch a tent.
- I know how to pitch and set tents correctly for bad weather conditions.
- I understand the importance of proper waste management on camp.
- I can light and maintain a cooking fire.
- I know how to cook a good balanced meal on a fire.
- I have spent at least five consecutive nights on camp.
- I have spent at least one night, lightweight camping.

Stage 6

- I know how to plan the menu and purchase the food for a weekend camp.
- I can source local knowledge with regards to a campsite and surrounding area.
- I know how to plan a programme of activities for a camp.
- I know the causes and how to recognize and treat hypothermia, hyperthermia, sunstroke, dehydration and asthma, or any medical conditions relevant to my team.
- I can show how to care for, store and maintain all our team equipment.
- I can explain what group emergency equipment we should bring on camp and why.
- I can organise the pitching and striking of a team campsite.
- I know how to use a variety of stoves in outdoor conditions safely.
- I can talk to our team about the hazards involved in camping.
- I can pitch a tent that I am not familiar with.
- I have successfully camped in a variety of weather conditions.
- I have spent at least eight nights on camp including a week-long camp.
- I have spent at least two consecutive nights lightweight camping.

Stage 7

- I know how to select a suitable location for both standing and lightweight camps.
- I can plan and lead a team camp in a remote location for a minimum of two nights.
- I know how to organise the transport required for our camp.

- I know how to plan activities for various types of camps.
- I know how to make contingency plans for our camp.
- I can take responsibility for myself and my team while on camp.
- I can help those camping with my team to learn new skills.
- I have spent at least 12 nights on various types of camps, including at least two consecutive nights without a Scouter.

Stage 8

- I can prepare for a specialist expedition and have acquired the necessary skills.
- I can source, compare and organise various transport options for getting to local and foreign locations.
- I know how to create an exciting expedition while catering for everyone's needs.
- I know how to be active in the out of doors, without disturbing the balance of nature.
- I have assisted in the organisation of at least two camps either for my Team, or another Team in my own Group or in another Group.
- I have spent at least 16 nights on various types of camps.

Stage 9

- I know how to budget, prepare and manage every aspect of the expedition.
- I know how to ensure that safety precautions are put in place, without curtailing the fun of our camp.
- I can plan and execute, camps and expeditions in all types of locations - at home or abroad.
- I know how to source amenities and local places of interest.
- I know how to use a variety of cooking stoves, and know when each type is most effective.
- I have organized and led at least one camp for my team.
- I have spent at least 20 nights on various types of camps.

Skills Requirements



Stage 1

I know the main personal gear to bring on camp.

Scouts should indicate in list form the items of clothing they need to bring with them for a camping event. The Scout should be encouraged to collect and pack their equipment.

- Spare clothing.
- Equipment.
- Wash gear.
- Wet weather clothing.
- Repair equipment.
- Sleeping equipment.

I know how to care for my personal camping gear.

Scouts need to show an awareness of the value of camping equipment.
A Scout should demonstrate how to go about checking and caring for equipment.
Safety implications of poor or faulty equipment.
Keeping personal equipment in working order.
How to sew.
How to repair items of equipment.
The quality of different items of equipment.

I know what clothes I should bring on camp.

Scouts should know what clothes they need to bring on camp and talk about the clothing needs for different weather conditions.

- Layer system.
- Outer shell - wet weather gear.

I know how to set out my sleeping area for a good night's sleep.

Scouts should be aware of the need for tidiness, insulation and warmth.
Sleeping area, pillow, sleeping mat.
Pack away clothes.
Tidy rucksack, select clothes for next day use.

I can collect small sticks suitable for a fire making.

Scouts should be able to go off in search of firewood and return with suitable dry wood for lighting a fire. A Scout should be able to identify suitable wood to use for tinder, light sticks and long burning logs.

I know about the Buddy system.

The Scout should be able to talk about the buddy system and explain how and why it is used when camping.

I can help pitch a tent.

Scouts should indicate they wish to complete this requirement so that they can be observed in action with other Scouts.

I can pack my rucksack for camp.

Scouts need to bring a packed rucksack for demonstration and discuss, while unpacking and repacking, the value of the method used in the packing process.

The necessary equipment to pack.
Where to place soft items.
Where to place heavy items.
Where to place foodstuffs.
What is meant by 'first in last out'.
What wet weather clothing to bring.

I can keep my camping gear neat and tidy while on camp.

Scouts need to demonstrate an awareness of camp-life (living on camp and sleeping in tents) and the need to keep things tidy, so a comfortable life in a tent and around a campsite is possible. Scouts should also be aware of the conditions around a campsite and the implications of untidiness in bad weather conditions.
Scouts need to have camped for at least one night to be in a position to understand the answers they may have to provide to fulfil the requirements of this badge.



I know the different emergency services that are available and how and when to call them.

The Scout should be able to explain how to call out the emergency services when an accident takes place on the mountains (Police, Ambulance). They should know when and how they should call for the mountain rescue service rather than any of the other of the emergency services.

I know the main parts of a tent.

The Scout should know the main parts of a tent and their use and names. While there are many types of tents, the key features are common, for example the ridge, the guys, door flaps, wall, vents, sod cloth, groundsheet. This Scout should be able to point out the parts on an erected tent on a camp rather than from a picture in a book.

I have spent at least one night on camp.

The Scout will have attended their first Scout Camp and have slept in a tent on that camp as a Scout. For the purpose of this requirement, nights spent camping with their family are not permissible.



Stage 2

I know about the food pyramid and can discuss it with a Scouter.

The Scout should show knowledge in the creation of a basic menu with reference to the food pyramid.

What food forms the bottom layer of the pyramid.
What foods form the mid sections of the pyramid.
What food forms the top layer.
List the best food to choose from each layer.

I know about safe food storage and hygiene.

Scouts should show an understanding of the differences between camp and home and how it can affect the storage of food. They should also be capable of demonstrating how to store food in a safe manner.

That food is prepared without electrical household appliances and gadgets.

That food is more likely to be exposed to flies and insects and stored in containers.

That food needs to be cooked properly.

I can get a weather forecast.

The Scout should be aware of where they can obtain a weather forecast (newspaper, radio/TV, web site) and how it might impact on the plans for the camp

I can help prepare food for cooking on camp.

Scouts should be able to show in a practical way how food is prepared for cooking. This can be done as part of a cooking team or assisting a more experienced cook.

How to clean food.

How to prepare food properly.

I know how I would get help if someone is hurt.

The Scout needs to show an ability to recognize that someone is hurt badly and needs help. The Scout should also know how to get help and by what means.

How to discover that someone is hurt.

How to compare injured parts with uninjured parts.

Methods of getting help.

Methods of caring for someone that is hurt.

I know how to behave safely around fires.

The Scouts should show an understanding of the dangers of fire and how to behave around fires.

Do not play around a fire.

Do not poke a fire.

Keep a safe distance from the fire.

Obey the instruction of the fire tender.

Skills Requirements

I can demonstrate my understanding of the fire triangle.

The Scout should discuss the qualities of each part of the fire triangle and demonstrate on a fire the effect of each element if it is removed from the triangle.

I know how to be safe while cooking.

The necessity to prepare and cook a meal will involve the Scout in situations where care and attention are required.

The rules and use of knives.

Lifting hot liquids, foods from a cooking stove or the fire.

Scouts should be able to demonstrate and talk through the safety processes.

I understand why I should follow directions from an instructor.

The Scout should know about the importance of listening to the instructor so that they are aware of what to do and the dangers of doing things that they don't fully understand.

I have spent at least two nights on camp (outside).

Scouts need to have camped under canvas for at least two nights to be in a position to understand the answers they may have provided to fulfil the requirements of this badge.



Stage 3

I know how to care for all my personal gear.

Scouts need to show an awareness of the value of camping equipment. They should also be aware that if it is not working properly it is likely to fail in bad weather conditions. A scout should demonstrate how to go about checking and caring for equipment.

Safety implications of poor or faulty equipment.
Keeping personal equipment in working order.
How to sew.

How to repair items of equipment.

The quality of different items of equipment.

I know how to store food on camp.

The Scout should be able to demonstrate and discuss how to go about setting up a store tent or organising food storage on a campsite. The Scout should be aware of use of containers and covers as well as an awareness of heat in tents and cold storage locations.

I can help make a hot drink on the fire.

Scouts should indicate they wish to complete this requirement so that they can be observed in action. Safety, attention to detail and awareness of fire, heat and hot liquids should be observed.

I can help clean up a fireplace after camp.

Scouts should assist other members in the tidying up and the cleaning of a fireplace or designated fire lighting area. This will involve the careful disposal of ashes, replacing stones, or deconstruction of an altar fire. Leave No Trace should be evident; there should be no evidence that a fire has been lit in this location after the task is completed (except in a designated fire light area on a campsite in that case it should be left in a suitable state for the next campers).

I know how weather can affect our camp.

The Scout needs to know what to do if it rains or it is very hot, forward thinking and being prepared.

Explain the different types of weather likely to occur.
Explain what will happen if it rains in the camp area.
Explain what will happen if it is very hot
Explain what extra gear you need to bring - just in case.

I know why I bring certain gear on camp for our team.

The Scout should show an awareness of the need for general patrol equipment and be able to list the main items required and how they differ from personal equipment.

Tentage - sleeping, dining, storage.

Storage.

First aid.

Cooking utensils.

Tools.



I can use camp tools safely on camp.

Scouts should show how to use a tool correctly and also be aware of any safety implications.

Be able to use a tool correctly to do the job it was designed for.
Display your skill in using a particular tool.
Know how to store the tools away for use at another time.

I know how to clean and treat a small cut or scratch.

Scouts need to talk themselves through the process of treatment. This demonstration/talk can be done in a practical way on a volunteer.

How to clean the wound.
How to reassure the casualty.
How to apply a bandage.

I can show a younger member of my Team how to pitch a tent with the help of others.

Scouts should indicate they wish to complete this requirement so that they can be observed in action.

I can assist in the cooking of a meal while on camp.

A Scout should act as an assistant to another more experienced cook. They should assist in preparation, cooking and serving of a simple hot meal on camp. The Scout should display confidence and basic cooking knowledge.

I know the main principles of "Leave No Trace".

Scouts should demonstrate an understanding of the key points in a practical way in a camp situation.

Dispose of waste properly.
Respect farm animals and wildlife.
Minimise the camping impact and the effects of fire.
Be considerate to others.
Travel and camp on durable surfaces.
Leave what you find.
Plan ahead and prepare

I can help others to learn about camping.

The Scout should display a willingness to help others learn in a natural way. The Scout should be

observed in action over a period of time rather than mount a single display of expertise.

Spend at least two consecutive nights on camp.

Scouts need to have camped under canvas for at least two nights (over a weekend) to be in a position to understand the answers they may have provided to fulfil the requirements of this badge.



Stage 4

I know what personal gear I would bring on a lightweight and a standing camp.

Scouts should indicate in list form the items of clothing they need to bring with them for various camping activities, over a number of days. Scouts need to be aware of the need for proper clothing in all weather conditions. The weight of the pack is also a concern and Scouts should be pointing out weight saving measures with consideration for safety particularly with reference to lightweight and standing camping.

Scouts should indicate in list form the items of clothing they need to bring with them for various camping events. The Scout should also show an interest in the quality of equipment design and its benefits.

Spare clothing.
Eating gear.
Wash gear.
Wet weather equipment.
Repair equipment.
Sleeping equipment

I can pack a rucksack properly for a lightweight camp.

Scouts need to bring a packed rucksack for discussion. The Scouts should then demonstrate and discuss while unpacking and repacking the

Skills Requirements

value of the method used in the packing process.
Weight of pack is a major consideration. This should be balanced against necessary equipment and luxury items.

The necessary equipment to pack.
Where to place soft items.
Where to place heavy items.
Where to place foodstuffs.
What is meant by 'first in last out'.
What wet weather equipment to bring.

I know how to use our Team gear correctly and safely.

Scouts should be able to demonstrate basic procedures for cleaning and the care for equipment. Demonstrate how to use patrol equipment safely. Demonstrate how to clean, care for and store tools, tentage and cooking equipment when not in use.

I know how to care for our Team equipment during and in between camp.

Scouts should be able to demonstrate basic procedures for cleaning and care and storage of equipment during camping adventures .

Demonstrate how to clean, care for and store tools, tentage and cooking equipment when not in use.

I know the best place to pitch a tent and explain why.

Scouts should be able to show where a tent should be pitched and why that spot was chosen. Scouts should mention level ground, wind direction, shelter, and tree coverage.

Site layout on a fixed camp.
Location of fireplace.
Prevailing wind.

I know how to use and store tools safely.

Scout should show how to use a tool correctly and also be aware of any safety implications.

Be able to use a tool correctly to do the job it was designed for.

Display your skill in using a particular tool.
Know how to store the tools away for use at another time.

I know what to do in the case of cuts and minor burns.

The prime consideration for a Scout to demonstrate is that they know the rules of First Aid. Treatment of minor cuts, burns is always subject to adult or medical advice and if in doubt they should seek help. In the case of minor treatments these should be demonstrated in a practical way with a volunteer casualty.

State the rules of First aid.
Demonstrate how to treat a minor cut.
Discuss what they would do in the case of a minor burn or scald and demonstrate treatment.
Discuss how they would take care of the victim.
Discuss what they would tell a medical person when calling for help.

I can be safe around fires and cooking equipment.

The Scouts should show an understanding of the dangers of fire and how to behave around fires.

Do not play around a fire.
Do not poke a fire.
Keep a safe distance from the fire.
Obey the instruction of the fire tender.
The necessity to prepare and cook a meal will involve the Scout in situations where care and attention are required.
The rules and use of knives.
Lifting hot liquids, foods from a cooking stove or the fire.
Scouts should be able to demonstrate and talk through the processes

I can be a constructive member of my Team while on camp.

The Scout should participate on camp as a full member of the Team. The Scout should take part in, and play a number of roles while on camp and generally add to the well being of the whole Team.

I can assist in the pitching of a tent with my Team.

Scouts should indicate they wish to complete this requirement so that they can be observed in action.



I have spent at least four nights on camp.

Scouts need to have camped under canvas for at least four nights (over a number of weekends or on a single camping adventure) to be in a position to have the experience, knowledge and understanding to answers they may have provided to fulfil the requirements of this badge.



Stage 5

I know what you need for building shelters and bivvy's.

Scouts should be able to list the items and tools required to build a bivouac shelter. The Scout should have participated in the building of such a structure.

The roof should be made of plastic sheeting and not ferns and leaves.

Basic roof structure using materials found on the ground not cut down.

Refer to the 'Leave No Trace' principles.

I can explain how you choose the best type of tent for your specific camp.

The Scout should be able to ascertain the quality of a tent design and the type of camping best suited to a particular design. The Scout should also have the capability to recognize the appropriate tentage for the needs of the group on a specific camping expedition.

I know how to store and cook food safely on camp.

Scouts should show an understanding of the differences between camp and home. They should also be capable of demonstrating how to do it. A Scout should also be aware of the need to cook food properly to prevent sickness.

How to minimize the handling of food.

How to ensure food is cooked through.

How food is cooked properly and edible (not burnt.)

How food is stored on camp.

I know what Team equipment to bring on various types of camps.

The Scout should produce in list form the patrol equipment necessary for a variety of camps. The Scout should discuss how each item is relevant and also the essential safety equipment that is required. With regards to a lightweight camp the Scout should discuss how the weight load might be distributed among the Team.

I can plan a balanced menu with my 'Team' for a camping adventure.

The Scout should approach this requirement via interaction with his/her Team in the planning of menus. The menus suggested should acknowledge the food pyramid.

What food forms the bottom layer of the pyramid.

What food forms the mid sections of the pyramid.

What food forms the top layer.

List the best food to choose from each layer to create a balanced diet.

I can select a suitable location for a standing or lightweight camp.

Scouts should be able to show where a tent should be pitched and why that spot was chosen. Scouts should mention level ground, wind direction, shelter, and tree coverage.

Site layout on a fixed camp.

Location of fireplace or stove for cooking.

Prevailing wind.

I can show the best lay out for your Team campsite.

The Scout should have camped a number of times and be aware of how a campsite is laid out with a view to prevailing winds, walkways, fireplace location and tentage considerations.

Location of sleeping area.

Location of fire & kitchen area.

Location of dining area.

I can use at least two different types of cooking fires and stoves.

The Scouts needs to have been involved in a number of cooking situations. This is best demonstrated in a camp situation where the Scout can be observed in action.

Skills Requirements

I can give a weather report to my Scouter for while we are on camp.

Weather is always a consideration on camp. Scouts need to demonstrate knowledge of how to obtain weather forecast for the area they are camping in. The Scout in presenting the weather report should :-

Explain the different types of weather likely to occur.
Explain what will happen if it rains in the camp area.
Explain what will happen if it is very hot.
Explain what extra gear you need to bring - just in case.

I can show the best place on camp for a chopping pit.

The Scout needs to demonstrate an understanding of what happens or is likely to happen in a chopping area.

Clear chopping area.
Overhead obstructions.

I can show a younger Scout how to pitch a tent.

This is a practical exercise. It can be done with help from Team members. In demonstrating the skill they should direct other Team members to complete the task.

I know how to pitch tents correctly for bad weather conditions.

Scouts should be able to show where a tent should be pitched and why that spot was chosen. Scouts should mention level ground, drainage, wind direction, shelter, and tree coverage. Scouts should also be able to demonstrate additional 'storm' measures that may be necessary.

Site layout on a fixed camp.
Location of fireplace.
Prevailing wind.
Storm procedures and measures.

I understand the importance of proper waste management on camp.

The Scout should show an understanding of how to camp in a 'Leave No Trace' manner and the waste that could be generated in a camp situation. The Scout should explain what to do with waste water, refuse, waste food matter and recycling where appropriate.

I can light and maintain a cooking fire.

The Scout needs to demonstrate this skill over a number of fire lighting situations. This is best done in a camp situation where the Scout can be observed in action.

I know how to cook a proper meal on a fire.

The Scout should be able to cook a full hot meal, assisted by another Scout perhaps. This meal should be considered a 'dinner' meal rather than a lunch or breakfast so that the Scout can demonstrate their cooking skills to the fullest.

I have spent at least five consecutive nights on camp.

Scouts need to have camped under canvas for at least five nights on a single camping adventure to be in a position to have the experience, knowledge and understanding to answers they may have provided to fulfil the requirements of this badge.

I have spend at least one night lightweight camping.

Scouts should have spent at least one night camping in lightweight camping conditions. All camping equipment should have been transported to the 'wild camping' site on their backs (in rucksacks). The Scout should also have participated in the organization of such an adventure as part of the team.



Stage 6

I know how to plan the menu and purchase the food for a weekend camp.

The Scout should approach this requirement via interaction with his/her Team in the planning of menus. The menus suggested should acknowledge the food pyramid.



What food forms the bottom layer of the pyramid.
 What food forms the mid sections of the pyramid.
 What food forms the top layer.
 List the best food to choose from each layer to create a balanced diet.
 In the development of camp budgets and menus the Scout should be aware of the basic quantities of food that are required to feed a patrol without waste.
 Prepare a basic shopping list for a meal at camp.
 Discuss the basic or recommended servings per person.

I can source local knowledge of a campsite and surrounding area.

The Scout should demonstrate a capability of seek information from a number of sources.

Before the camp the Scout should have information on the local shops, places to eat, hospital, religious services etc so they can be availed of on camp. The Scout should also conduct some research into what in the locality of the campsite is of historical, artistic or geographical interest.

I know how to plan a programme of activities for a camp.

The Scout needs to demonstrate knowledge of the different types of activity that are possible on the campsite and how best to maximize the opportunities they present. Variety, fun and adventure as well as off site activities should all play a part. Time tabling as well as equipment considerations need to be displayed.

I know the causes and how to recognize and treat hypothermia, hyperthermia, sunstroke, dehydration and asthma, or any medical conditions relevant to my team.

The prime consideration for a Scout to demonstrate is that they know the rules of First Aid. A Scout should be aware of any personal conditions that might exist in the team and have discussed these with the person concerned. The Scout should also be able to list the symptoms of various conditions and know what to do.

Discuss the treatment for each ailment.
 Discuss the special needs of people in their Patrol.
 Discuss how to prevent these ailments happening.

I can show how to care for, store and maintain all our Team equipment.

Scouts should be aware of the need for care to prolong the life of this equipment. Expertise in the basic repair of equipment is expected and procedures for cleaning and care should be known and practiced.

I can explain what group emergency equipment we should bring on camp and why.

The Scout should be safety conscious and be able to discuss possible emergency situations that are likely to be encountered. The Scout should also produce a list of the types of equipment that should be present on a campsite.

First aid kit.
 Safety ropes.
 Survival bag.
 Emergency shelter.

I can organise the pitching and striking of a Team campsite.

This requirement implies that a Scout has some experience and is aware of how they should act, lead and be responsible for a Team and the Group on camp. This is best demonstrated in a camp situation where the Scouts can be observed in action.

I know how to use a variety of stoves in outdoor conditions safely.

The Scout needs to have been involved in a number of cooking situations. This is best demonstrated in a camp situation where the Scout can be observed in action.

I can talk to our Team about the hazards involved in camping.

The Scout should be able to list possible hazards at camp and suggest solutions for safer camping.

Guy ropes and fencing.
 Pits and holes.
 Fires.
 Chopping areas.
 Lifting and hauling equipment.

I can pitch a tent that I am not familiar with.

Firstly, the Scout must be able to pitch a variety of tents. Secondly, the Scout must be able to pitch

Skills Requirements

the same tents in bad weather. Ideally this will be observed. However, the Scouts should also be able to discuss how they would go about this task in various bad weather situations.

The Scout must be able to demonstrate how to pitch any tent presented correctly.

I have successfully camped in a variety of weather conditions.

The Scout can have a successful camp no matter what external factors arise.

I have spend at least eight nights on camp including a week long camp.

Scouts need to have camped under canvas for at least eight nights on a single camping adventure or combination of camping adventures, one of these should be an annual camp: to be in a position to have the experience, knowledge and understanding to answers they may have provided to fulfil the requirements of this stage.

Scouts completing this stage should be experienced campers who have camped in many situations and possess the necessary skills to camp in comfort in any situation. Many Scouts attempting this badge will have camped in excess of the eight nights required.

I have spend at least two nights consecutive lightweight camping.

Scouts should have spent at least two night camping in lightweight camping conditions. All camping equipment should have been transported to the 'wild camping' site on their backs (in rucksacks). The Scout should also have participated in the organization of such an adventure as part of the team.



Stage 7

I know how to select a suitable location for both standing and lightweight camps.

Scouts should be able to show and discuss why particular locations are suitable for camping and why that spot was chosen. Scouts should mention level ground, drainage, wind direction, shelter, and tree coverage. Consideration should also be demonstrated for the provision of programme activities and adventure locations nearby.

I can plan and lead a team camp in a wild/ remote location for a minimum of two nights.

This requirement is undertaken by experienced campers who are also in a leadership position. The camp has to be planned in detail by both the youth leader and the accompanying group. The Scouter has to be fully aware of all plans and satisfy himself/ herself that the Scout is capable of this undertaking.

I know how to organise the transport required for camp.

The Scout should demonstrate a capability to seek information from a number of sources. The Scout should be capable of organizing the most suitable transport to and from the campsite.

I know how to plan activities for various types of camps.

The Scout needs to demonstrate knowledge of the different types of activity that are possible on the campsite, and how best to maximize the opportunities they present. Variety, fun and adventure as well as off site activities should all play a part. Time tabling as well as equipment considerations need to be displayed.

I know how to make contingency plans for our camp.

Be Prepared!! While we expect good weather all the time in reality this is not always the case. The Scout needs to discuss this situation and know the value of have 'Plan B' in case of bad weather or other unforeseen situations.

I can take responsibility for myself and my Team while on camp.

This requirement implies that a Scout has some experience and is aware of how they should act, lead and be responsible for a Patrol and the Group on camp. This is best demonstrated in a camp situation where the Scouts can be observed in action.



I can help those camping with my Team to learn new skills.

The Scout is experienced in living outdoors. The Scout should be able to evaluate the ability of fellow Scouts, assist where necessary and work together with those of a similar level or knowledge.

I have spent at least 12 nights on various types of camps, including at least two consecutive nights without a Scouter.

The Scout attempting this badge will be very experienced and will have camped many times and possess many skills. The Scout should be capable of passing on such skills to other campers and instilling in them the camping spirit and love of the outdoors.



Stage 8

I can prepare for a specialist expedition and have acquired the necessary skills.

At this level the Scout may wish to take on expeditions which are of specialist and unique nature. The Scout must be able to plan and organize these expeditions adding whatever skills necessary to their existing skills set.

I can source, compare and organise various transport options for local and foreign locations.

The Scout should demonstrate a capability of seeking information from a number of sources. The Scout should be capable of organizing the transport to and from the campsite.

The advantages of different transport methods.

The suppliers of transport.

The average cost of hiring or using a transport method.

I know how to create an exciting expedition while catering for everyone's needs.

The Scout should be capable of planning, organizing and running an expedition which everyone on camp will find both fun and challenging.

Be able to discuss the abilities of his/her Team. Be able to grade hill walking adventures and be aware of hiking difficulties encountered.

Be able to choose a route that is challenging but not dangerous for those taking part.

Be able to select suitable programme activities for a weekend and long term camp.

I know how to be active in the outdoors, without disturbing the balance of nature.

The Scout needs to be aware that living and walking through open countryside has an impact of some kind and that we need to minimize this intrusion. The Scout should suggest best practice and discuss how to minimize the impact while also enjoying the outdoor experience.

The 'Leave No Trace' principles should be fully understood and demonstrated in practical situation on camp and at the break of camp. The Scout should lead the final check and clean up of a campsite on a number of occasions.

I have assisted in the organisation of at least two camps either for my Team, another Team in my own Group or in another Group.

This is a leadership opportunity and will require expertise in camping, programme planning and organisation. The Scout is expected to assist an experienced camp organizer and learn and gain experience from this encounter.

I have spent at least 16 nights on various types of camps.

Scouts need to have camped under canvas for at least 16 nights on single camping adventures or combination of camping adventures, one of which should be an annual camp to be in a position to have the experience, knowledge and understanding to answer the questions they may have provided to fulfil the requirements of this badge.

Scouts completing this badge should be experienced campers, who have camped in many situations and possess the necessary skills to camp in comfort in any situation. Eight of these nights need to be consecutive. Many scouts attempting this badge will have camped in excess of the 16 nights required.

Skills Requirements



Stage 9

I know how to budget, prepare and manage every aspect of the expedition.

The Scout needs to be aware of and demonstrate how to prepare a budget and manage that budget over a camping activity and to achieve a break even situation.

Have run or assisted in running a number of adventures.

Prepare a cost for a suggested adventure.

Act as expedition leader on at least two expeditions.

I know how to ensure that safety precautions are put in place, without curtailing the fun of your camp.

The Scout needs to demonstrate knowledge of safety, key accident situations and how to put in place preventative measures.

Fire areas.

Camp hygiene.

Storage of food.

Proper use of tools

I can plan and execute, camps and expeditions in all types of locations at home or abroad.

The Scout should be able to run, in conjunction with others, successful camps and expeditions no matter how the factors could impinge on possible success or failure.

I know how to source amenities and local places of interest.

Before the camp the Scout should have information on the local shops, places to eat, hospital, religious services etc so they can be availed of on camp. The Scout should also conduct some research into what in the locality of the campsite is of historical, artistic or geographical interest

I know how to use a variety of cooking stoves, and know when each type is most effective.

The Scout needs to have been involved in a number of cooking situations. This is best demonstrated in a camp situation where the Scout can be observed in action.

I have organized and led at least one camp for my Team.

This requirement is undertaken by experienced campers who maybe accompanying another Scout who is organizing and leading the activity. (see above). The camp has to be planned in detail by both the youth leader and the accompanying group. The Scouter has to be fully aware of all plans and satisfy himself/herself that the Scout is capable of this undertaking.

I have spent at least 20 nights on various types of camps.

Scouts need to have camped under canvas for at least twenty nights on single camping adventures or a combination of camping adventures, one of which should be an annual camp to be in a position to have the experience, knowledge and understanding to answers they may have provided to fulfil the requirements of this badge.

Scouts completing this badge should be experienced campers who have camped in many situations and possess the necessary skills to camp in comfort in any situation. Eight of these nights needed to be consecutive. Many Scouts attempting this stage will have camped in excess of the 20 nights required.



Backwoods Adventure Skill

Reference Material

The following reference material provides useful information about this Adventure Skill.

Note: It is not possible to “study” for an Adventure Skill. Knowledge gained from reading must be supported by real and practical experience in the selected Adventure Skill.

The Scouting Trail - The Scout Shop

The Sea Scout Book - The Scout Shop

Kubuk -The Scout Shop

Essential Bushcraft by Ray Mears

SAS Survival Guide by John Wiseman published in small pocket size by Collins

Web Based resources

There are numerous video based resources on the web covering all aspects of backwoods skills. These resources reside on ‘Youtube’, ‘Expert Village’ and ‘Howtovideo’ websites.

Keyword search Bushcraft, survival,camping, Ray Mears.

Useful series on line – ‘Ray Mears’, ‘Country tracks’, and ‘extreme survival’.

Useful collections at Bushcraft.com



Competency Statements

Stage 1

- I know what kinds of clothes to wear when going out into nature.
- I know how to prepare food for cooking.
- I know what a basic survival kit should contain.
- I know how to behave safely around fires.
- I know how to use hand tools safely.
- I can build a simple shelter.
- I have participated in at least two backwoods activities.

Stage 2

- I know how cook some food using tin foil instead of pots and pans.
- I know the important things to remember when building a simple shelter using plastic sheeting.
- I know how to treat simple cuts and scratches in a hygienic way.
- I know how to set up a fireplace and assist in fire lighting.
- I can prepare and cook food properly in backwoods conditions.
- I know about food hygiene in the outdoors
- I can use hand tools correctly.
- I have attended at least an additional two backwoods activities.

Stage 3

- I know how different weather conditions can affect a backwoods activity.
- I know how to get help when someone is in trouble.
- I know the main principles of "Leave No Trace".
- I can build a shelter for six people.
- I can use camp tools safely on camp.
- I know about food storage
- I can light a fire using natural tinder, fuzz sticks and matches.
- I can make a simple fish hook.
- I can prepare my own survival kit.
- I can teach another Scout about preparing a survival kit.
- I have attended at least an additional three backwoods activities.

Stage 4

- I know what equipment I need to bring with me on a backwoods activity.
- I know how to set up a tarp bivvy shelter suitable for two people.

- I know how to prepare a fire place and light and maintain a fire using minimum resources.
- I can make simple containers using natural materials.
- I know how to treat cuts and minor burns.
- I can make camp bread such as twists and scones.
- I know about nature and what you are likely to see and experience as part of a backwoods activity.
- I can find directions by using star constellations and the sun/watch method.
- I have attended at least one backwoods based overnight activity.

Stage 5

- I know how to use and care for tools of all kinds safely.
- I know how to build a backwoods shelter using natural materials and how to return this material to nature.
- I know how to cook a variety of foods using different backwoods methods.
- I know the safety considerations that are necessary before embarking on any activity or adventure.
- I can make a length of cordage using naturally found fibres.
- I can light a fire using flint and steel.
- I can make myself comfortable on an overnight backwoods adventure using available natural materials.
- I can carve a wooden spoon from a piece of wood.
- I have attended backwoods based activities lasting at least two nights.

Stage 6

- I know what Team and personal equipment is necessary for a successful backwoods activity.
- I know all of the elements of the "Leave no Trace" programme.
- I can identify edible fruits and berries that are found in nature.
- I can prepare the foods I find in nature for cooking.
- I can find my way using natural direction indicators.
- I can catch and prepare a fish for cooking.
- I have led at least one backwoods activity .



Stage 7

- I know a number of ways of constructing shelters and bivvys.
- I know the likely hazards that may be present in woodland and open countryside.
- I know how to light and maintain a fire using friction methods.
- I know how to live in the countryside without disturbing the balance of nature in any way.
- I know how to make utensils by carving and by other methods.
- I can cook a meal without using common utensils.
- I have led at least one overnight backwoods or survival based activity.

Stage 8

- I know a number of ways of constructing shelters capable of being used for a number of nights.
- I know how to prepare, cook and store food in backwoods conditions.
- I know the different edible foods that can be eaten safely in the wilds.
- I hold a first aid certificate (outdoor) or equivalent REC 3.
- I know how to make a variety of tools, and useful gadgets to survive in nature over a period of time.
- I can live comfortably in a number of different natural situations, with minimal equipment.
- I have led at least three backwoods adventures.
- I have participated in a survival weekend activity.

Stage 9

- I have run at least two backwoods skills training sessions for my Scout Group/County.
- I have participated in a survival activity outside my usual Scouting environment..

Skills Requirements



Stage 1

I know what kinds of clothes to wear when going out into nature.

Scouts should indicate in list form the items of clothing they need to bring with them for a backwoods adventure.

Clothes for mucking about in.
Clothes for wet weather.
Clothes that are warm – winter.
Clothes that cover arms and protect from cuts and scratches and sunburn.
Headwear.

I know how to prepare food for cooking.

The Scout will explain how to prepare food for cooking without the aid of cooking utensils or preparation table.

How to clean food.
How to prepare food properly.
How to place food on a cooking implement/device.

I know what a basic survival kit should contain .

The Scout should produce a survival kit for examination.
It should include at least ten useful items.
Each item must have a practical use, some may have more than one use.
Each item is of real value and will assist in a survival situation.

I know how to behave safely around fires

The Scout should be aware of the possible dangers and how to prevent them.

Do not play around a fire.
Do not poke a fire.
Keep a safe distance from the fire.
Obey the instruction of the fire tender.

I know how to use hand tools safely.

The Scout should discuss and then demonstrate how tools are used safely.
Know the types of tools likely to be used on a backwoods adventure.
Be able to use a tool correctly to do the job it was designed for.
Display your skill in using a particular tool.
Know how to store the tools away for use at another time.

I can build a simple shelter.

Scouts should indicate they wish to complete this requirement so that they can be observed in action.
A shelter should be built using plastic sheeting, rope and tent pegs. Trees can be used to support the shelter.

I have participated in at least two backwoods activities.

Scouts should have attended at least two backwoods activities.

These activities can range from simple afternoon sessions to day long activities. At this level it is not necessary for a Scout to have camped out overnight in a shelter or 'survival or backwoods adventure', what is required is a practical understanding of the principles and expertise associated with backwoods practice and knowledge.



Stage 2

I know how to cook some food using tin foil instead of pots and pans.

The Scout should demonstrate at least two methods of using foil for cooking.
Preparing a foil meal containing all foodstuffs to be cooked.
Fry an egg on a pan made of tin foil and a forked stick and baking a potato



I know the important things to remember when building a simple shelter using plastic sheeting.

The Scout should know how to build a shelter from a plastic sheet and show how to attach guy lines.

A shelter big enough to accommodate a small Group.

A shelter that uses natural fixtures such as trees.

A shelter that will protect users from the elements.

A shelter that is 'tight' to allow water to run off its roof.

I know how to treat simple cuts and scratches in a hygienic way.

Scouts need to talk themselves through the process of treatment. This demonstration/talk can be done in a practical way on a volunteer.

How to clean the wound.

How to reassure the casualty.

How to apply a bandage.

I know how to set up a fire place and assist in fire lighting.

The Scout should be able to set up a simple ground fire, clearing the ground, setting stone boundaries and gather tinder and sticks for the fire.

Prepare the ground by clearing an area near a river bed or an area clear of grass.

Know where to place a fire.

Collect a variety of wood.

Observe a fire lighter in action.

I can prepare and cook food properly in backwoods conditions.

Scouts should indicate they wish to complete this requirement so that they can be observed in action.

Cook a backwoods meal using foil.

Cook an egg in an orange.

Cook a sausage on a stick.

I know about food storage and hygiene.

The Scout will be able to explain how food storage and hygiene are of particular importance on a backwoods adventure.

That food is prepared without gadgets / utensils.

That food is more likely to be exposed to flies and

insects.

That food needs to be cooked properly by boiling or heat from a fire.

That it is necessary to clean hands, knives and utensils constantly to prevent infection.

I can use hand tools correctly.

Scouts should indicate they wish to complete this requirement so that they can be observed in action.

Cut a piece of wood in half using a saw.

Cut a piece of string using a knife.

Dig a hole with a spade .

I have attended at least an additional two backwoods activities.

Scouts should have attended at least two further backwoods activities – to those undertaken in Stage 1). These activities can range from simple afternoon sessions to day long activities. At this stage it is not necessary for a Scout to have camped out overnight in a shelter or 'survival or backwoods adventure', what is required is a practical understanding of the principles and expertise associated with backwoods practice and knowledge.



Stage 3

I know how different weather conditions can affect a backwoods activity.

The Scout needs to show an awareness of how weather can affect an activity and how we need to prepare for it.

Explain the different types of weather likely to occur.
Explain what will happen if it rains in the camp area.
Explain what will happen if it is very hot.
Explain what extra gear you need to bring, just in case.

I know how to get help when someone is in trouble

The Scout needs to show an ability to recognize that a person is hurt and needs help. The Scout should

Skills Requirements

also know how to get help and by what means.
How to recognize that someone is hurt.
How to compare injured parts with uninjured parts.
Methods of getting help.
Methods of caring for someone that is hurt.

I know the main principles of 'Leave No Trace'.

Scouts should demonstrate an understanding of the key points in a practical way in camp situations.

Dispose of waste properly.
Respect farm animals and wildlife.
Minimise camping impact and the effects of fire.
Be considerate of others.
Travel and camp on durable surfaces.
Leave what you find.
Plan ahead and prepare.

I can build a Patrol shelter.

The Scout will need to be observed building shelters and be seen to be a useful member of the Patrol in this venture.
The shelter needs to be made from plastic sheeting and big enough for a patrol to sleep in.
The shelter should be stable and withstand rough weather.
The shelter should be free standing, constructed using light poles and forked staves.

I can use camp tools safely on camp.

The Scout should show how to use a tool correctly and also be aware of any safety implications.

Be able to use a tool correctly to do the job it was designed for.
Display your skill in using a particular tool.
Know how to store the tools away for use at another time.

I know about food storage.

Scouts should show an understanding of the differences between camp and home and how it can affect the storage of food. They should also be capable of demonstrating how to do it.

That food is prepared without electrical household appliances and gadgets.
That food is more likely to be exposed to flies and insects and stored in containers.
That food needs to be cooked properly by boiling or heat from a fire.

I can light a fire using natural tinder, fuzz sticks and matches.

Scouts are expected to demonstrate that they can light a fire using natural materials – no paper, firelighters etc. The Scout should be confident in assembling the materials and laying out the fire place. Then they should begin and light the fire. The Scout should be given two matches. If however the matches do not light the fire then additional matches can be given. However, we are seeking 'skill' in this requirement that will be carried with them for life. A Scout should practice for a while using only two matches before attempting this requirement.

I can make a simple fish hook.

Scouts should make a series of simple fish hooks from a bent safety pin to a more elaborate bone and thorn based hooks. Binding of the hook to the line is important. It should be secure and be able to hold a wriggling fish.

I can prepare my own survival kit

The Scout should produce a survival kit for examination.
It should include at least ten useful items.
Each item must have a practical use, some may have more than one use.
Each item is of real value and will assist in a survival situation.

I can teach another Scout about preparing a survival kit

The Scout will have their own survival kit and be able to show it to a new scout explaining why each item is important and how it might be used. The Scout should be observed teaching the other Scout. This can be verified by others and the Scout who has been taught.
Explain the choice of each item and how it would help

I have attended at least an additional three backwoods activities

Scouts should have attended at least three further backwoods activities – to those undertaken in stage 1). These activities can range from simple afternoon sessions to day long activities. At this level it is not necessary for a Scout to have camped out overnight in a shelter or 'survival or backwoods adventure' what is required, is a practical understanding of the principles and expertise associated with backwoods practice and knowledge.



Stage 4

I know what equipment I need to bring with me on a backwoods activity.

Weather in open and exposed places is very different to suburban weather. The Scout needs to show an understanding of this fact and indicate how they should deal with likely weather conditions encountered on an adventure.

Discuss what would happen if it was really wet.
Discuss what would happen if it was windy.
How would you protect yourself from the sun.
Discuss also personal equipment.
Discuss tools that you would bring.

I know how to set up a tarp bivvy shelter suitable for two people.

The Scout should demonstrate their skill to erect a tarp based shelter for use by two people. Many different shaped designs are possible and the Scout should discuss the merits of their chosen design.

I know how to prepare a fire place and light and maintain a fire using minimum resources.

The Scout needs to demonstrate that they can light a fire from scratch and keep the fire going until embers are maintained.
Prepare the fire place with minimal impact to the ground.
Make fuzz sticks for fire lighting.
Collect suitable timber for fire lighting and maintaining a fire till embers are produced.
Light a fire using natural materials - no paper - using only two matches.

I can make simple containers using natural materials.

The Scout should present a number of containers that he/she has made from natural materials. This might be done during a backwoods activity or maybe presented for examination having been made at home. Containers may be folded containers, bark based, clay modelled or weaved (baskets etc)

I know how to treat cuts and minor burns.

Treatment of minor cuts, burns or broken bones is always subject to adult or medical advice and if in doubt they should seek help. In the case of minor treatments these should be demonstrated in a practical way with a volunteer casualty.

Demonstrate how to treat a minor cut.
Discuss how they would take care of the victim.
Discuss what they would tell a medical person when summing help.

I can make camp bread such as twists and scones.

The Scout should make these food items on a backwoods activity or adventure. The Scout should indicate that they wish to do this requirement so that they can be observed in action.

I know about nature and what you are likely to see and experience as part of a backwoods activity.

The Scout will show an awareness of the environment they will explore and be able to state all the nature they are likely to experience in that area.

List the wild things that could be seen in the area you are visiting.
Explain how being in close contact with nature enables you to discover more.

I can find directions by using star constellations and the sun/watch method.

The Scout should show his/her knowledge in a practical way during daylight and nighttime settings. Basic directional indications are required (North, South, East, and West). The Scout should be comfortable with this knowledge and use it regularly when taking part in activities.

I have attended at least one backwoods based overnight activity.

Scouts should have attended at least two further backwoods activities – to those undertaken in previous levels). These activities can range from simple afternoon sessions to day long activities. At this level a scout should have camped out overnight in a shelter or 'survival or backwoods adventure' at least for one night.

Skills Requirements



Stage 5

I know how to use and care for tools of all kinds safely.

The Scout needs to discuss best practice and how to care for the tools on camp.
List the tools necessary for a backwoods adventure.
Demonstrate how to use each tool safely.
Demonstrate how to clean, care for and store tools when not in use.

I know how to build a backwoods shelter using natural materials and how to return this material to nature.

The Scout needs to know when to build a shelter from natural materials rather than by using a plastic sheet and how to deconstruct the shelter after use.

Natural shelters need a lot of covering to make a roof it is important that nature is not disturbed.
The roof should be made of plastic sheeting and not ferns and leaves.
Basic roof structure using materials found on the ground not cut down.
Refer to the 'Leave No Trace' principles.

I know how to cook a variety of foods using different backwoods methods.

The Scout should demonstrate how to cook a variety of food using a number of different methods, stick, broiler, foil, hot stones etc.

Demonstrate the hot stone method of cooking.
Fry an egg.
Plank a fish.
Make a camp twist.
Cook a burger on a broiler.

I know the safety considerations that are necessary before embarking on an activity or adventure.

The Scout will be aware of the possible dangers of the activity and what procedures to follow if an accident results.

Use of tools.
Care around fires.
Food hygiene.
Cooking food.

I can make a length of cordage using naturally found fibers.

The Scout should be able to produce a length of cord made of natural materials. This might be produced using nettle fibers, bark fibers, plant fibers and root fibers. The length of the cordage needs to be a minimum of 60cm in length.

I can light a fire using flint and steel.

The Scout will be able to demonstrate how to light a fire using a flint and steel techniques resulting in the lighting of a fire.

I can make myself comfortable on an overnight backwoods adventure using available natural materials.

The Scout should be able to explain how with the use of minimal tools and expertise they can live successfully off the land.
Woodsmanship needs to be second nature as a result of skill level.
Be able to adapt to an environment quickly and with ease.
Be able to build shelter to protect from elements.
Be able to build a fire in any circumstances.

I can carve a wooden spoon from a piece of wood.

The Scout should be able to produce a wooden spoon and be able to discuss how it was made. The Scout can also demonstrate the making of a spoon under observation.

I have attended at least two backwoods based activities.

Scouts should have attended at least two further backwoods activities – to those undertaken in previous levels. At this level a Scout should have camped out overnight in a shelter.



Stage 6

I know what Patrol and personal equipment is necessary for a successful adventure.

Scouts should indicate in list form the items they need to bring with them for a backwoods activity over a number of days.

Show an indepth understanding of a backwoods environment and what tools are useful and necessary.

Discuss the difference between backwoods and real survival situations.

Demonstrate an understanding of woodland environments and what equipment can aid living in this environment.

(General Info in Scouting Trail 'Preparing for Adventure', 'Room Outside', 'Dining Out' and 'Backwoods Living')

I know all of the elements of the 'Leave No Trace' programme.

The Scout needs to be aware that living and walking through open countryside has an impact of some kind and that we need to minimize this intrusion. The Scout should suggest best practice and discuss how to minimize impact while also enjoying the outdoor experience.

I can identify edible fruits and berries that are found in nature.

The Scout should be able to discuss the different fruits and berries that can be found in the local area. The Scout should be able to identify the edible and inedible berries in nature.

I can prepare the foods I find in nature for cooking.

The Scout should be confident and skilled, to such an extent, that they know how to find food in nature and the methods that can be used to prepare and cook it. There are many different methods and the Scout should be able to discuss and demonstrate the benefits and merits of various methods.

I can find my way using natural direction indicators.

The Scout should discuss the different ways of identifying direction using nature indicators. The Scout should then be able to show how to find these indicators and point out a number of them to others.

I can catch and prepare a fish for cooking.

The Scout should be able to catch a fish. He/she can use whatever method they prefer. Once the fish is caught they should be able to prepare the fish for cooking and cook it. This is best done in a practical way on an activity.

I have led at least one backwoods activity.

Scouts should have attended at least 2 further backwoods activities – to those undertaken in previous stages). At this stage a Scout should have camped out overnight in a shelter on a full backwoods style adventure.



Stage 7

I know a number of ways of constructing shelters and bivvys.

The Scout should be able to demonstrate with their Patrol over a number of activities their ability in regard to shelter building.

I know the likely hazards that may be present in woodland or open countryside.

The Scout should show an understanding of the backwoods environment and venue and discuss possible hazards that might present during the activity.

Rough terrain, rodents, insects, water dangers, open fires.

Skills Requirements

I know how to light and maintain a fire using fire by friction methods.

The Scout will demonstrate this skill and result in lighting a fire.

Prepare a fire site.

Gather the necessary tinder materials.

Light a fire using flint and steel.

Light a fire using a friction bow and drill.

I know how to live in the country without disturbing the balance of nature in any way.

The Leave No Trace principles should be fully understood and demonstrated in practical situation on camp and at the break of camp. The Scout should lead the final check and clean up of a campsite on a number of occasions.

Dispose of waste properly.

Respect farm animals and wildlife.

Minimise camping impact and the effects of fire.

Be considerate of others.

Travel and camp on durable surfaces.

Leave what you find.

Plan ahead and prepare.

I know how to make utensils by carving and other methods.

The Scout should be able to carve using a penknife or an axe - a number of utensils such as.

A spoon , pot lifter , kebab stick, Scout stove.

I can cook a meal without using common utensils.

The Scout needs to demonstrate this skill in a backwoods situation.

I have led at least one overnight backwoods or survival based activity.

The Scout at this level should have a wide experience of taking part in backwoods and survival based adventures and activities. Their skill should be observed in action and practical situations on these activities. Taking part in overnight rather than day activities will enable the full extent of the Scouts skill and expertise to be observed and challenged.



Stage 8

I know a number of ways of constructing shelters capable of being used for a number of nights.

The Scout should show an ability to build shelters using any available materials (natural and man-made). The shelter should be able to accommodate at least two people in relative comfort and protection from the elements.

I know how to prepare, cook and store food in backwoods conditions.

The Scout will be able to prepare and cook a variety of food. This needs to be demonstrated in a backwoods environment.

Find natural food in your surroundings.

Prepare this food alongside food brought to location. Make a food storage gadget from the materials that are available to you or suggest ways of storing food safely.

I know the different edible foods that can be eaten safely in the wilds.

The Scout will have an indepth knowledge of wild foods, where they can be found, when they are in season and how they should be cooked correctly.

Discuss the possible food that can be eaten. Identify these wild foods in a natural location. Show how they are prepared for eating.

I hold a first aid cert (outdoor) or equivalent REC.

A Scout is expected to hold a first aid certificate if they are attempting this level of expertise in this adventure skill.



I know how to make a variety of tools, and useful gadgets to survive in nature over a period of time.

The Scout should show an ability to make tools, gadgets and useful items using any available materials (natural and man-made). These items should have a purpose and be useful for living in nature. These items are best demonstrated in a practical situation.

I can live comfortably in a number of different natural situations, with minimal equipment.

The Scout should be able to explain how with the use of minimal tools and expertise they can live successfully of the land. Woodsmanship needs to be second nature as a result of skill level.

Be able to adapt to an environment quickly and with ease.

Be able to build shelter to protect from elements.

Be able to build a fire in any circumstances.

I have lead at least three backwoods adventures.

The Scout should have lead at least three backwoods adventures. These can be comprised of programme activities lasting an afternoon, day or weekend. The key feature of their involvement is leadership of the activity, passing on of skills to younger members and overseeing health and safety considerations particularly in relation to food gathering, preparation and cooking.

I have participated in a survival weekend activity.



Stage 9

I have run at least two backwoods skills training sessions for my Scout Group/ County.

I have participated in a survival activity outside my usual Scouting environment.

Skills Requirements





Pioneering Adventure Skill

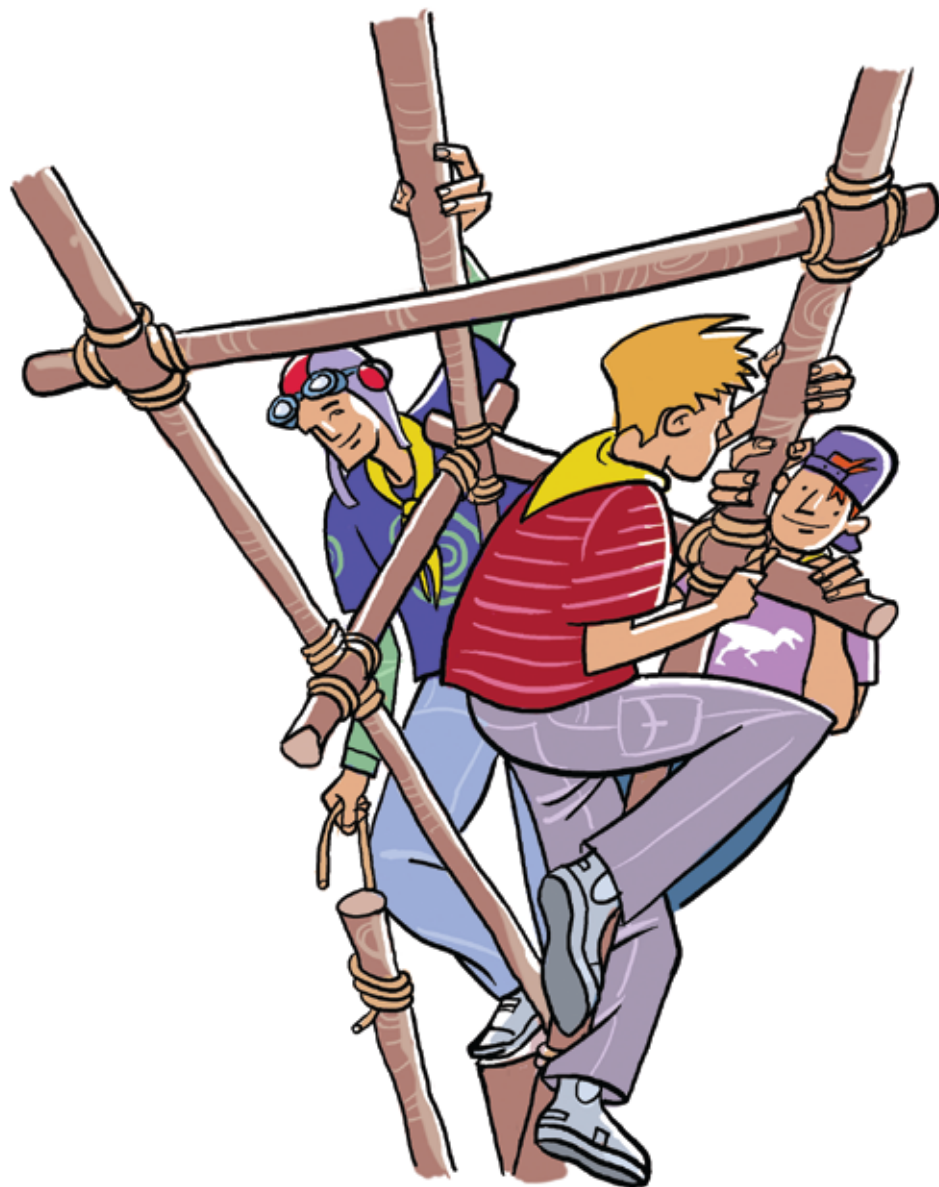
Reference Material

The following reference material provides useful information about this Adventure Skill.

Note: It is not possible to “study” for an Adventure Skill. Knowledge gained from reading must be supported by real and practical experience in the selected Adventure Skill.

The Scouting Trail - The Scout Shop
The Sea ScoutBook - The Scout Shop
Kubuk -The Scout Shop

A number of pioneering resources are available via www.issuu.com in the Scouting Ireland area



Competency Statements

Stage 1

- I know what equipment is needed for making pioneering gadgets.
- I know how to build a gadget using elastic band techniques.
- I can be responsible for myself while we are pioneering.
- I know the different emergency services that are available and how and when to call them.
- I understand why I should follow directions from an instructor.
- I have built at least two simple pioneering gadgets.

Stage 2

- I know how to get help if someone is hurt during a pioneering activity.
- I can tie the basic knots I need for pioneering.
- I can prepare ropes for use in pioneering.
- I can coil a rope.
- I can undertake tasks assigned to me while we are pioneering.
- I have made a knot board.
- I have built at least three simple pioneering gadgets using elastic band techniques.

Stage 3

- I know what equipment I need for making various pioneering gadgets
- I know how to treat basic cuts and scratches.
- I know about the safety precautions that are needed when pioneering
- I know the main principles of 'Leave No Trace'.
- I have taught other Scouts how to tie some basic knots.
- I have built at least two gadgets using ropes and poles.

Stage 4

- I know the correct use, care, and storage of the tools we use in pioneering
- I know the different types of rope used in pioneering.
- I know how to take care of all kinds of rope
- I know how to tie the knots necessary for building pioneering structures safely.
- I know the safety precautions to be observed for the safe lifting of pioneering spars.

- I can use guy ropes to make pioneering gadgets stable.
- I know the basic components of pioneering structures and how to make them.
- I can tie the main lashings necessary to make most pioneering gadgets.
- I can be responsible for myself while pioneering.
- I have built gadgets on camp and assisted my 'team' in building a tower or a bridge

Stage 5

- I know how to select suitable poles and spars for a pioneering project.
- I know how to treat cuts and sprains.
- I know what to do in case of an accident while pioneering and how to be safety conscious.
- I can help a younger Scout to build a pioneering gadget.
- I can set up a simple pulley system for lifting and tensioning ropes.
- I can coil, whip and splice a rope.
- I am aware of the building process/procedure while pioneering.
- I have taken part in the construction of at least two pioneering projects.

Stage 6

- I know how to plan and construct pioneering projects to be built by my team.
- I know how to reeve up, use and safely secure pulleys in pioneering projects.
- I can be responsible for my team while building pioneering projects.
- I know the correct lifting techniques for raising a tower or an A frame.
- I know the best types of anchorage to use for a pioneering project and can use them.
- I can lead the construction of an element of a large-scale pioneering structure.
- I have taught a younger Scout how to tie the lashings necessary for a pioneering project.
- I have taken part in the construction of at least two large-scale pioneering structures.

Stage 7

- I know how to inspect for damage, care for and store ropes, pulleys and poles.
- I know the importance of safety at all stages of construction, use and dismantling of a pioneering structure.



- I know how to plan and execute the build of a large-scale pioneering structure.
- I can check the safety of all knots and lashings used in a large-scale pioneering structure.
- I have led the construction of at least one large-scale pioneering structure.

Stage 8

- I have led the construction of a least two large-scale pioneering structures and managed them safely.
- I know how to set up and manage a belay on pioneering or climbing structures.
- I know how to use safety harnesses and securely tie off rock climbing harnesses.
- I know how to secure rope structures and high wire elements.
- I hold an outdoor First Aid certificate.

Stage 9

- I can design, plan and build large-scale pioneering structures.
- I know the importance of safety at all stages of construction, build, use and dismantling of a large-scale pioneering structure.
- I know how to control and supervise the construction of a large-scale pioneering structure and its use in programme.
- I can be responsible for ensuring large-scale projects happen safely, and that those participating are learning the skills required.

Skills Requirements



Stage 1

I know what equipment is needed for making pioneering gadgets.

The Scout should be able to list and explain the use of various pieces of equipment used in the construction of simple small pioneering projects;
Poles and staves;
Ropes and sisal for lashing;

I know how to build a gadget using elastic band techniques.

The Scout should build a series of gadgets using elastic bands and bamboo poles. Pioneering structure techniques need to be observed in the building structure;

Simple tripod frame;
Patrol Flagpole;
Pot stand

I can be responsible for myself while we are pioneering.

The Scout needs to show an awareness of what is happening around himself/herself. The need for care and safety and awareness of others and what they are doing should be evident in their behavior.

I understand why I should follow directions from an instructor.

The Scout should know about the importance of listening to the instructor so that they are aware of what to do and the dangers of doing things that they don't fully understand.

I have built at least two simple pioneering gadgets.

The Scout should have participated in the construction of at least two simple pioneering gadgets perhaps constructed on a camping adventure or as part of a pioneering activity.



Stage 2

I know how to get help if someone is hurt.

The Scout needs to show an ability to recognize that someone is hurt and needs help. The Scout should also know how to get help and by what means.
How to recognize that someone is hurt.
How to compare injured parts with uninjured parts.
Methods of getting help.
Methods of caring for someone that is hurt .

I can tie the basic knots I need for pioneering.

The Scout should be able to tie under supervision and use: clove hitch, reef knot, square lashing tripod lashing, diagonal and sheer lashings.

I can prepare ropes for use in pioneering.

The Scout needs to be observed doing or assisting others in selecting ropes for a pioneering project.
(Reference Scouting Trail Pages 178)

I can coil a rope.

The Scout should be able to coil a rope so it will not twist or curl. (Underarm coiling should not be encouraged as it causes the rope to twist and curl). The Scout should also be able to 'finish' off the end of the coil so it can be carried and stored.

I can undertake tasks assigned to me while we are pioneering.

The Scout needs to be observed in action over a number of a pioneering project.

I have made a knot board.

The Scout will have made a simple knot board for his/her Lodge/Six/Patrol Corner. The knot board should display at least six basic knots of their choice.

I have built at least three simple pioneering gadgets using elastic band techniques.



The Scout should have participated in the construction of at least three simple pioneering gadgets perhaps constructed on a camping adventure or as part of a pioneering activity. The Scout should be showing a progression of skills in the construction of these simple projects.



Stage 3

I know what equipment I need for making various pioneering gadgets.

The Scout will explain how to choose a suitable project with the skills of the Patrol in mind and the key steps necessary to enable it to be built safely.

- Preparation and planning skills.
- Preparing an equipment list.
- Listing the main pioneering elements in a structure.

I know how to treat basic cuts and scratches.

Scouts need to talk themselves through the process of treatment. This demonstration/talk can be done in a practical way on a volunteer.

- How to clean the wound.
- How to reassure the casualty.
- How to apply a bandage.

I know about the safety precautions that are needed when pioneering.

The Scout should know how a structure is built and discuss possible danger points and what to do to avoid accidents during an activity.

- The use of hard hats.
- How a heavy load might be lifted.
- How to use guy ropes for security.
- Discuss how a project is constructed.
- Be able to identify danger points in the build process.

I am aware of the Leave No Trace principles.

Scouts should demonstrate an understanding of the key points in a practical way in a camp situation.

- Dispose of waste properly.

Respect farm animals and wildlife.
Minimise camping impact and the effects of fire.
Be considerate of others.
Travel and camp on durable surfaces.
Leave what you find.. Plan ahead and prepare.

I have taught other scouts how to tie some basic knots.

This is best observed in actions during a pioneering activity. The Scout should be supportive and help the younger Scout become proficient at tying knots of all kinds.

I have built at least two gadgets using ropes and poles.

The Scout should have participated in the construction of at least two simple pioneering gadgets perhaps constructed on a camping adventure or as part of a pioneering activity. The Scout should be showing a progression of skill in the construction of these simple projects.



Stage 4

I know the correct use, care, and storage of the tools we use in pioneering.

The Scout needs to show an awareness of the tools likely to be used in pioneering activities, how these tools are used and cared for so that they are working properly.

- List the tools necessary for pioneering - saw, knife, mallet, spade, sledge hammer.
- Demonstrate how to use each tool safely.
- Demonstrate how to clean, care for and store tools when not in use.

I know the different types of ropes used in pioneering.

The Scout should be able to 'size' a rope and select the right ropes to use for different elements of a pioneering project. Know the difference between natural and synthetic rope.

Skills Requirements

I know how to take care of ropes of all kinds.

The Scout should be able to talk about ropes and demonstrate how to look for damage and care for ropes by not over straining. The Scout should be able to coil large ropes and prepare them for storage.

Coil a rope.

Know how to check rope for fraying, grit, over straining, friction burns.

Discuss how to clean a rope.

Demonstrate how to coil a heavy rope and tie it up for storage.

I know how to tie the knots necessary for building rope and pole structures safely.

The Scout should be able to demonstrate through the building of a structure all the pioneering knots and lashings, attachment of safety ropes and guys, how to tie off securely to an anchor.

Clove hitch, round turn and two half hitches, square, diagonal, sheer, tripod lashing, Norwegian lashing, figure of eight loop, sheet bend.

I know the safety precautions to be observed for the safe lifting of pioneering spars.

The Scout should be able to discuss the method used to lift a pioneering pole to a height and demonstrate the procedure during the construction of a project.

Demonstrate how a sheer legs is constructed and used to aid lifting.

Demonstrate how a single pole can be used for leverage with the aid of a rope.

Discuss the arrangement and management of a lift
Care area and fall space of a structure.

I can use guys to make a pioneering gadgets stable.

The Scout should show an understanding of why guys will be necessary and why the structure will need to be secured. The Scout should then set up guy ropes on a structure before it is raised and lead the securing of those guys using pegs or pickets.

I can tie the main lashings necessary to make most pioneering gadgets.

The Scout will demonstrate that they can tie the proper lashing associated with a pioneering structure correctly.

I know the basic components of pioneering structures and how to make them.

The Scout should know the basic elements that are combined to make pioneering structures – ‘A frames’, ‘Trestles’, Tripods, H frames. The Scout should also be able to demonstrate on a pioneering structure or via drawing the components present in a structure. Lastly, the Scout should be able to construct the components and discuss the need for uniformity and stability in their construction.

I can be responsible for myself while pioneering.

This requirement implies that a Scout has some experience and is aware of how they should act, be responsible for their actions while working on a pioneering project. This is best demonstrated in a pioneering situation where the Scouts can be observed in action.

I have built gadgets on camp and assisted my ‘team’ in building a tower or bridge.

The Scout, as part of a team, will have been involved in the construction of a number of projects. The Scout will discuss the steps required to build a structure.

(Medium size projects are considered to be structures: Bridge and towers that are of simple construction design and low level height (approx 3 metres high). They will be capable of being built by a Patrol without too much adult intervention.)

Choose a project or design a project.

Plan how it is to be build.

Identify the pioneering elements in its construction.

Manage the build and deconstruction of a project.

I know how to select suitable poles and spars for a pioneering project.



Stage 5

The Scout needs to be observed directing his/her Patrol in the selection of pioneering poles for a project.

Demonstrate how to choose suitable poles.

List the ropes, lengths and sizes, required for a project.

I know how to treat cuts and sprains,

Scouts need to talk themselves through the process of treatment. This demonstration/talk can be done in a practical way on a volunteer.

State the rules of First aid.

Demonstrate how to treat a minor cut.

Discuss how they would know a bone is broken.

Discuss how they would take care of the victim.

Discuss what they would tell a medical person when summoning help.

I can help a younger Scout to build a pioneering gadget.

This is best observed in action during the construction of a pioneering project. The Scout should be supportive and help the younger Scout achieve his objective. The younger Scout may be doing this project as part of their pioneering badge requirement.

I know what to do in case of an accident and how to be safety conscious.

The Scout needs to show an ability to recognize that someone is hurt and needs help. They must indicate care for the injured party before departure for help. They should also know how to get help and by what means.

How to recognize that someone is hurt.

How to compare injured parts with uninjured parts.

Methods of getting help.

Methods of caring for someone that is hurt.

I know all about the 'Leave No Trace' principles.

The Scout needs to be aware that living and walking through open countryside has an impact of some kind and that we need to minimize this intrusion. The Scout should suggest best practice and discuss how to minimize impact while also enjoying the outdoor experience.

Of particular concern is disturbance of river bed.

Cutting and pruning of overhead branches.

I can set up a simple pulley system for lifting and tensioning ropes.

The Scout needs to be aware of the recommended pulley combinations suggested for a project and explain why this combination is used. The Scout should also be able to discuss how a project is built in a safe manner using pulleys to assist in lifting loads and assembling the various elements of a project.

I can coil, whip and splice a rope.

The Scout will demonstrate this skill by making a personal length of rope whipped at one end and an eye splice created at the other.

I am aware of the building process/ procedure while pioneering.

I have taken part in the construction of at least two pioneering projects.

The Scout, as part of a team, will have been involved in the construction of a number of projects. The Scout will discuss the steps required to build a structure.

(Large scale projects are considered to be structures bridges and towers that have sizeable design elements and may require the use of pulleys for tensioned rope work. (approx 3 meters high). They will be capable of being built by a Patrol but will require adult help in lifting and pulling project into place)

Choose a project or design a project.

Plan how it is to be built.

Identify the pioneering elements in its construction.

Manage the build and deconstruction of a project.

I know how to plan and construct pioneering projects to be built within my Patrol.

Skills Requirements



Stage 6

The Scout, as part of a team, will have been involved in the construction of a number of projects. The Scout will discuss the steps required to build a structure.

The Scout will have completed a number of projects with their patrol and be observed doing so.

Choose a project or design a project.

Plan how it is to be built.

Identify the pioneering elements in its construction.

Manage the build and deconstruction of a project.

I know how to reeve up, use and safely secure pulleys in pioneering projects.

The Scout should demonstrate how to reeve up a single and double pulley arrangement on a project under construction and secure it safely.

Reeve up a simple pulley system and lift a weight. Show how the pulley is secured to an anchor point. Discuss how the ratio of pulleys are calculated.

I can be responsible for my Team while building pioneering projects.

This requirement implies that a Scout has some experience and is aware of how they should act, lead and be responsible for a Team working on a pioneering project. This is best demonstrated in a pioneering situation where the Scouts can be observed in action.

I know the correct lifting techniques for raising a tower or an A frame.

The Scout should be able to manage and direct a team in the safe lifting of a tower using two different methods:

Shear leg assist.

Guy ropes and footing principles.

Higher than project belay.

Discuss the arrangement and management of a lift.

Care area and fall space of a structure.

The Scout should know how a structure is built and

discuss possible danger points and what to do to avoid accidents during an activity.

The use of hard hats.

How a heavy load might be lifted.

Be able to identify danger points in the build and lift process.

I know the best types of anchorage to use for a project and can use them.

The Scout should be able to construct the following

3 - 2 - 1.

Log and picket.

Dead man's anchor .

Fixed tree anchorages.

Know when to use them and be able to demonstrate their construction.

Demonstrate how to protect a tree if using as an anchor point.

I can lead the construction of an element of a structure.

The Scout needs to demonstrate an understanding of the leadership and management of the building of a structure and suggest the best ways of using structures as part of the scout programme.

Discuss the control of a pioneering structure. List the regular safety check that need to be performed.

Discuss the construction steps.

Lead the construction of a structure under mentor supervision.

I have taught a younger Scout how to tie the lashings necessary for a pioneering project.

This is best observed in action during a pioneering activity. The Scout should be supportive and help the younger Scout become proficient at tying knots and lashing correctly.

I have taken part in the construction of at least two large scale pioneering projects.

The Scout, as part of a team, will have been involved in the construction of a number of projects. The Scout will discuss the steps required to build a structure.

(Large scale projects are considered to be: structures, bridges and towers that have sizeable design elements and may require the



use of pulleys for tensioned rope work. (approx 3 meters high). They will be capable of being built by a Patrol but will require adult help in lifting and pulling the project into place)

Choose a project or design a project.
Plan how it is to be built.
Identify the pioneering elements in its construction.
Manage the build and deconstruction of a project
I know how to inspect for damage, care for and store ropes, pulleys and poles.



Stage 7

The Scout needs to display an interest in ropes. The Scout should be able to check, manage and care for equipment.

Coil a rope.
Know how to check rope for fraying, grit, over straining, friction burns.
Discuss how to clean a rope, pulleys.
Demonstrate how to coil a heavy rope and tie it up for storage.
Discuss how to check soundness of pioneering poles.

I know the importance of safety at all stages of construction, use and dismantling of a pioneering structure.

The Scout will demonstrate this skill by being observed in the construction and dismantling of a number of large pioneering structures.
(Scouting Trail Page 211 Be Prepared 'Emergencies' chapter.)

The Scout should be able to manage and direct a team in the safe lifting of a tower using two different methods:

Shear leg assist.
Guy ropes and footing principles.

Higher than project belay.
Discuss the arrangement and management of a lift.
Care area and fall space of a structure.
The Scout should know how a structure is built and discuss possible danger points and what to do to avoid accidents during an activity.
The use of hard hats.
How a heavy load might be lifted.
Be able to identify danger points in the build and lift process.

I know how to plan and execute the build of a project.

The Scout, as part of a team, will have been involved in the construction of a number of projects. The Scout will discuss the steps required to build a structure.

Choose a project or design a project.
Plan how it is to be built.
Identify the pioneering elements in its construction.
Manage the build and deconstruction of a project.

I can check the safety of all knots and lashings used in a pioneering project.

The Scout needs to have extensive experience of knot tying and be able to discuss the qualities of good knot tying and how it affects safety of a structure.

I have lead the construction of at least one large scale pioneering project.

The Scout should have lead the construction of a number of complex pioneering structures and be observed in action before they should undertake the leadership of a large project.

I know how to build a project safely.

Skills Requirements



Stage 8

The Scout needs to have extensive experience of knot tying and be able to discuss the qualities of good knot tying and how it affects safety of a structure.

The Scout needs to demonstrate an understanding of the leadership and management of the building of a structure.

Discuss the control of a pioneering structure.
List the regular safety checks that need to be performed.

Discuss the construction steps.

Scouting Trail 'Ropework' and 'Scout Engineering' chapter and Sea Scout Book Pages 28-36.

I can lead the construction of at least two projects and manage them safely.

The Scout should have lead the construction of a number of simple pioneering structures and be observed in action in the leadership of a large project.

The Scout needs to demonstrate an understanding of the leadership and management of the building of a structure and suggest the best ways of using structures as part of the Scout Programme. Safety has to be to the fore in the mind of the Scout as he/she discusses how they would go about fulfilling this requirement.

Discuss the control of a pioneering structure
List the regular safety checks that need to be performed.

Discuss the construction steps.

Lead the construction and deconstruction of a project.

I know how to set up and manage a belay on pioneering or climbing structures.

The Scout should be aware of the need for proper belaying of structures and personnel while building a structure. This belaying skill should also be demonstrated in rock climbing or tree climbing situations.

Set up a multi point belay.

Demonstrate how to belay and protect a person.

Be able to use a climbing harness.

Be able to use a stitch plate and figure of eight descender.

I know how to use safety harnesses and securely tie off rock climbing harnesses.

The Scout needs to be familiar with safety harnesses and how to use them. In the use of harnesses the Scout should know how to tie off and secure a safety harness using a figure of eight or bowline knot and how carabiners are used in such situations. The Scout should also be able to set up and manage a safety belay – (higher than element belay).

I know how to secure rope structures and high wire elements.

The Scout should have experience of erecting rope structures and high wire elements and be able to discuss how to secure users of these structures while in use via above structure belay mechanisms and methods.

Knowledge of belay and safety rope procedures.
Discuss higher than element belaying.

Demonstrate how to hold a person that has fallen and bring to safety.

I have an outdoor First Aid certificate.

I know how to design and construct large scale scout engineering projects.



Stage 9

The Scout should discuss how structures are built with reference to good design, stability and use of pioneering components.

Knowledge of pioneering elements.

Diagonal bracing.

Testing procedures of a structure.

I know the importance of safety at all stages of construction, build, use and dismantling of a project.

This requirement implies that a Scout has some experience and is aware of how they should act, lead and be responsible for a Group working on a pioneering project. This is best demonstrated in a pioneering situation where the Scouts can be observed in action.

- Guy ropes and footing principles.
- Higher than project belay.
- Discuss the arrangement and management of a lift. Care area and fall space of a structure.
- The use of hard hats.
- How a heavy load might be lifted.
- Be able to identify danger points in the build and lift process.

I know how to control and supervise the construction of a pioneering structure and its use in programme.

The Scout should have lead the construction of a number of simple pioneering structures and be observed in action in the leadership of a large project.

The Scout will demonstrate this skill by being observed in the construction and dismantling of a number of large pioneering structures.

The Scout should be able to manage and direct a team in the safe lifting of a tower using two different methods.

The Scout should know how a structure is built and discuss possible danger points and what to do to avoid accidents during an activity.

I can be responsible for ensuring large scale projects happen safely, and that those participating are learning the skills required.

This requirement implies that a Scout has some experience and is aware of how they should act, lead and be responsible for a Patrol working on a pioneering project. This is best demonstrated in a pioneering situation where the Scouts can be observed in action. The Scout needs to demonstrate an understanding of the leadership and management of the building of a structure and suggest the best ways of using structures as part of the Scout programme.

Skills Requirements





Hillwalking Adventure Skill

External qualification

BOS - the Irish Mountain Training Board in the South and MLTNI in Northern Ireland run a number of Mountain Leadership courses. Those who attain Stage 9 in Hillwalking should be ready to attend these Mountain Leadership Courses and assessment.

The requirement to have a log book outlining 30 “quality days” hiking activities can be used as a record of achievement in the Introductory - Mountain skills Assessment Course. This course is a prerequisite for Mountain Leadership training and assessment.

Note: While young people over 16 years of age can attend these courses, certificates are only awarded to young people over 18 years of age.

.Reference Material

The following reference material provides useful information about this Adventure Skill.

Note: It is not possible to “study” for an Adventure Skill. Knowledge gained from reading must be supported by real and practical experience in the selected Adventure Skill.

The Scouting Trail - The Scout Shop
The Sea Scout Book - The Scout Shop
Kubuk -The Scout Shop

Mountain Leadership Handbook by Eric Langmuir

Hillwalking – the official handbook of the Mountain Leader Scheme by Steve Long

Hillwalking Essential Skills - DVD resource available from British Mountaineering Council <http://www.thebmc.co.uk/>

This DVD explores all the skills necessary to participate in Mountain Leadership Training.

Worldwide Web: there are also many useful links which provide tips and guidance on various aspects of Hillwalking skills.



Competency Statements

Stage 1

- I can pack my rucksack for a day hike.
- I know what to wear and what extras I need to bring on a hike.
- I know what food to bring on a hike.
- I know how to behave safely while hiking.
- I can read a simple map.
- I can point out and name the main features of a map.
- I can be responsible for myself while we are hiking.
- I can recognise the main distress signals.
- I know about the Buddy system.
- I understand why I should follow directions from an instructor.
- I have attended at least two hikes.

Stage 2

- I know what gear I need depending on the weather.
- I know why you bring certain foods and drinks on hikes.
- I can point out the main parts of the compass.
- I know how to get help if someone is hurt.
- I can point out the different symbols and colours on a map and I know what they mean.
- I can be responsible member of my team while we are hiking.
- I can get a weather forecast.
- I have attended at least three hikes.

Stage 3

- I know how to treat simple cuts and scratches.
- I know why you bring certain clothing on hikes.
- I know the main principles of "Leave No Trace".
- I know how to cross boggy ground.
- I know how and when to use the main distress signals.
- I can use a compass to find direction.
- I can point out the features of a map.
- I can be responsible for myself and aware of my surroundings while hiking.
- I can follow a route on an orienteering map.
- I have attended at least three hiking activities and been on the top of a mountain.

Stage 4

- I know how to pack a rucksack for weekend hikes.
- I can care for all my personal hiking equipment.
- I know what team equipment to bring and why.

- I know how to treat simple sprains and blisters.
- I know the different emergency services that are available and how and when to call them.
- I can follow our route on a map and find the main points using a compass.
- I can be responsible for younger members of my team while we are hiking.
- I have led a leg of a hike.
- I have attended three hikes including an overnight.

Stage 5

- I know the potential dangers of weather on hikes.
- I know how to pack a rucksack for a hillwalking expedition.
- I know when to cross a river and some different methods for crossing.
- I know all about the "Leave No Trace" principles.
- I know the main principles of navigating using a map and compass.
- I can complete and use a route card.
- I can be an active member of my team while hiking.
- I have taken part in three hikes.
- I have taken part in a two night hike in the mountains, based out of one campsite.
- I have written a log for at least two of these activities.

Stage 6

- I know the causes of how to recognize and treat hypothermia, hyperthermia, sunstroke, dehydration and asthma, or anything medical relevant to my team.
- I know the limitations of my team.
- I know the limitations of the compass and other navigation tools.
- I can use a compass and map to find my position.
- I know what Group emergency equipment we should carry, and how to use it.
- I can be responsible for myself and my team while hiking.
- I can plan and lead a hike.
- I have taken part in at least six hiking activities, four of which should be over 800m.
- I have taken part in a two night hike in the mountains, including a low and high camp.
- I have written logs for all of these activities.



Stage 7

- I can organise the transport required for an activity
- I can budget for team hikes.
- I know how to assess risk and be aware of group safety.
- I know how to deal with mountain hazards.
- I can plan escape routes.
- I can navigate at night, in poor visibility, and do micro-navigation.
- I have planned and led one hike without a Scouter.
- I have participated in at least five hikes between 800m and 1,300m and one over 1,300m.
- I have taken part in an unaccompanied but supervised two night hike in the mountains including a low and high camp.
- I have written logs for all of these activities.
- I have a logbook detailing at least 30 hikes and expeditions that I have undertaken.

Stage 8

- I have an outdoor First Aid certificate.
- I know how to safeguard others on steep ground.
- I know how to use a rope on difficult terrain.
- I can set up a simple belay.
- I can lead a hiking adventure .
- I know the procedure to be followed in the event of an accident.
- I have taken part in at least six hillwalking adventures over 1000m and one over 2250m.
- I can take responsibility for our Group on a hiking adventure.
- I have taken part in an unaccompanied but supervised two night hike in the mountains outside the island of Ireland.
- I have written logs for all of these activities.

Stage 9

- I know what equipment is required for various types of hillwalking expeditions, and the correct use and care of this equipment.
- I can navigate accurately and safely over the Irish mountains in any type of weather, and at night.
- I can assess risk and take appropriate action to ensure safety.
- I can practice basic winter mountaineering skills.
- I can create an exciting expedition while catering for everyone's needs.
- I can budget, prepare and manage every aspect of the expedition.
- I have a logbook detailing at least 20 hikes and expeditions that I have undertaken since stage 7.
- I have taken part in an expedition to 3250m.
- I can be responsible for others in various situations on the mountains.

Skills Requirements



Stage 1

I can pack my rucksack for a day hike.

Scouts should indicate in list form the items of clothing they need to bring with them for a hillwalking activity.

The necessary equipment to pack and why you need each thing.

Where to place soft items.

Where to place heavy items.

Where to place foodstuffs.

What is meant by 'first in last out'.

What wet weather equipment to bring.

I know what to wear and what extras I need to bring on a hike.

A Scout needs to show an awareness of the hiking environment and display an understanding of how the weather can change very quickly.

What items to wear that will be warm.

What items to wear if it gets wet.

What spare clothes to bring in case I get wet.

What items not to wear.

I know what food to bring on a hike.

The Scout needs to be aware of the need for sustaining and energy boosting food types and suggest items they would include in a daily ration for a hiking activity.

What would you bring for lunch.

What would you bring for snacks.

How would you carry a hot drink .

I know how to behave safely while hiking .

Hiking in wild and mountainous terrain presents a number of difficulties. The Scout should be able to recognize the dangers that might present themselves and offer safety conscious solutions/ rules or procedures. They must also display an awareness as a team member and how their behaviour can affect others.

How to walk carefully over rough ground.

How to keep up with others.

Be aware of others and don't mess with equipment

Follow instructions of the hike leader.

I can read a simple map.

The Scout should be able to read a simply drawn map of the general surrounds (Scout Hall, Park, etc). Hold the map the correct way (orientate the map) Follow a simple route around the map.

I can point out and name the features of a map.

This should be demonstrated in an outdoor situation, in a practical way with reference to what is seen and a map.

I can be responsible for myself while we are hiking.

The Scout should show an understanding of his/ her position as a member of a team be aware of the possible dangers or difficulties and how they can ensure a safe adventure for all in the Team.

I can recognise the main distress signals.

The Scout should be able to recognize the main distress signals when presented to them.

I know about the Buddy system.

The Scout should be able to talk about the buddy system and explain how and why it is used when on the hills.

I understand why I should follow directions from an instructor.

The Scout should know about the importance of listening to the instructor so that they are aware of what to do and the dangers of doing things that they don't fully understand.

I have attended at least two hikes.

The Scout should have attended at least two hikes. These activities should be firmly based in wild countryside or hillwalking and include crossing open countryside as well as forest path or park walking.



Stage 2

I know what gear I need depending on the weather.

Weather in open and exposed places is very different to suburban weather. The scout needs to show and understanding of this fact and indicate how they should deal with likely weather conditions encountered on a hike.

Discuss what would happen if it was really wet on a hike.

Discuss what would happen if it was windy.

How would you protect yourself from the sun.

I know why you bring certain foods and drinks on hikes.

The Scout needs to be aware of the need for sustaining and energy boosting food types and suggest items they would include in a daily and weekend rations for a hiking activity with consideration for cooking and preparation of food on a hillside.

High energy foods.

Replacement of water loss.

High carbohydrate meals.

Weight considerations.

Cooking considerations.

Understand the food pyramid.

I can point out the main parts of the compass.

This should be demonstrated in an outdoor situation, in a practical way.

I know how to get help if someone is hurt.

The Scout needs to show an ability to recognize that someone is hurt and needs help. They should also know how to get help and by what means, reference to other Team members is important.

How to recognize that someone is hurt.

How to compare injured parts with uninjured parts.

Methods of getting help.

Methods of caring for someone that is hurt.

I can point out the different symbols and colours on a map and I know what they mean.

This should be demonstrated in a practical way on the hills or in wild countryside where the relationship of colour coding to ground features can be explored.

Conventional signs & symbols on OS maps.

Height colouring on OS maps.

Orienteering maps.

I can be responsible member of my team while we are hiking.

Hiking in wild and mountainous terrain presents a number of difficulties. The Scout should be able to recognize the dangers that might present themselves and offer safety conscious solutions/ rules or procedures. They must also display an awareness as a team member and how their behaviour can affect others.

How to walk carefully over rough ground.

How to keep up with others.

Be aware of others and don't mess with equipment.

Follow instructions of the hike leader.

I can get weather forecasts.

The weather in mountain situations can be determined by local conditions within that location. The Scout should show an understanding of that fact and how more detailed weather forecasts are necessary and how they affect the conditions in a chosen area.

The Scout should produce a two day weather forecast and explain what is forecast.

The Scout should be able to point to the various fronts on the forecast map.

I have attended at least three hikes.

The Scout should have attended at least three hikes. These activities should be firmly based in wild countryside or hillwalking and include crossing open countryside as well as forest path or park walking.

Skills Requirements



Stage 3

I know how to treat simple cuts, scratches.

Scouts need to talk themselves through the process of treatment. This demonstration/talk can be done in a practical way on a volunteer.

How to clean the wound
How to reassure the casualty
How to apply a bandage

I know why you bring certain clothing on hikes.

A Scout needs to show an awareness of the hiking environment and display an understanding of how the weather can change very quickly.

Explain the layering system.
Explain an outer shell.
Explain how to control body heat and ventilation.
Explain wicking.
Discuss the qualities of outer shell clothing.

I know the main principles of "Leave No Trace"

The Scout needs to know the principles and be observed in action. The scout should be aware of his/her actions in relation to litter.

Dispose of waste properly.
Respect farm animals and wildlife.
Minimise camping impact and the effects of fire.
Be considerate of others.
Travel and camp on durable surfaces.
Leave what you find.
Plan ahead and prepare.

I know how to cross boggy ground.

The Scout needs to show an understanding of the likely terrain that can be encountered on wild countryside and hillwalking adventures. The scout should be able to explain how to cross boggy ground safely. This requirement is best undertaken on a hillwalking adventure in a suitable location.

I know how and when to use the main distress signals.

Scouts need to talk themselves through the main distress signals. This demonstration/talk can be done in a practical way on a volunteer.
When to use, how to use.

I can use a compass to find direction.

The Scout will be able to display an expertise in using a compass, How to take a bearing, How to follow a bearing, How to use the compass, with a map, to assist navigation across open countryside. The Scout should be able to translate from map to landscape and vice-versa.

I can point out the features of a map.

The Scout should be very comfortable with map reading and be able to point out key features of a map. The Scout should also display knowledge of contours and the variations of landscape and how they are displayed in contour features and lines.

Scale (including a comparison of different scale maps).
Grid references.
Contour lines.

I can be responsible for myself and aware of my surroundings while hiking.

The Scout will have attended a number of hillwalking adventures at this stage and will have a level of awareness and experience. The Scout should be able to display knowledge of the terrain that has been crossed on hillwalking adventures. The Scout should also be able to discuss how terrains differ and the likelihood of danger if weather conditions change.

Dangers of steep ground.
Dangers of rugged (rocky) ground.
Dangers of increased distance from civilization (remoteness).

I can follow a route on an orienteering map.

The Scout should be able to follow a simple orienteering course on an orienteering map.



I have attended at least three hillwalking activities and been on the top of a mountain.

The Scout should have attended at least three hillwalking activities. These activities should be firmly based in wild countryside or hillwalking and include crossing open countryside as well as forest path or park walking. The type of hillwalking activities attended should be different to those stated in stage 1 and 2. There should be evidence of progression and hill skill. The required activities should include the arrival on top of a mountain as part of its route.



Stage 4

I know how to pack a rucksack for weekend hikes.

Scouts should indicate in list form the equipment, including team equipment, they need to bring with them for a hillwalking activity over a number of days.

The placement of heavy items in a rucksack.
The placement of soft items in a rucksack.
Explain the "last in first out" principle.
The placement of foodstuffs.
The placement of fuel and stoves.
Sharing of heavy team equipment.
The overall weight and stability of a rucksack.

I can care for all my personal hiking equipment.

Scouts need to show an awareness of the value of hiking and hillwalking equipment. A Scout should demonstrate how to go about checking and caring for equipment.

Safety implications of poor or faulty equipment.
Keeping personal equipment in working order.
How to sew.
How to repair items of equipment.
The quality of different items of equipment.
How to clean and maintain equipment.

I know what team equipment to bring and why.

In hillwalking situation extra team equipment will be required for safe passage. The Scout should be able to list this basic safety equipment and explain why and how it is used.

Safety rope.
Sleeping bag.
First aid equipment.
Whistles.
Survival bags.
Stoves and fuel.
Maps and compasses.

I know how to treat simple sprains and blisters.

Scouts need to talk themselves through the process of treatment. This demonstration/talk can be done in a practical way on a volunteer. Scouts should show an awareness that it will take some time to get outside help to hillwalking situations.

Treat a blister .
Treat a foot strain or ankle twist.
Care for the victim.
Make the victim safe.
Organise a team to get help.
Make a stretcher.

I know the different emergency services that are available and how and when to call them.

The Scout should be able to explain how to call out the emergency services when an accident takes place on the mountains (Police, Ambulance). They should know when and how they should call for the mountain rescue service rather than any of the other of the emergency services.

I can follow our route on a map and find the main points using a compass.

The Scout should be able to plot out a hiking route on a map and show the route clearly and be able to follow the progress of a hillwalking adventure as it is achieved. The Scout should also be able to show how a compass is used to determine bearings for route legs across open countryside.

Plot locations from a list of grid references.
Calculate distance from the map.

Skills Requirements

Calculate height gain from the map.
Take bearings from a map.

I can be responsible for younger members of my team while we are hiking.

The Scout will have attended a number of hillwalking adventures at this stage and will have a level of awareness and experience that they can assume responsibility for younger or less experienced members of a Lodge, Six, Team while walking.

I have led a leg of a hike.

The Scout should have acted in a leadership position on a leg or section of a hiking route/ adventure. The Scout will be observed during this period to see how they navigate, support, guide and lead the party over the route.

I have attended three hikes including an overnight.

The Scout should have attended at least three hikes. These activities should be firmly based in wild countryside or hillwalking. The type of hikes attended should be different to those stated in stage 1, 2 and 3. There should be evidence of progression and hiking skill. The required activities should include the arrival on top of a mountain as part of its route.



Stage 5

I know the potential dangers of weather on hikes.

The Scout should be aware of temperature change and wind chill factors and their effect on members of the Team.

The constant need to watch and observe their surroundings.

Cloud cover, mist, fog and snow can considerably change the safety aspect of a hillwalking adventure; discuss how to travel to safety in these conditions.

I know how to pack a rucksack for a hillwalking expedition.

The Scout should demonstrate an understanding of the difficulties/challenges of a hillwalking expedition. Everything needs to be carried in and out of the hiking environment. This knowledge should be evident in how the packing of a rucksack is approached.

The placement of heavy items.

The placement of soft items.

The placement of fuel and cooking equipment.

The placement and storage of foodstuffs.

The placement of tentage etc.

Team equipment.

The overall weight of the pack - necessary and unnecessary items

Choosing items that are low in weight and bulk.

I know when to cross a river and some different methods for crossing rivers.

The Scout must demonstrate how to cross a river using a number of methods. This can be done as part of a real trek or in a set up situation. The Scout should also be aware of and point out the need to protect dry clothes and the need to prevent exposure due to wetting in the river crossing process. This demonstration is shown in calm water conditions. It must be explained that it is best to seek a safe crossing place or a bridge rather than to shortcut on a route. River crossing can be a dangerous activity.

Be able to show different methods of crossing a river test conditions.

I know all about the “Leave No Trace” principles.

The Scout needs to know the principles and be observed in action. The Scout should be aware of his/her actions in relation to litter.

Dispose of waste properly.

Respect farm animals and wildlife.

Minimise camping impact and the effects of fire.

Be considerate of others.

Travel and camp on durable surfaces.

Leave what you find.

Plan ahead and prepare.



I know the main principles of navigating using map and compass.

The Scout should be able to display a knowledge of the main principles of map and compass navigation. The Scout should be able to show how to find their position on the map with reference to surrounding features. The Scout should also be able to show how to take bearings of surrounding feature and triangulate these bearing to their position on the map.

Identify features from map to the surroundings (peaks, corries, spurs, ridges, arêtes)

Orientate the map using these features.

Set the map using a compass.

Carry out a resection using two or more bearings from surrounding features.

A Scout needs to demonstrate this skill in a hillwalking situation with accuracy.

I can complete and use a route card.

A Scout should complete a route card and follow it on a 'real' hike or expedition.

Naismith's Rule should be used for calculating time.

I can be an active member of my team while hiking.

The Scout will have attended a number of hillwalking adventures at this stage and will have a level of awareness and experience. The Scout should be able to display knowledge of the terrain that has been crossed on hillwalking adventures. The Scout should also be able to discuss how the team relies on each other for safety and companionship while walking. Each member of the team has a role to play, and relies on others to support the endeavour of the adventure.

I have taken part in three hikes.

The Scout should have attended at least three hikes. These activities should be firmly based in wild countryside or hillwalking. The type of hillwalking activities attended should be different to those stated in stage 1, 2 and 3. There should be evidence of progression and hill skill. The required activities should include the arrival on top of a mountain as part of its route and each must be in excess of six hour duration - not walking time.

I have taken part in a two night hike in the mountains, based out of one campsite.

The Scout should take part in a hike in the mountains as part of a patrol or smaller team which involves two nights camping. The campsite should be based in a mountain environment, but at a low level. The Scout should display the ability to camp comfortably in the wild.

I can select an appropriate campsite in relation to the hike route undertaken.

This skill is best observed in a hillwalking situation.

I can pitch a lightweight mountain tent.

This skill is best observed in a hillwalking situation.

I can use a lightweight stove (trangia, gas stove).

This skill is best observed in a hillwalking situation.

I have written a log for at least two of these activities.

The Scout should have a hillwalking and hiking log. In this logbook should be the route of the adventure, details of the adventure, route card and perhaps a picture(s). This is not however a 'scrapbook' but more a formal log of achievement which can be built on during their time in Scouting.



Stage 6

I know the causes of, how to recognize and treat hypothermia, hyperthermia, sunstroke, dehydration and asthma, or anything medical relevant to my team.

The Scout to demonstrate is that they know the rules of First Aid. A Scout should be aware of any personal conditions that might exist in the Team and have discussed these with the person concerned. The Scout should also be able to list the symptoms of various conditions and know what to do.

Skills Requirements

Discuss the treatment for each ailment.
Discuss the special needs of people in their Team.
Discuss how to prevent these ailments happening.

I know the limitations of my team.

A team is made up of individuals of various strengths and weaknesses. The Scout should discuss how a team moves over open countryside and how to recognize when people are tired or out of their skill level.

Know the limits and skill level of the members of your team.

Know your own limits and skills.

Know how to lead a group so all of the group stay together.

Know how to avoid dangers and overstretching a group on the hills.

I know the limitations of the compass and other navigation tools.

Where a compass won't work.

Altimeter – uses and limitations.

GPS – uses and limitations.

I can use a compass and map to find my position.

The Scout will be able to display an expertise in the use of map and compass.

Measuring distance using timing and pacing.

Navigational techniques.

Slope aspect.

Re-location techniques.

I know what Group emergency equipment we should carry, and how to use it.

The Scout is aware of the difference between “general team equipment” and the items which are solely for emergency use.

Safety ropes.

Sleeping bag.

Survival bags.

Group Shelters.

First aid kit.

I can be responsible for myself and my team while hiking.

The Scout will have led a number of hillwalking adventures and will display a knowledge and confidence in the pursuit of these activities. The Scout is observed in action in hillwalking situations.

I can plan and lead a hike.

The Scout should have acted as a leader in the planning and leadership of a hike. This will be undertaken by the section, with Scouters present, but under the leadership of the Scout. The Scout will be observed in action on the hike. The Scout should be given the freedom to lead and perform in a natural way during the activity.

Choice of route (using guidebooks, websites and other sources of information).

Route card.

Weather forecast and bad weather alternative.

I have taken part in at least six hillwalking activities, four of which should be on mountains over 800m.

The Scout should have attended at least six hillwalking activities, four of which should be over 800m. These activities should be firmly based in wild countryside or hillwalking. The type of hillwalking activities attended should be different to those stated in previous levels. There should be evidence of progression and hillwalking skill. The required activities should include high mountain walking elements as part of its route and an active involvement of the Scout in the planning and execution of the hillwalking adventure.

I have taken part in a two night hike in the mountains, including a low and high camp.

The Scout should take part in a hike in the mountains as part of a Patrol or smaller team which involves two nights camping. The two campsites should be at different points along the route of the hike in a mountain environment, with the first at a low level and the second at a high level. The Scout should display an increased level of independence in the terms of their ability to camp in the wild.

I have written logs for all of these activities.

The Scout should have a hillwalking and hiking log. In this logbook should be the route of the adventure, details of the adventure, route card and perhaps a picture(s). This is not however a “scrapbook” but more a formal log of achievement which can be built on during their time in Scouting.



Stage 7

I can organise the transport required for an activity.

The Scout should have participated in the planning of transport options on a number of expeditions and weekend adventure. The Scout needs to be able to discuss how to go about the planning of an adventure to a suggested location.

The advantages of different transport methods.
The suppliers of transport.
The average cost of hiring or using a transport method.

I can budget for team hikes.

The Scout needs to have had practical experience of previous expedition planning and budgeting. The Scout in this case should show an understanding of the management role rather than the supporting role they may have had in past adventures.
Have run or assisted in running a number of adventures.
Prepare a cost for a suggested adventure.

I know how to assess risk and be aware of group safety.

Hiking in wild and mountainous terrain presents a number of difficulties. The Scout should be able to recognize the dangers that might present themselves and offer safety conscious solutions/ rules or procedures. They must also display an awareness as a team member and how their behaviour can affect others.
Scouts must be able to carry out a risk assessment of any activity they hope to engage in.
Know the benefits of risk assessment.
Know the procedure for carrying out a risk assessment.
Be able to make an informed decision in relation to partaking of an activity.
The Scout will be able to discuss the environment.
the activity will take place in and list what safety.

measures are necessary taking into account.
Weather.
Minimal equipment.
Skill level of team.

I know how to deal with mountain hazards.

The Scout should also be able to discuss how terrains differ and the likelihood of danger if weather conditions change.
Dangers of steep ground.
Dangers of rugged (rocky) ground.
Dangers of increased distance from civilization (remoteness).

I can plan escape routes.

Knowledge of the dangers of a chosen route or routes needs to be displayed.
How weather or injury to a team member can play a part. This knowledge should then lead to the understanding of incorporating quick escape routes to safety or help into the planning process.
Be able to identify possible escape routes on a select expedition route.

I can navigate at night, in poor visibility, and do micro navigation.

The Scout needs to display a competency in navigation in night or poor visibility conditions. This should be demonstrated in a practical situation via a night time exercise in open countryside.
The Scout should be able to find precise points or grid reference points over varied terrain. Timing and accuracy are important skills to recognize in this requirement.
Find and navigate to at least ten points on a map at night or in foggy conditions.

I have planned and led one hike without a Scouter.

The Scout should have acted as a leader in the planning and leadership of a hike. This will be undertaken with their team in accordance with the association guidelines. A report of the hike and route card should be provided for examination.

I have taken part in at least five hikes between 800m and 1300m, and one over 1300m.

The Scout should have attended many hillwalking activities. These activities should be firmly based in wild countryside or hillwalking. The type of

Skills Requirements

hillwalking activities attended should be different to those stated in previous levels. There should be evidence of progression and hillwalking skill. The required activities should include high mountain walking elements as part of its route and an active involvement of the Scout in the planning and execution of the hillwalking adventure. One of the hikes should be to a height of 1300m, which requires a trip abroad. The Scout should be involved in the planning of the trip and should be responsible for a key element of the trip (for example, the budget, transport or accommodation).

I have taken part in an unaccompanied but supervised two night hike in the mountains, including a low and high camp.

The Scout should take part as a member of a small team in an unaccompanied hike in the mountains, with leaders in the vicinity to aid if required. It should involve two nights camping. The campsites should be at different points along the route of the hike in a mountain environment, with the first at a low level and the second at a high level. The Scout should display in advance of the hike a high level of the skills required.

I have written logs for all of these activities.

The Scout should have a hillwalking and hiking log. In this logbook should be the route of the adventure, details of the adventure, route card and perhaps a picture(s). This is not however a “scrapbook” but more a formal log of achievement which can be built on during their time in Scouting.

I have a logbook detailing at least 30 hikes and expeditions that i have undertaken.

This logbook is a requirement for the Mountain Skills award.



Stage 8

I have an outdoor First Aid certificate

The Scout is required to hold a first aid certificate that has additional elements and training to

undertake first aid in an outdoor setting where help may not be immediately available.

I know how to safeguard others on steep ground.

This requirement is best observed in real situations on a mountain side. If the situation warrants it, ropes should be used, if ropes are not used in a practical demonstration then the scout should show his/her knowledge in a practical way at a different location. Safety of all the party is the prime consideration of all demonstrations.

Be able to set up a belay point to assist walker on difficult ground.

Be able to rope up a party of walkers.

Have access to a personal safety rope at least 30 meters in length.

I know how to use a rope on difficult terrain.

The Scout will have been observed in the use of ropes on various adventures in practical situations. The Scout should also demonstrate how to use ropes in a set up situation. Speed, confidence and leadership of the process should be demonstrated by the Scout.

If the situation warrants it ropes should be used, if ropes are not used in a practical demonstration then the Scout should show his/her knowledge in a practical way at a different location. Safety of all the party is the prime consideration of all demonstrations.

Be able to 'Confidence Rope' (short rope) a member of a walking party.

Be able to select suitable anchor points.

Be able to lower a member of a party.

Be able to abseil without a safety rope (classic abseil).

Have access to a personal safety rope at least 30 meters in length.

I can set up a simple belay

The Scout should be able to set up a simple belay using rock climbing equipment and ropes. This requirement may be completed in reference to the requirement above, related to using rope on difficult terrain.

I can lead a hillwalking adventure.

The Scout should have acted in a leadership position on a number of hillwalking adventures and be able to indicate the necessary responsible actions, checks and measures required to conduct the adventure safely.



I know the procedure to be followed in the event of an accident.

General accident procedure.
Contacting mountain rescue and call out procedure.
Mountain rescue teams and their locations.

I have taken part in at least 6 hillwalking adventures over 1000m and one over 2250m.

The Scout should have attended many hillwalking activities. These activities should be firmly based in wild countryside or hillwalking. The type of hillwalking activities attended should be different to those stated in previous levels. There should be evidence of progression and hillwalking skill. The required activities should be based on mountains with a minimum height of 1000m, at least one of which should be to a height of 2250m. There should be an active involvement by the Scout in the planning and execution of the hillwalking adventure. One or more of these adventures will require a trip abroad. The Scout should be involved in the planning of all aspects of the trip(s) and should oversee all key elements of the trip(s) (for example, the budget, transport and accommodation).

I can take responsibility for our Group on a hiking adventure.

The Scout should have acted in a leadership position on a number of hillwalking adventures and be able to indicate the necessary responsible actions, checks and measures required to conduct the adventure safely.

I have taken part in an unaccompanied two night hike in the mountains, outside the island of Ireland.

The Scout should take part as a member of a small team in an unaccompanied hike in the mountains, outside the island of Ireland. It should involve two nights camping. The campsites should be at different points along the route of the hike in a mountain environment, with the first at a low level and the second at a high level. The Scout should display in advance of the hike a high level of the skills required. The Scout should also be fully involved in all aspects of the planning of the expedition.

I have written logs for all of these activities.

The Scout should have a hillwalking and hiking log. In this logbook should be the route of the adventure, details of the adventure, route card and perhaps a picture(s). This is not however a "scrapbook" but more a formal log of achievement which can be built on during their time in Scouting.



Stage 9

I know what equipment is required for various types of hillwalking expeditions, and the correct use and care of this equipment.

The Scout needs to demonstrate a deep understanding of hillwalking and mountaineering equipment. He/she should be able to discuss various situations, drawn from personal experience and talk about the equipment used.

Tentage.

Personal equipment - boots, gaiters, layered clothing, rucksack choice.

Wet weather equipment.

Navigation - map and compass.

I can navigate accurately and safely over the Irish mountains in any type of weather, and at night.

This must be demonstrated in practical situations and as a leader of a party on a trek.

A log book should also be presented showing the Scout's experience in this regard and route cards produced for treks containing on route notes and corrections. Utmost attention must be paid to accuracy, particularly in night navigation.

The Scout should be able to lead a party to a set location on a night exercise using map, compass and Nasmith's Rule for time arrival estimation.

The Scout should be able walk to safety in white conditions and know the methods used for accurate travel in these conditions

Skills Requirements

I can assess risk and take appropriate action to ensure safety.

Hiking in wild and mountainous terrain presents a number of difficulties. The Scout should be able to recognize the dangers that might present themselves and offer safety conscious solutions/ rules or procedures. They must also display an awareness as a team member and how their behaviour can affect others.

Scouts must be able to carry out a risk assessment of any activity they hope to engage in.

Know the benefits of risk assessment.

Know the procedure for carrying out a risk assessment.

Be able to make an informed decision in relation to partaking of an activity.

The Scout will be able to discuss the environment the activity will take place in and list what safety measures are necessary taking into account.

Weather, minimal equipment, skill level of team.

I can practice basic winter mountaineering skills.

The Scout should have attended a winter mountaineering skills course and should have a knowledge of the skills required to walk on a mountain in winter conditions. Use of ice axe, use of crampons, avalanche assessment, emergency procedures.

I can create an exciting expedition while catering for everyone's needs.

'Stage 4 Hillwalking' requires the Scout to be fully aware of all the members of a likely hillwalking party. The Scout should have been part of the planning team for other expeditions or adventures both for this section and younger Sections.

Be able to discuss abilities of his/her Team.

Be able to grade hillwalking adventures and be aware of hiking difficulties that might be encountered.

Be able to choose a route that is challenging but not dangerous for those taking part.

I can budget, prepare and manage every aspect of the expedition.

The Scout needs to have had practical experience of previous expedition planning and budgeting. The Scout in this case should show an understanding of the management role rather than the supporting role they may have had in past adventures.

Have run or assisted in running a number of adventures.

Prepare a cost for a suggested adventure.

Act as expedition leader on at least two expeditions.

I have a logbook detailing at least 20 hikes and expeditions that I have undertaken since stage 7.

The Scout should have a hillwalking and hiking log. In this logbook should be the route of the adventure, details of the adventure, route card and perhaps a picture(s). This is not however a 'scrapbook' but more a formal log of achievement which has been created over a long period of hillwalking activity. If the Scout wishes to undertake the Mountain Leadership Certificate training scheme then they will require a log book listing and detailing at least 30 hillwalking adventures. This log book coupled with the vast experience gained while in Scouting will assist a candidate greatly in pursuing this certification.

I have taken part in an expedition to 3250m.

The Scout should take part as a member of a small team in an expedition to climb a peak of 3250m. The Scout should display in advance of the hike a high level of the skills required, and this should include a number of outings in winter conditions. The Scout should be fully involved in all aspects of the planning of the expedition.

I can be responsible for others in various situations on the mountains.

The Scout needs to demonstrate this ability with reference to all of the requirements in this badge. He/she should have lead a number of adventures and possess the necessary confidence and leadership skills to lead a party of walkers over various mountain and wild countryside environment.

Emergencies Adventure Skill

External qualification

Various first aid bodies such as the Red Cross, Order of Malta and St. John's Ambulance, provide first aid course throughout the country. Course are run for transition year students through schools, and in local communities, however a formal First aid certificate will only be awarded when a young person is 16 years of age. First Aid Cadets (members of first aid organisations) courses attended prior to this point are awarded a certificate of attendance and competency

Also, REC (Remote Emergency Care) run courses in various locations and venues around the country but these are not as available as those stated above. These courses have an outdoor bias and cover first aid practice in an outdoor environment. These are the preferred course that Scouts should attend if possible. The courses are presented at different levels of competency.

In all cases a Scout must attend these courses and pass the necessary tests to receive certification. The Emergencies Adventure Skill will prepare a Scout so that they can complete a formal first aid course with ease and enable them to successfully attain certification.

Reference Material

The following reference material provides useful information about this Adventure Skill.

Note: It is not possible to "study" for an Adventure Skill. Knowledge gained from reading must be supported by real and practical experience in the selected Adventure Skill.

The Scouting Trail - The Scout Shop

The Sea Scout Book - The Scout Shop

Kubuk -The Scout Shop

First Aid Manual: The Step by Step Guide for Everyone by St. John Ambulance, St. Andrew's Ambulance Association, and British Red Cross Society (Paperback)

For information on REC check out www.remoteemergencycare.com



Competency Statements

Stage 1

- I know what should be in my personal First Aid Kit.
- I know the basic rules of First Aid.
- I know the different emergency services that are available and how and when to call them.
- I know how to use the “Buddy” system.
- I know how to treat minor cuts.
- I can get help and make a report properly if someone is hurt.
- I can be responsible for my own health and safety.

Stage 2

- I have made my own First Aid Kit and I know how and when to use it.
- I know how and when to place someone into the recovery (safe airway) position.
- I know the importance of providing shelter and insulation.
- I know how to use a Scout neckerchief as a makeshift bandage in an emergency.
- I understand why I should follow directions from an instructor.
- I know how to keep myself safe in an emergency.
- I can direct help/rescue services to a location.

Stage 3

- I know how to deal with a bleeding injury and nose bleeds.
- I know how to treat minor burns and sunburn.
- I know the international distress signal and when to use it.
- I can treat bee stings and nettle stings.
- I know how to check for the A B C of basic First Aid.
- I know how to use CPR.
- I can assess an emergency situation quickly, and summon help.
- I know how to create an escape plan for a building or activity location in case of fire.
- I know how to care for an injured person until help arrives.

Stage 4

- I know what should be in our Team First Aid Kit, and know how to use it correctly.
- I know how to move an injured person safely to shelter if appropriate or necessary.
- I know how to apply bandages for different types of injury.
- I know how to check if someone is choking and how to help them.
- I know how to clean dirt from an eye.
- I know how to recognise sprains, strains and fractures.
- I know how to deal with blisters.
- I know what actions to take with suspected poisoning.
- I can use various means to show the location of an accident to rescue services.
- I know how to build a stretcher from improvised materials.

Stage 5

- I know how to treat an eye injury.
- I know what to do and what not to do in the case of emergencies.
- I have acted as a Team First Aider on at least one activity.
- I know how to take care of and reassure a casualty.
- I know how to recognise and assist someone suffering from the effects of asthma, epilepsy and diabetes.
- I know how to deal with an accident in open countryside and how to summon help.
- I know how to treat a serious bleeding injury.
- I know how to escape to safety from various emergency situations.
- I know how and when to use flares and other long-distance signalling devices.

Stage 6

- I know how to recognise and treat shock.
- I know how and when to use an AED.
- I have acted as a Team First Aider on at least one outdoor activity.
- I know how to escort and assist a casualty, while they are being transported to safety.
- I know how and when to use different fire extinguishers.
- I know how to look for monitor and record vital signs.
- I know the causes of, how to recognize and to treat: hypothermia, hyperthermia, sunstroke, dehydration and asthma.



- I know how to recognise and deal with angina and heart attacks.
- I know how to record correctly everything that has happened at the scene of the accident.
- I am competent in basic first-aid, able to deal with emergencies, and I know when further expert help is needed.

Stage 7

- I hold a First Aid certificate to REC 3 or equivalent level (Red Cross, Order of Malta, and Saint Johns Ambulance).
- I can deal with emergency situations and follow best practice for First Aid.
- I have acted as Section First Aider on at least one occasion on an adventurous outdoor activity.
- I can analyse vital signs.
- I know what specialised equipment I should have in my First Aid Kit and how to use and care for it.
- I know how and when to call a medevac or other medical helicopters.
- I can use radio communications effectively in an emergency situation.

Stage 8

- I know how to treat specific injuries which may occur in my chosen area of interest.
- I can carry out a risk assessment for an activity and steer clear of dangers.
- I know how to deal with head, spine, chest, stomach, and pelvic injuries.
- I know how to educate others to the possible dangers that can be encountered and how to deal with them.
- I have acted as a First Aider on at least one annual expedition of five night's duration.

Stage 9

- I know how to deal with regional specific illnesses depending on my location or the location I am travelling to.
- I know, understand and I am able to perform basic life support.
- I know how to assess and manage risk in various and constantly changing situations.
- I can constantly risk assess situations as they arise and take measures to limit injuries.
- I can give immediate treatment and deal with complicated emergency situations.
- I can assist a rescue team in moving a casualty to safety.
- I hold a First Aid Cert at REC level 4 or equivalent.

Skills Requirements



Stage 1

I know what should be in my personal first aid kit.

Scouts need to be able to demonstrate what should be in their personal first aid kit.

Be able to list items required: gloves, antiseptic wipes, triangular bandages, sticking plasters, scissors, etc.

Be able to pack the personal first aid kit properly.
Know where to get supplies when an item runs out.

I know the basic rules of First Aid.

The Scout should discuss the basic rules for dealing with emergencies. This can be teased out with the Scouts to see how they would react in various situations. The Scout should be comfortable with these rules and be able to recall or cite them with ease.

I know the different emergency services that are available and how and when to call them.

Scouts need to be aware of the emergency services available in different situations and how to get in contact with them. This can be simulated in the Scout Den as practice.

Know the emergency services available and when to call them e.g. ambulance, fire service, lifeboat.

The emergency telephone numbers.

Radioing from a vessel on the water.

What to do when talking to an Emergency Operator.

I know how to use the buddy system.

Scouts should be aware of the “buddy” system and put this into practice.

- Why the buddy system is important .
- How to put the buddy system into practice.

I can treat minor cuts, bruises and remove splinters.

Scouts should be able to deal with simple cuts, bruises and sprains and demonstrate this ability in a simulated environment.

I can get help and make a report properly if someone is hurt.

Scouts should be able to say how they might keep calm, don't panic and seek help immediately. They should also be able to explain to someone in a clear way what has happened.

I can be responsible for my own health and safety.

With the skills and knowledge above the Scout should now be able to take care of themselves while Scouting and know how to get help in times of difficulty.

- Possess the skills required to be safe at all times.
- Possess the knowledge required to always be healthy.
- How to get assistance if required.



Stage 2

I have made my own first aid kit and know how and when to use it.

Scouts need to be able to use their first aid kit in case of emergency while Scouting.

- What should be contained in the first aid kit.
- How to pack the first aid kit.
- When first aid kit should be used.
- Know when to use different elements of the first aid kit.

I know how and when to put someone into the recovery (safe airway) position.

Scouts should be aware of the recovery position and be able to use it if required in both real and simulated situation.

I know the importance of providing shelter and insulation.

All Scouts should be aware of the importance of providing shelter and insulation in outdoor situations. Why shelter and insulation are required on Scout activities

The shelter and insulation required for particular activities.

How to construct makeshift shelter and insulation if necessary while Scouting.

I know how to use a Scout neckerchief as a makeshift bandage in an emergency.

Scouts need to demonstrate how to make various bandages from a Scout neckerchief - (reference to Emergencies chapter of the Scouting Trail)

I understand why I should follow directions from an instructor.

The Scout should know about the importance of listening to the instructor so that they are aware of what to do and the dangers of doing things that they don't fully understand.

I can direct help/rescue services to a location.

Scouts need to have the ability to show and explain where an emergency is situated as many Scout activities may be in remote areas.

Know how to direct help and rescue services to a accident location.



Stage 3

I know how to deal with a bleeding injury and nose bleeds.

Scouts should be able to deal with a bleeding injury sufficiently to make the patient comfortable until help arrives.

How to treat bleeding and apply a bandage.

How to treat a nose bleed.

How to get help.

How to make a patient comfortable until help arrives.

I know how to treat minor burns and sunburn.

Scouts need to be able to treat burns while on Scout activities sufficiently to make the casualty comfortable until help arrives.

- How to treat minor burns and scalds.
- How to recognise sunburn and treat with creams and lotions.
- How to keep an injured person calm and comfortable until more help arrives.

I know the international distress signal and when to use it.

Scouts need to talk through the international distress signal. This demonstration/talk can be done in a practical way.

I can treat bee stings and nettle stings.

Scouts need to talk through the process of treatment. This demonstration/talk can be done in a practical way on a volunteer.

- Recognise a bee/nettle sting.
- Treating the wound.
- Treatments available.
- Tell a Scouter.

Skills Requirements

I know how to check for the A B C of basic First Aid.

Scouts need to be aware of the ABC of basic First Aid and demonstrate their ability in a simulation in case it is required in reality.

- What ABC is.
- How to check for ABC.

I know how to use CPR.

Scouts need to know cardio-pulmonary resuscitation as it is an important skill which will enable Scouts to save a life.

- What CPR is.
- Know the process involved in CPR.
- Know the Chain of survival.
- Putting CPR into practice in a simulated situation
- Be prepared to use CPR in case of emergency.

I can assess emergency situations quickly and summon help.

Having sufficient training and simulation experience Scouts will have the ability to make good decisions in an emergency situation and do what is in the best interests of the injured person and themselves.

- Be able to assess emergency situation.
- Be able to act promptly to make accident casualty(s) safe.

I know how to create an escape plan for a building or activity location in case of fire with Fire Exits and Assembly Points.

I know how to care for an injured person until help arrives.

Having sufficient training and simulation experience Scouts will have the ability to make good decisions in an emergency situation and do what is in the best interests of the injured person.

Be able to assess emergency situation
Keep comfortable.
Check ABC and Recovery Position.



Stage 4

I know what should be in our Team first aid kit, and know how to use it correctly.

Scouts should be aware of what makes up the Team first aid kit and how to use it. This knowledge can be demonstrated in a simulated situation.
What should be in the Team first aid kit.
How to pack a Team first aid kit.
When the Team first aid kit should be used.
Know when to use the different elements of the Team first aid kit.

I know how to move an injured person safely to shelter if appropriate and necessary.

Scouts need to know how to move an injured person safely using various lifting techniques if required.
When to move an injured person and when not to move an injured person.

I know how to apply bandages for different types of injury

I know how to deal with a person who is choking and how to help them.

The Scout should be able to explain how they would react to someone who is choking. They should demonstrate the pat on the back and abdominal thrust and explain how to deal with a young child (one-three year old) that is choking.

I know how to clean dirt from an eye

Scouts should be able to clean out an eye while on Scout activities.
How to wash out the eye with copious amounts of water.
How to get help if necessary.



I know how to recognise sprains, strains and fractures.

Scouts should be able to deal with foot injuries, sprains and blisters sufficiently to make the patient comfortable until help arrives.

- How to diagnose sprains and strains.
- How to treat sprains and strains.
- How to deal with blisters and apply a dressing
- How to get help.
- How to make the patient comfortable until help arrives

I know what actions to take with suspected poisoning.

Scouts must be able to deal with an event of poisoning on Scout activities.
How to identify a case of poisoning and treat it.
How to get help for a serious case of poisoning.

I can use various means to show the location of an accident to rescue services.

Scouts need to be able to use various methods to show and direct emergency services to the location of an accident.
Know how, when and where to use various means of showing an accident location.

I know how to build a stretcher from improvised materials

Scouts should be able to make a number of improvised stretchers from equipment provided. Equipment might include, bivvy bags, rucksacks, clothing, rope, scout staves or walking poles.



Stage 5

I know how to treat an eye injury.

The Scout should know how to treat an eye injury, and apply a suitable dressing to an injury.

I know what to do and what not to do in the case of emergencies.

Scouts ought to be capable of making the right decisions in emergencies situations. The best way to practice this is to use simulations of emergency situations.
Demonstrate an ability to make the right decision in emergency situations.

I have acted as a Team first aider on at least one activity.

The Scout should have sufficient confidence to take on this role. The Scout will be expected to deal with minor ailments in a Team context. A more experienced Scouter should be able to hand to deal with more serious injuries and emergencies.

I know how to take care of and reassure a casualty.

Scouts should be able to look after an accident casualty.

- Know how to take care of people in an emergency
- Practice this in a simulation.
- How to get help.

I know how to recognise and assist the casualty to deal with their asthma, epilepsy and diabetes conditions.

Scouts must have knowledge of common ailments such as asthma, epilepsy and diabetes in order to deal with them sufficiently on Scout activities.

- How identify these conditions.
- How to assist people with these conditions.
- How to get assistance with these conditions if required.

Skills Requirements

I know how to deal with an accident in open countryside and summon help.

The Scout should have a good working knowledge of accident and emergency procedures.
Devise the Group accident and emergency plan
Know the accident and emergency procedure of the Group.
Simulate putting accident and emergency plan into practice to be prepared for use in real situation.

I know how to treat a serious bleeding injury.

Scouts should be able to deal with serious bleeding sufficiently to make the patient comfortable until help arrives.

- How to diagnose serious bleeding.
- Different types of bleeding.
- How to treat a case of serious blood loss.
- How to get help.
- How to make a patient comfortable until help arrives.

I know how to escape to safety from various emergency situations.

Scouts should be able to identify and discuss various non medical emergency situations such as a building on fire or full of smoke, someone trapped under a heavy weight, person drowning, person who has been electrocuted and explain how to deal with such emergencies.

I know how and when to use flares and other long distance signalling devices.

Scouts should know the appropriate time to use flares on land, on the water or air.

- Know different types of flares.
- When to use flares.
- Be familiar with and know how to use flares.



Stage 6

I know how to recognise shock.

Scouts need to be able to recognise when people are in shock after a traumatic incident to get the help they require and help them be comfortable until that help arrives.

- How to identify a case of shock.
- How to keep the person comfortable until help arrives.

I know how to use an AED

Scout should attend a special training session to learn how and when to use this life saving device. They should also be familiar with the device and the instructions for use that accompany the device.

I have acted as a Team first aider on at least one adventure

The Scout should have sufficient confidence to take on this role.

The Scout should also have acted in this role on other occasions – see levels above.

The Scout will be expected to deal with minor ailments in a Team context. A more experienced Scouter should be able to hand to deal with more serious injuries and emergencies.

Ideally, the Scout will have completed a basic first aid course provided by another agency such as the Order of Malta, Red Cross, St. John's ambulance or REC etc.

I know how to escort and assist a casualty, while they are being transported to safety.

Scouts need to be able to act as a reliable escort for a casualty of an accident.

Be able to keep in mind the best interests of the casualty

Be capable of making decisions in the best interests of the casualty if required as they are being moved to safety.



I know how and when and when to use different fire extinguishers.

Be able to use a fire extinguisher and know what kind of fire extinguisher to use in certain fire situations.

- Know the different types of fire extinguisher required for certain situations.
- How to use fire extinguishers

I know how to look for and monitor vital signs.

Scouts should know what the vital signs are, how to ensure they are present in a casualty and understand the importance of vital signs in relation to emergencies.

I know how to recognise and treat hypothermia, hyperthermia and dehydration.

Scouts ought to be able to treat ailments like as hyperthermia, hypothermia and dehydration in case of them occurring while on Scout activities. How to identify cases of hyperthermia, hypothermia and dehydration.

- How to treat these conditions.
- How to get assistance in dealing with these conditions.

I know how to recognise and deal with angina and heart attacks.

Scouts need to be aware of the dangers of angina and heart attacks on Scout activities and how to deal with such an event.

- Be aware of the causes of angina and heart attacks
- How to deal with a case of this.
- How to get help.

I know how to record correctly everything that has happened at the scene of the accident.

Scouts should be capable of compiling an accident report.

Know how to compile a comprehensive verbal and/or written report of an accident.

I am competent in basic first aid, able to deal with emergencies, and know when further expert help is needed.

With the skills and knowledge learned in Scouting all Scouts should be able to deal competently with basic emergency situations.

Be capable of dealing with common situations which arise while on Scout activity.



Stage 7

I hold a First Aid certificate to REC 3 or equivalent level (Red Cross, Order of Malta, and Saint John's Ambulance).

I can deal with emergency situations and follow best practice for first aid.

Scouts are capable to deal with any emergency situation that arise and follow first aid guidelines. Demonstrate an ability to deal with any emergency situation in a simulated scenario.

Demonstrate a knowledge and ability of best practice in first aid.

I have acted as Section first aider on at least one occasion on an adventure.

The Scout should have sufficient confidence to take on this role.

The Scout should also have acted in this role on other occasions – see levels above.

The Scout will be expected to deal with minor ailments in a Team context. A more experienced Scouter should be able to hand to deal with more serious injuries and emergencies.

Ideally, the Scout will have completed a basic first aid course provided by another agency such as the Order of Malta, Red Cross, St. John's ambulance or REC etc.

I can analyse vital signs.

Scouts should know what the vital signs are, how to ensure they are present in a casualty and understand the importance of vital signs in relation to emergencies.

Skills Requirements

I know what specialised equipment I should have in my first aid kit and how to use and care for it.

Scouts should be aware of what a first aid kit contains with consideration to what Scout activities the Group is taking part in.

- What a typical first aid kit contains.
- What specialized equipment is needed depending on the activity to be pursued.
- Know how to use all equipment

I know how and when to call a medevac or other medical helicopters.

Scouts should be familiar with various emergency situations and know when the situation warrants the services of the rescue service rather than road based ambulance services. Various scenarios should be discussed and suggested procedures outlined in detail.

I can use radio communications effectively in an emergency situation.

Scouts should know how to use radio equipment and be familiar with radio procedures as used by rescue teams and emergency response personnel.



Stage 8

I know how to treat specific injuries which may occur in my chosen area of interest.

In certain areas of interest particular injuries may occur more regularly - twisted ankles, fall injuries, minor burns for example. Scouts need to know of these and how to treat them.

- Know the particular injuries common in certain areas of interest.
- How to diagnose and treat these injuries.
- How to get help if required.

I can risk assess an activity and steer clear of dangers.

Having sufficient training and simulation experience Scouts will have the ability to make good decisions in an emergency situation and do what is in the best interests of the injured person.

- Be able to assess emergency situations.
- Be able to assess the safety of any accident site.
- Be able to act promptly to make accident casualty(s) safe.

I know how to deal with head, spine, chest, stomach, and pelvic injuries.

Scouts should be able to treat head, spine, chest, stomach and pelvic injuries within their capabilities sufficiently to make the patient comfortable until help arrives.

- How to do diagnose head, spine, chest, stomach and pelvic injuries.
- How to treat these injuries.
- How to get help.
- How to make the patient comfortable until help requires.

I know how to educate others to the possible dangers that can be encountered and how to deal with them.

Scouts should be able to anticipate and notify others to possible dangers and how to cope with them. Have knowledge of possible emergency situations on an activity and be able to impart this knowledge to others.

Educate and assist others in dealing with emergencies that may arise on a particular activity.

I have acted as a first aider on at least one annual expedition abroad.

Scouts should ensure they are aware of the Local Emergency/ Hospital procedures of the Country. Including the European Health Insurance Card if appropriate.

I have acted as a First Aider on at least one annual expedition of five night's duration.



Stage 9

I know how to deal with regional specific illnesses depending on my location or the location I am travelling to

In certain regions some illnesses are prevalent which may not be in your area of origination. Scouts will need to be aware of these and prepare for any eventuality in the location.

Know of diseases specific to certain areas if travelling to them.

Ensure all Scouts are vaccinated against illnesses and diseases if necessary.

Know how to treat and where to get help if these diseases and illnesses arise.

I know, understand and I am able to perform basic life support.

At this level Scouts should be capable of performing basic life support if required. Understanding the theory behind basic life support. Have a working knowledge of basic life support through regular practice of the skills required. Using simulation as a way of practicing this knowledge and skills.

Note: Reference here should be to a first aid manual, for CPR ratios and procedures

I know how to assess and manage risk in various and constantly changing situations.

Scouts must be able to carry out a risk assessment of any activity they hope to engage in.

- Know the benefits of risk assessment.
- Know the procedure for carrying out a risk assessment.
- Be able to make an informed decision in relation to partaking of an activity.

I can constantly risk assess situations as they arise and take measures to limit injuries.

Scouts should be aware that if an emergency occurs in a difficult or dangerous situation; that they will constantly need to risk assess the situation; to ensure that the victim is safe and that no further injuries can occur due to changing circumstances. Scouts should propose likely scenarios and suggest actions.

I can give immediate treatment and deal with complicated emergency situations.

With the skills and knowledge learned in Scouting situations Scouts attempting this level should be able to deal competently with emergency situations. Be capable of dealing with most common emergency situation which arises while on Scout activity.

I can assist a rescue team in moving a casualty to safety.

I hold a First Aid Cert at REC level 4 or equivalent

link to www.remoteemergencycare.com





Air Activities Adventure Skill

The Adventure Skills requirements are aligned with those of specific national certification bodies, where these exist. So, as a young person progresses with an Adventure Skills they also attain the gain the knowledge, skills and experience necessary to attain an equivalent outside qualification. At this point, this means they will be able to attend assessment courses or examinations run by the national certification bodies, it does not mean that will automatically qualify.

Note: It is not possible to “study” for an Adventure Skill. Knowledge gained from reading must be supported by real and practical experience in the selected Adventure Skill.



Competency Statements

Stage 1

- I can name all the things that I know can fly.
- I can show pictures of and be able to talk about different types of flying machines.
- I can build a paper aero plane from an A4 sheet that will fly, climb and turn.
- I can discuss the features of an airport from a model or picture (Runway, Terminal, Control Tower).
- I know how to be safe around aircraft.
- I have visited an airport.

Stage 2

- I can make a small parachute using a piece of light material and string.
- I can show my Scouter the five main parts of an aero plane (Cabin, Wing, Tail, Wheels, Engine).
- I can launch parachutes from a stand and see which parachute falls the slowest.
- I can discuss with my Scouter how the wind affects a parachute.
- I know what you should do if somebody gets hurt.
- I know the safe way to act at an airport and can discuss this with my Scouter.
- I can build a Kite and fly it.
- I know where it would be safe to fly a kite.

Stage 3

- I know the difference between airside and landside.
- I can discuss the first flight by the Wright Bros.
- I know the main parts of an aero plane.
- I know the rules of safety around an aero plane.
- I can discuss why communication is important to aircraft.
- I know the phonetic alphabet.
- I can name the planets in our Solar System.
- I know the main points of 'Leave no Trace and why it's important at airports.
- I have built a scale model aircraft to a satisfactory standard from a plastic kit and can explain its features and history.
- I can discuss with my Scouter- Hot Air balloons how hot air balloons work and how they are controlled.

Stage 4

- I know the rule relating to airfields.
- I understand how a wing derives lift.
- I can discuss with my Scouter Lift, Drag, Gravity and Thrust .
- I know the control surfaces of an aircraft.
- Using a model I can explain how an aero plane climbs, dives and turns.
- I can explain the causes of stalling.
- I know the logos of the various airlines.
- I can build a model Hot Air Balloon.
- I have produced a project based on the Moon Landings.
- I have taken part in a Water Rocket Launch.

Stage 5

- I understand what FOD is.
- I know how to approach an aircraft.
- I know the signs that an aircraft is about to start an engine.
- I know where the safe jet blast zones are on an aircraft.
- I know how to identify different aircraft types from their features.
- I understand how weather affects air activities.
- I can show a younger Scout how control surfaces work.
- I can build a scale model aircraft to a satisfactory standard from paper and balsa wood.
- Using a computer simulator, or other method, I can identify some aircraft instruments.
- Using a computer simulator, or other method, I can show how to take off and fly through various weather conditions and land safely.
- I can discuss with my Scouter how the Earth's atmosphere affects air travel.
- I can build and launch a WaterRocket.
- I have taken part in at least two air activities.

Stage 6

- I can discuss aircraft navigation with my Scouter.
- I know the types of air maps and the conventional signs used on them.
- I can demonstrate how to obtain a local forecast for an air activity.
- I can explain how wind speed and direction are measured and how weather can affect various air activities.



- I can explain the difference between ground speed and air speed and how wind is used in takeoff and landing.
I can discuss with my Scouter how the Earth's atmosphere affects air travel.
- I can understand three different ways in which clouds are formed.
- I can show that I understand the basic 'T' instrument cluster.
- I can handle a powered model aircraft during take off and fly through various weather conditions and land safely.
- I can explain the workings of aircraft pressure instruments, for example an altimeter or air speed indicator.
- I can discuss how the Ionosphere affects communication.
- I can navigate my Patrol over a route using a GPS.
- I have attended an Air Display.
- I have participated in a themed 'Space Camp' or event with a group of Scouts.

Stage 7

- I know the basic principles of a piston engine, including the four-stroke cycle.
- I know how a jet engine works.
- I know how rocket engines work, and their lift-off and re-entry procedures.
- I know the Safety Code for Rocketry and am able to identify the principal parts of a rocket.
- I can build, launch, and recover a single or double-staged model rocket.
- I know how to arrange permissions for a rocket launch.
- I am able to fly a model aircraft.
- I can be responsible for planning a weekend camp for my Group at an airfield.

Stage 8

- I understand what a flight plan is.
- I can produce a flight plan for a cross country exercise.
- I know the main types of checklists commonly found in aircraft.
- I know how to correctly approach an occupied aircraft or helicopter.
- I have a thorough knowledge of the Rule Relating to Airfields.
- I understand the Irish Air Traffic Control system.

- I know how and when to use an air-band radio.
- I know how to marshal an aircraft.
- I have undertaken a project to demonstrate a particular aeronautical principle and build a suitable model to illustrate it.
- I have taken part in two air activities that got me airborne ****
- I have planned a weekend camp for my Section on an airfield.

Stage 9

- I know the principle of flight of a helicopter.
- I know how the controls of a helicopter work.
- I know the dangers regarding specific aerial activities.
- I know how the constellation of satellites work to provide GPS navigation.
- I understand how telemetry helps develop aviation products.
- Have an understanding of Radar and how ATC use it.
- I can arrange for a suitably experienced instructor to give an air experience flight. ****
- I have taken part in two additional air activities that got me airborne.****

******Scouting Ireland insurance does not extend to air activities involving 'off the ground activities' such as parascending, gliding, parachuting, powered flight. The minimum age for undertaking these as type of activities in Ireland is 16 years. Additional insurance cover is required. Parental permission is mandatory.**

Skills Requirements



Stage 1

I can name all the things that I know can fly.

The Scout can discuss what he/she knows about things that fly. This may be presented using a drawing.

I can show pictures of and be able to talk about different types of flying machines.

The Scout will have researched the subject and be able to present pictures of different craft. He/she will be able to discuss each craft and describe why it is different.

I can build a paper aero plane from an A4 sheet that will fly, climb and turn.

The Scout should be given a number of A4 sheets and asked to make a number of paper planes. These can be tested and the best one used for demonstration.

I can discuss the features of an airport from a model or picture.

The Scout will be able to discuss the layout of an airport with reference to a picture or map. He/she should be able to point out the runway, terminal, control tower etc.

I know how to be safe around aircraft.

The Scout should show an awareness of the dangers of an airfield and around an aircraft. The Scout should be particularly aware that they should follow instructions carefully and be aware of their surrounding at all time

I have visited an airport.



Stage 2

I can make a small parachute using a piece of light material and string.

The Scout should present a parachute he/she has made and demonstrate it falling from a height or by throwing it into the air.

I can show my Scouter the five main parts of an aero plane.

The Scout should be able to point out on a diagram, picture or a real plan the Cabin, Wings, Tail, Wheels, and Engine.

I can launch parachutes from a stand; see which parachute falls the slowest.

The Scout, with other Scouts should drop their parachutes and see which falls to the ground fastest. After the activity the Scout should be able to point out the reasons why.

I can discuss with my Scouter how the wind affects a parachute.

The Scout should show an awareness of the affect of wind on a parachute. In particular they should mention drifting and land and air speed, into and against the wind.

I know what you should do if somebody gets hurt.

The Scout needs to show an ability to recognize that someone is hurt badly and needs help.

The Scout should also know how to get help and by what means.

How to discover that someone is hurt.

How to compare injured parts with uninjured parts.

Methods of getting help.

Methods of caring for someone that is hurt.



I know the safe way to act at an airport and can discuss this with my Scouter.

Scouts should understand the difference between the restricted areas of an airfield where active aircraft movements can be expected and the safe public areas. They should also be able to recognise the signs and markings which indicate the boundary between the two areas.

I can build a Kite and fly it.

The Scout should present a kite he/she has made and be ready to fly it. The flight should be observed and if possible be part of an air scouting activity.

I know where it would be safe to fly a kite

The Scout should know where it is safe to fly a kite. He/she should discuss suitable and unsuitable areas and the features that make an area unsafe.



Stage 3

I know the difference between airside and landside.

Scouts should be able to explain how a modern airport is laid out. The Scout should understand the difference between 'airside' and 'landside' and the necessary precautions and procedures that are required in each area..

I can discuss the first flight by the Wright Bros.

The Scout should have done some research and be able to discuss the Wright Brothers impact on air travel.

I know the main parts of an aero plane.

The Scout should list the main parts of an aircraft by marking the names on a diagram:
Fuselage/ Body.Cockpit.
Wing., Tail/ Fin., Tailplane. Engines. Undercarriage.

I know the rules of safety around an aero plane.

The Scout should explain how to behave around an aircraft.
How to approach it.
How to observe movement.
The areas to avoid front and back.
Following the instructions of the pilot and the Scouter in charge.

I can discuss why communication is important to aircraft.

The Scout should display his/her knowledge about how important communications are in air flight.
Air traffic control, communication of position, flight plans etc. should be mentioned.

I know the phonetic alphabet.

Scouts should know the phonetic alphabet used in radio communications, i.e. Alpha, Bravo, Charlie, Delta, etc.

I can name the planets in our Solar System.

The Scout should be able to name of all of the planets in the Solar System and know what order they come in relation to distance from the Sun.

I know the main points of 'Leave no Trace and why it's important at airports.

In addition to the points below, Scouts should have a special understanding of the dangers to aviation of having waste material or other items blowing around an airfield where they may get sucked into engines, block air intakes or otherwise cause damage to aircraft. Food waste in particular may attract birds which represent a particular hazard to aircraft operating near to the ground. Scouts should demonstrate an understanding of the key points in a practical way in a camp situation.
Dispose of waste properly.
Respect farm animals and wildlife.
Minimise camping impact and the effects of fire.
Be considerate of others.
Travel and camp on durable surfaces.
Leave what you find..
Plan ahead and prepare.

Skills Requirements

I have built a scale model aircraft to a satisfactory standard from a plastic kit and can explain its features and history.

The Scout should present a model he/she has built for a kit. This may be a personal choice or a suggested model. The Scout should explain its features and have undertaken some research into the history and service of this type of aircraft.

I can discuss with my Scouter (Hot Air Balloons,) how hot air balloons work and how to control them.

The Scout should discuss all aspects of hot air balloons. This can be done with the use of models. The Scout should understand the principle of hot air balloon flight.



Stage 4

I know the rule relating to airfields.

Scouts should know the basic 'Access to Airfields' rules:

Know the safe routes for getting around the airfield
Only enter airside areas if you have permission or a definite job to do.

Understand the importance of keeping a good lookout at all times

Know how to recognise an active/ live aircraft.

Know the correct way to approach an aircraft.

Understand the dangers of propellers and jet engines and the danger areas associated with each.

I understand how a wing derives lift.

The Scout should know how a wing works and how it lifts the plane.

I can discuss with my Scouter Lift, Drag, Gravity and Thrust .

The Scout should be able to discuss with a Scouter how the four main forces of Lift, Drag, Gravity and Thrust work in aeronautics.

I know the control surfaces of an aircraft.

Scouts should be able to identify the control surfaces on a diagram and describe how they move to control the path of flight of the aircraft to include:

Ailerons.

Elevators.

Rudder.

I can explain how an aero plane climbs, dives and turns using a model.

The Scout can use a model of any kind to explain the elements. This is a similar requirement to one in stage I but now we are seeking a deeper understanding of how a real plane climb, dives and turns.

I can explain the causes of stalling.

The Scout should understand how stalling occurs. In explaining this they should refer to air speed, lift and how to recover from a stalling situation.

I know the logos of the various airlines.

The Scout should have undertaken some research and be familiar with the common logos and livery of planes that fly in to Irish airspace. This requirement can be presented via a poster or perhaps a quiz. It can also be completed at an airport, giving direct observation of aircraft.

I can build a Hot Air Balloon.

The Scout will have built a hot air balloon using a wire frame and tissue paper. Heat is provided by cotton wool in a small container. The Scout should discuss how they made the balloon and how it is inflated for flight. The balloon should then be launched. This can be done with the help of other members of their team.

I have produced a project based on the Moon Landings.

The Scout should do a project on the Apollo Moon Landing and how it was achieved.

I have taken part in a water rocket launch.

The Scout as a member of a team should undertake the construction of a water rocket. The launch can then take place in an open area as part of an activity.



Stage 5

I understand what FOD is.

The Scout should explain what FOD stands for (foreign object damage) and how it applies to aircraft. The Scout should mention debris on the runway such as tyre rubber, birds in flight. Hazards at airfields that are near water and possible hazards from aircraft parts becoming dislodged inside and outside the aircraft.

I know how to approach an aircraft.

The Scout should be aware of how to act and behave on an airfield and discuss how they would approach an aircraft safely. Reference should be made to engines, pilot view and hand signals and communication with the pilot.

I know the signs that an aircraft is about to start an engine.

The Scout should be familiar with aircraft and how to behave around an airfield. The Scout should discuss signs of movement, engine noise, positioning of an aircraft. Checking of flaps etc.

I know where the safe jet blast zones are on an aircraft.

The Scout should be familiar with aircraft and how to behave around an airfield. The Scout should discuss what a blast zone is and the dangers associated with it.

I know how to identify different aircraft types from their features.

The Scout will be familiar with a wide range of aircraft and be able to identify them parked on a runway, from pictures, in flight and from identification charts.

I understand how weather affects air activities.

The Scout should be able to discuss in detail how weather affects flight – wind speed, cloud formation, icy conditions, thunder and lightning.

I can show a younger Scout how control surfaces work.

The Scout will be familiar with how control surfaces work and will be observed in action passing on such information to a younger Scout. The Scout should be encouraged to use models in passing on this information.

I can build a scale model aircraft to a satisfactory standard from paper and balsa wood.

The Scout should present a scaled model for discussion. The model can be constructed from plans or from a kit and be painted in the correct colours as specified. The Scout should also talk about the build process, what they liked and difficulties they had.

I can identify some aircraft instruments using a computer simulator, or other method.

The Scout should be seated at a computer screen with a simulation game ready to be played. The Scout should bring the Scouter through the process of engaging with the game. The Scout should be able to identify some of the main instruments that comprise the panel and explain what they are used for.

I can show how to take off and fly through various weather conditions and land safely using a computer simulator, or other method.

The Scout should be seated at a computer screen with a simulation game ready to be played. The Scout should bring the Scouter through the process of engaging with the game. The Scout should be able to identify some of the main instruments that comprise the panel and explain what they are used for. Then when indicated they should take off, fly a course and land the plane. Various flying scenarios can be presented through the game setup.

Skills Requirements

I can discuss with my Scouter how the Earth's atmosphere affects air travel.

The Scout should know how the atmosphere has an impact on air travel and what are the various precautions that pilots have to take as a result.

I can build and launch a water rocket.

The Scout as a member of their team should undertake the construction of a water rocket. The launch can then take place in an open area as part of an activity.

I have taken part in at least two air activities.

The Scout will have taken part in a least two air activities. Ideally, these activities may have taken place at airfields that will facilitate learning for requirements above. However, they may also be air activities run locally by a Scout group.



Stage 6

I can discuss aircraft navigation with my Scouter.

The Scout should be able to discuss how a pilot navigates when flying. This should include compass directions, land observation, air speed versus land speed and drift/drag and dead reckoning navigation.

I know the types of air maps and the conventional signs used on them.

The Scout should discuss various map types and the conventional signs used on each. The Scout should also be able to show the differences between air maps and land based ordnance survey maps.

I can demonstrate how to obtain a local forecast for an air activity.

The Scout should know how to get appropriate weather forecasts for flying and discuss the key points of a forecast that need to be noted and observed.

I can explain how wind speed and direction are measured and how weather can affect various air activities.

The Scout should be able to discuss how a pilot navigates when flying. This should include compass directions, land observation, air speed versus land speed and drift/drag and dead reckoning navigation. The use of instruments and navigation aids.

I can explain the difference between ground speed and air speed and how wind is used in takeoff and landing.

The Scout should be able to discuss how a plane takes off and how air and its speed moving over the surfaces of a wing provide lift. The Scout should then discuss the relationship between land speed and air speed in the context of travel through the air and its connection with navigation.

I can discuss with my Scouter how the Earth's atmosphere affects air travel.

The Scout should be able to discuss the air conditions as height is gained. Also the Scout should be able to discuss air pressure and gravity and how they affect flight.

I can understand three different ways in which clouds are formed.

The Scout should be aware of how clouds are formed and how they affect flight and navigation. The Scout should talk about clouds in relation to mountain ranges, sea and high level clouds and stormy weather.

I can show that I understand the basic 'T' instrument cluster.

The Scout should be aware of the T instrumental cluster and be able to name the key instruments that make up the cluster plus the likely instruments that will be 'nearby' or next to it. The Scout should be able to identify the altimeter, attitude meter, air speed, turn indicator and heading indicator.



I can handle a powered model aircraft during takeoff and fly through various weather conditions and land safely.

The Scout will be able to demonstrate this in an outdoor setting where his/her skill can be observed.

I can explain the workings of aircraft pressure instruments, for example an altimeter or air speed indicator.

The Scout should be able to discuss how the instruments work internally. This might involve some research and the Scout might use pictures or drawings to explain their function.

I can discuss how the Ionosphere affects communication.

The Scout should know how the Ionosphere – the uppermost part of the atmosphere has on communications and how its characteristics help with communication.

I can navigate my patrol over a route using a GPS.

The Scout should devise an exercise (on the ground) in effect a route card and then using GPS compasses they should navigate to the points of the journey. They should be able to discuss accuracy of GPS devices over traditional compass methods.

I have attended an Air Display.

I have participated in a themed 'Space Camp' or event with a group of Scouts.



Stage 7

I know the basic principles of a piston engine, including the four-stroke cycle.

The Scout should be aware of the different engines used on aircraft. Using charts, drawings or models the Scout should explain how the piston engine works.

I know how a jet engine works.

The Scout should be aware of the different engines used on aircraft. Using charts, drawings or models the Scout should explain how a jet engine works.

I know how rocket engines work, and their lift-off and re-entry procedures.

The Scout using charts, drawings or models should explain how a rocket engine works. The Scout should also discuss the lift –off procedures, safety and countdown checks. Re – entry procedures, checks, parachutes and drop zone. If they are discussing the space programme they should also talk about re-entry of shuttle, angle of descent.

I know the Safety Code for Rocketry and am able to identify the principal parts of a rocket.

The Scout should be familiar with rockets and be involved in their construction so that they have detailed knowledge of the principle parts. As a rocket contains fuel it is vital that full safety procedures are followed in the construction phase and the take off and landing phase.

I can build, launch, and recover a single or double-staged model rocket.

The Scout as a member of a team should undertake the construction of a single or double staged rocket model. The launch can then take place in an open area as part of an activity. It should be possible to recover this model for future flights.

I know how to arrange permissions for a rocket launch.

The Scout should display an understanding that formal permissions need to be obtained to launch a fuel power rocket. The Scout should then explain the procedure of obtaining permissions from the appropriate authorities.

I am able to fly a model aircraft.

The Scout will be able to demonstrate this in an outdoor setting where his/her skill can be observed.

I can be responsible for planning a weekend camp for your group at an airfield.

The Scout will be an experienced camper at this

Skills Requirements

stage and be familiar with planning and organizing camps. In this case we are seeking an awareness of the extra requirements for a camp at an airfield. The Scout will draw from their experiences with Air Activities.



Stage 8

I understand what a flight plan is.

The Scout should discuss how a flight plan is produced and what work is entailed in producing it. The Scout should also make connections with the production of a route card for a hike on the ground.

I can produce a flight plan for a cross country exercise.

The Scout should produce a fully detailed flight plan for a cross country flight between two points specified by the Scouter before the requirement is worked on.

I know the main types of checklists commonly found in aircraft.

The Scout should be able to describe in checklist fashion the formal checks that need to be undertaken before flight. Daily Inspection, Pre and Post flight.

I know how to correctly approach an occupied aircraft or helicopter.

The Scout should be aware of how to act and behave on an airfield and discuss how they would approach an aircraft safely. Reference should be made to engines, pilot view and hand signals and communication with the pilot. With regards to helicopters – rotor span, downdraft and safe head height.

I have a thorough knowledge of the Rule Relating to Airfields.

While the Scout maybe familiar with the basic rules relating to airfield at this level we expect the Scout to have an advanced and detailed knowledge of airfield, how to behave around them.

I understand the Irish Air Traffic Control system.

The Scout will be familiar with the Air Traffic Control system and methods. The Scout may also have visited a control tower and have practical experience and/or knowledge. They should also be familiar with radio communication, signs and call signs used by pilots and control towers to exchange information.

I know how and when to use an air band radio.

The Scout should be fully conversant with using air band radio and be able to talk about it. The Scout should be observed on a number of occasions using this equipment properly.

I know how to marshal an aircraft.

The Scout should be able to discuss the different signalling signs and what they mean. The Scout should then demonstrate their skill by marshalling an aircraft on an airfield.

I have undertaken a project to demonstrate a particular aeronautical principle and build a suitable model to illustrate it.

The Scout will first indicate that they will undertake this requirement and discuss with the Scouter what they would like to do. Once completed the Scout should bring down the model to the section and display it.

I have taken part in two air activity that got me airborne ****

The Scout will have taken part in an air activity that has included air flight other than commercial flight. This will be done in conjunction with the Scouter and a flight instructor. The Scout should also be aware of insurance implications and parental permissions.

I have planned a weekend camp for my section on an airfield.

The Scout will be an experienced camper at this stage and be familiar with planning and organizing camps. In this case we are seeking an awareness of the extra requirements for a camp at an airfield. The Scout will draw from their experience in Air activities.

I know the principle of flight of a helicopter.



Stage 9

The Scout will be able to discuss the main principles – lift, forward motion, turning, landing, torque, tail rotor, ground effect.

I know how the controls of a helicopter work.

The Scout should be fully aware of how a helicopter flies and how the controls differ from that of an aircraft. The Scout should discuss the use of collective, throttle, cyclic and anti-torque pedals, and how they are used in conjunction to fly the helicopter. The Scout should understand precession.

I know the dangers regarding specific aerial activities.

The Scout should be able to discuss a number of different air activities and the dangers or precautions that need to be taken to ensure a safe activity.

I know how the constellation of satellites work to provide GPS navigation.

The Scout should run experiments into how the constellation of Satellites works in providing GPS navigation through its networking capabilities.

I understand how telemetry helps develop aviation products.

The Scout should be aware of the impact of clear telemetry has on the development of aviation products and how information received using telemetry is used for aviation products.

I have an understanding of Radar and how ATC use it.

The Scout should discuss how radar works and how to distinguish different signals on the screen. The Scout should then talk about the relationship between a pilot, air traffic control, flight plans, and the position of an aircraft in the sky in relation to other aircraft.

I can arrange for a suitably experienced instructor to give an air experience flight.

The Scout will have taken part in an air activity that has included air flight other than commercial flight. This will be done in conjunction with the Scouter and a flight instructor. The Scout should also be aware of insurance implications and parental permissions.

I have taken part in two different air activities that got me airborne.

The Scout will have taken part in an air activity that has included air flight other than commercial flight. This will be done in conjunction with the Scouter and a flight instructor. The Scout should also be aware of insurance implications and parental permissions.

Skills Requirements



Paddling Adventure Skill

Requirements

Each of the skill requirements are presented as a statement of competency - I know how, I can do, etc. These Competency Statements outline the knowledge, abilities and experience that the young person must display. Each Competency Statement is further broken down into a set of Skills Requirements. The Competency Statements and Skills Requirements for Paddling are listed later in this document.

External qualification

The Adventure Skills requirements are aligned with those of specific national certification bodies, where these exist. So, as a young person progresses with an Adventure Skills they also attain the knowledge, skills and experience necessary to attain an equivalent outside qualification. At this point, this means they will be able to attend assessment courses or examinations run by the national certification bodies, it does not mean that they will automatically qualify.

The Irish Canoe Union (ICU) and British Canoe Union (BCU) run external skills courses that will lead on to specific Instructor courses. Badges 1 to 4 are an introduction to Water Activities such as Paddling and Rafting and can be assessed by any Scout Leader or a suitably qualified person. From Stage 5 the awards are specific to kayaking and must be assessed by a suitably qualified Instructor.

Reference Material

The following reference material provides useful information about this Adventure Skill.

Note: It is not possible to “study” for an Adventure Skill. Knowledge gained from reading must be supported by real and practical experience in the selected Adventure Skill.



There are many books and DVD's available that will show the different aspects of Kayaking, Rafting and Paddling
The Sea Scout Book- The Scout Shop

Up to date information on Kayaking and canoeing can be found at www.canoe.ie and www.bcu.org.uk

Worldwide Web: there are also many useful links which provide tips and guidance on various aspects of Kayaking skills, Rafting, Raft Building and design.

Special consideration for Water Based Adventure skills

Each Scout participating in activities on the water should have completed the swimming standard as laid down in the Scouting Ireland Boating guidelines. This swimming standard has different levels and the Scout should ensure that they have completed the appropriate level of swimming ability and the Scouter should know this before undertaking a Stage Badge. The Scouting Ireland Boating Guidelines present Rules and Guidelines related to water based activity. These guidelines should be referenced when setting out to achieve Stage Badges to ensure that best practice is maintained and to ensure a safe experience on the water.

The Scouting Ireland Boating Guidelines can be viewed on the www.scouts.ie website.

Ropework

Ropework describes the various skills required in working with rope. Knotting, splicing and coiling are important Ropework skills. Many of the same knots are used ashore and afloat but it is particularly important to use the correct knot when in and around water.

These knots have been chosen because hundreds of years of experience tell us they are the best knot for a task.

As you progress through the adventure Skills you will find yourself in circumstances when knowledge of a particular knot is useful. We have attempted to introduce the knots in a progressive way here so that you will know them when you need them.



Stage 1

- I have discussed what a wet suit does.
- I know what a Buoyancy Aid and Life Jacket are for.
- I can show where the bow and stern are in a kayak or boat.
- I understand why I should follow directions from an instructor .
- I can show the limits of where I may go each time I go afloat for paddling
- I know about the 'Buddy' system.
- I know why I should care for my wet suit, buoyancy aid and 'cag' after use.
- I know not go afloat if the wind is greater than Force 4.
- I know how to contact the emergency services.
- I have taken part in a short exercise afloat.

Stage 2

- I can explain what special clothing is to be worn while taking part in a water based activity.
- I can put on my own personal floatation device properly.
- Before I launch my boat, I can show where and when I am allowed to go.
- I have discussed 'Weil's' disease and the precautions necessary to take in open water activities.
- I have drawn a poster demonstrating the safety rules for swimming.
- I have taken part in an activity on safe enclosed waters involving paddling a Canadian Canoe.
- I have discussed the appropriate action I should take in the case of a capsized.
- I have explained what impact I can have on local vegetation when launching and retrieving a boat.
- I know how to raise the alarm if I see somebody in difficulty on the water.
- I know what hypothermia is.
- I have taken part in an at least two activities afloat.

Stage 3

- I can explain the importance of wearing the right clothing and gear while afloat.
- I can show how to test a raft for secure construction.
- I know how to do CPR and place a victim in the recovery position.
- I know how to make use of a paddle while on a raft.

- I know what to do in the case of a capsized/ or raft breakup and the procedures to follow.
- I know how to tie and when to use the following knots; Round-turn-and-two-half-hitches, Figure of eight, Bowline, Reef Knot, Clove Hitch.
- I can tie a square lashing.
- I know how and where to get the latest weather forecast for the area I will be paddling in.
- I can make a recognised distress signal.
- I know that I should follow the instructions of the person in charge of the boat.
- I have taken part in making a simple raft for four people..

Stage 4

- I can explain why wearing the correct outer wear is important.
- I can assist in the launch and recovery of a raft.
- I know the safety precautions required for water based activities.
- I know the main points of 'Leave No Trace'.
- I can work as part of a team to paddle a raft on a triangular course.
- I can demonstrate how to whip a ropes end and then show how to coil the rope.
- I know the Beaufort wind scale up to Force 6.
- I can demonstrate throwing a Throw Line to a casualty, preparing the rope for the throw and instructing the casualty to use the rope. Heave the casualty to shore. This can be demonstrated in open water or a swimming pool.
- I have taken part in and logged at least four rafting activities.
- I have taken part in three activities on safe enclosed waters involving paddling a Canadian Canoe.

Stage 5

A Scout seeking this award must be 10 years of age and be of a physical size that enables them to kayak.

- I know the difference between winter and summer kayaking.
- I can demonstrate an understanding of the basic safety rules of kayaking.
- I can demonstrate my ability to enter and exit a kayak correctly.
- I can demonstrate forward paddle, reverse paddle, and stop.
- I can show my ability to turn while stationary using forward sweep stroke, reverse sweep

stroke and a combination of forward and reverse sweep strokes.

- I can demonstrate correctly and confidently the capsize drill.
- I can demonstrate how to take part in a kayak raft-up and explain its uses.
- I can demonstrate forward and reverse paddling in a kayak.
- I can demonstrate stopping in a kayak.
- I can demonstrate forward and reverse sweep stroke in a kayak.

Stage 6

The Scout must successfully explain and demonstrate all techniques and skills at a level higher than that required for the Stage 5. This includes previous paddling strokes learnt.

- The Scout must demonstrate correctly the following new skills
- I can demonstrate an understanding of the basic safety rules of kayaking.
- Simple draw stroke, Low brace, Low brace Turn, Edging while the kayak is moving. Capsize drill.
- My ability to assist in a H rescue, and in an assisted X rescue.

Stage 7

The Scout must successfully explain and demonstrate all techniques and skills at a level higher than that required for the Stage 6. This includes previous paddling strokes learnt.

- The Scout must demonstrate correctly the following new skills
- Forward ferry gliding, Reverse ferry gliding, Breaking in, Breaking out,
- (A) Eskimo rescue (B) Eskimo roll.
- I can demonstrate my understanding of the use of Defensive swimming.
- I can demonstrate my understanding of Eddies, Standing waves, V waves, Stoppers, and easy river routes i.e. the main flow down a Grade II rapid.
- I can demonstrate my understanding of good control (i.e. responding to various signals and commands).

Stage 8

The Scout must successfully explain and demonstrate all techniques and skills at a level higher than that required for the Stage 7. This includes previous paddling strokes learnt.

- I can demonstrate High recovery, Sculling for support, Sculling draw, Draw stroke, Hanging draw, strokes.
- I can use water conditions available for the effective and efficient manoeuvring of a kayak.
- I can competently negotiate water obstructions i.e. Standing Waves, Stoppers, and an ability to utilize it to cross a river.
- I can negotiating bends where water flows under trees or against vertical riverbank.
- I can demonstrate the following strokes Forward ferry gliding (facing upriver), Reverse ferry gliding (facing downriver).
- I can demonstrate Breaking in accurately, Breaking out accurately.
- I can demonstrate that I am capable of self-rescue.
- I can demonstrate a curl rescue and/or TX rescue, and Stern carry.
- I can assist an unconscious casualty (method of righting an unconscious person in a capsized kayak)
- I can manoeuvre an empty kayak between two specified points.
- I can assist an incapacitate paddler in a kayak between two specified points.
- I can demonstrate how to use a throw rope to rescue a swimmer and have a practical knowledge of First Aid.
- I know about river grading, river route finding, types of GP kayaks and paddles, towing systems and methods, group control and awareness, signals and commands, personal equipment.

Stage 9

- I can demonstrate all techniques and skills at a level higher than that required for the stage 4 and at a standard necessary to deal competently with conditions likely to be encountered on Grade 4 & advanced White Water Rivers.
- I can demonstrate a thorough knowledge of safety precautions and procedures to be adopted while with a group on Grade 4 & advanced White Water Rivers.



- I can demonstrate an ability to assess a group's competence to deal with conditions likely to be encountered on Grade 4 & advanced White Water Rivers.
- I can demonstrate an ability to command trust from a group of peers while on rivers of Grade 4 & advanced white water.
- I can demonstrate the necessary skills to communicate effectively with other group members on Grade 4 & advanced White Water Rivers.
- I can deal efficiently with rescue situations likely to occur on Grade 4 & advanced White Water Rivers.
- I can demonstrate a constant awareness of other group members, their location on the river and within the group.
- I can demonstrate a sufficient knowledge of the river's environs.
- I can demonstrate an ability to read white water to a high standard.
- I can present a suitable and correctly fitted out kayak and other appropriate equipment. It would be expected that a Scout's equipment be of a standard consistent with the responsibilities of being part of a group undertaking a trip on a Grade 4 & advanced white water river.

Skills Requirements



Stage 1

I have discussed what a wetsuit does.

The Scout should know the dates when a wetsuit must be worn (Winter Season) and when it is optional (Summer Season).
The Scout should have an idea how a wet suit works

I know what a buoyancy aid and life jacket are for.

The Scout should know the main differences between a Standard Buoyancy Aid and a Life Jacket
The Scout should know when and where both Personal Floatation Devices (PFD's) should be worn

I can show where the bow and stern are in a kayak or boat.

The Scout is to be able to identify the difference between the Bow (Front) and Stern (Back) of a boat.

I understand why I should follow directions from an instructor.

The Scout needs to discuss how to act in a boat. Know how to be aware of what's happening around them and how to follow instructions from the Scouter in charge.

I can show the limits of where I may go each time I go afloat for paddling.

The Scout should be aware of the extent that they should go in a vessel and know any local dangers in the water.

I know about the 'Buddy' system.

The Scout should be able to talk about the buddy system and explain how and why it is used when in the water.

I know why I should care for my wet suit, buoyancy aid and 'cag' after use.

The Scout should know why it is important to wash their water activity equipment with cold fresh water after all usage.

I know not go afloat if the wind is greater than Force 4.

I know how to contact the emergency services.

The Scout should know the emergency number 112 (or 999) and say what kind of help is needed (Garda/Police, lifeboat, ambulance, fire brigade)

I have taken part in a short exercise afloat

A half day is at least two hours on or around the



Stage 2

I can explain what special clothing and gear is to be worn and used while Kayaking.

The Scout must be able to describe what clothing must be worn while out paddling.

I can put on my own Personal Flotation Device properly.

This should include securing all fastenings and using a crotch strap where it is fitted.

Before I launch my boat, I can show where and when I am allowed to go.

The Scout should know where it is safe to launch their boat.
The Scout should know when it is safe to go onto the water.



I have discussed 'Weil's' disease and the precautions necessary to take in open water activities.

The Scout should know where Weil's disease can be contacted.
The Scout should know the symptoms of Weil's disease.
The Scout should know how Weil's disease is contracted.
The Scout should know precautions to take from Weil's disease.
The Scout should know who is a risk from Weil's disease.

I have drawn a poster demonstrating the safety rules for swimming.

The Scout should draw up a poster to the best of their ability of their interpretation of the safety rules for swimming.

I have taken part in an activity on safe enclosed waters involving paddling a Canadian canoe.

The Scout should be briefed on safety procedures before starting the activity.
The Scout should take part in a Paddling activity with the appropriate instructors present and in the suitable ratio and in safe enclosed waters.
The activity should consist of two Canadian style canoes lashed together to form a catamaran
The activity shouldn't go any more than 30 meters from the shore.

I have discussed the appropriate action I should take in the case of a capsized.

The Scout should be able to explain the procedures to follow if they capsize in a kayak or a sit-on-top canoe.

I have explained what impact I can have on local vegetation when launching and retrieving a boat.

The Scout should explain what impact they can have on the local vegetation when they are parking, changing and launching their boat.
The Scout should explain how they can minimize impact on the natural environment.
The Scout should explain how they would deal with wildlife if they were to come across it.

I know how to raise the alarm if I see somebody in difficulty on the water.

The Scout should know what department to call if you see someone in difficulty at sea.
The Scout should know the number to call if you see someone in difficulty at sea.
The Scout should know what the different colour safety flags mean on a beach.

I know what hypothermia is.

The Scout should know what is meant by the term hypothermia.
The Scout should have a basic knowledge of the symptoms of hypothermia.
The Scout should have a basic knowledge of how to treat hypothermia.

I have taken part in at least two activities afloat.

A half day is at least two hours on or around the water.



Stage 3

I can explain the importance of wearing the right clothing and gear while afloat.

The Scout should be able to explain why it is important to wear the correct clothing while out on the water.

I can show how to test a raft for secure construction.

This should include ensuring buoyancy is firmly in place and that all lashings are secure.

I know how to do CPR and place a victim in the recovery position.

The Scout should be able to demonstrate an up-to-date CPR technique on a suitable mannequin

Skills Requirements

and demonstrate how to put an adult or child in the recovery position (also known as the safe-airway position).

I know how to make use of a paddle while on a raft.

The Scout should know how to use a paddle while paddling a triangular course set down by their leader.

I know what to do in the case of a capsized/ or raft breakup and the procedures to follow.

The Scout should be able to explain what actions should be taken in case they end up in the water while boating and rafting.

I know how to tie and when to use the following knots. Round-turn-and-two-half-hitches, Figure of eight, Bowline, Reef knot, Clove Hitch.

The Scout should be able to tie the list of knots above.

The Scout should be able to explain what the knots are for and give examples of their practical uses.

I can tie a square lashing.

The Scout should demonstrate how to tie a square lashing using rope and spares.

I know how and where to get the latest weather forecast for the area I will be paddling in.

The Scout should explain four ways of getting the most recent forecast for the area they are paddling in.

I can make a recognised distress signal.

The Scout should know how to signal for help when out on the water.

I know that I should follow the instructions of the person in charge of the boat.

The Scout may be asked to explain what a charge certificate is and why it is important that the person in charge of activities afloat should be suitably qualified.

I have taken part in making a simple raft for four people.

As part of a team build a raft and paddle it on a triangular course set out by the leader.



Stage 4

I can explain why wearing the correct outerwear is important.

The Scout should be able to explain that outerwear protects from both getting wet in rain and from the effects of wind-chill.

I can assist in the launch and recover of a raft.

The Scout should take part in an activity where they help build a raft, float it and recover.

I know the safety precautions required for water based activities.

The Scout should know what safety precautions to take before and during water based activity.

I know the main points of 'Leave No Trace'.

The Scout should know the principles behind 'Leave no Trace'.

I can work as part of a team to paddle a raft on a triangular course.

The Scout should take part in building a raft for four people and paddle it through a triangular course set down by their leader.

The Scout should be able to explain what the knots are for and give examples of their practical use.



I can demonstrate how to whip a ropes end and then show how to coil the rope.

No whipping is specified but it should be secure and appropriate for the cordage.

The Scout should demonstrate how to coil a rope properly. Rope should be no less than 15 meters long.

I know the Beaufort wind scale up to Force 6.

The Scout should be able to explain the visual clues used to estimate the wind strength.

I can demonstrate throwing a throw line to a casualty, preparing the rope for the throw and instructing the casualty to use the rope. Heave the casualty to shore. This can be demonstrated in open water or a swimming pool.

From land, the scout should demonstrate throwing a throw line to a target approx 10 meters away on a lake, beach or lagoon.

I have taken part in and logged at least four rafting activities.

The Scout should have taken part and logged four rafting activities which include planning, building and paddling a raft.

I have taken part in three activities on safe enclosed waters involving paddling a Canadian canoe.

A half day is at least two hours on or around the water.



Stage 5

water.

General aims:-Paddling stage 5 aims to enable the Scout to perform fundamental Kayaking Skills.Understand and explain the fundamental safety rules of canoeing. Foster further participation in canoeing.

I know the difference between winter and summer Kayaking.

The Scout should know Scouting Irelands dates for summer time boating and winter time boating
The Scout should know the difference between being out on the water in winter and summer.

An understanding of the basic safety rules of canoeing.

You must be able to swim.

You must always wear a buoyancy aid.

You must always ensure that there is adequate kayak buoyancy.

You must never canoe alone.

An ability to enter and exit a kayak correctly.

Entry and exit with or without the use of a paddle is acceptable.

Forward Paddle, Reverse Paddle, and Stop.

Veering is allowed for, but a participant must be able to maintain reasonable directional stability for at least 25 metres.

A Scout should demonstrate an ability to stop when moving forward and in reverse.

Skills Requirements

An ability to turn while stationary using forward sweep stroke, reverse sweep stroke and a combination of forward and reverse sweep strokes.

There should be an efficient use of the paddle in turning and stopping the kayak.

Capsize Drill Assessment.

The capsize and exit from the kayak, should be carried out in water of sufficient depth adjacent to the shore/bank. The use of a spray deck is optional.



Stage 6

General aims

Stage 6 aims to enable Scouts to kayak safely and competently on flat water and Grade I Rivers as a member of a group.

Assist in basic rescues.

Foster further participation in canoeing.

A Scout must demonstrate correctly-

Simple draw stroke.

Low brace.

Low brace turn.

Edging while the kayak is moving.

Capsize drill.

An ability to assist in an H rescue, and in an assisted X rescue.

some role to fulfil in the completion of these rescues.

A spray deck must be worn throughout an assessment.

All strokes should be demonstrated in relevant situations i.e. use of a simple draw stroke to manoeuvre the kayak to the bank. Strokes should be demonstrated on both sides of the kayak.



Stage 7

General aims

Stage 7 aims to enable Scouts to kayak safely and competently on river up to and including Grade II rivers as a member of a group.

Be capable of negotiating obstacles likely to be encountered on Grade II rivers.

Assist in rescues.

Foster further participation in canoeing.

Requirements

Scouts must successfully explain and demonstrate the following techniques and skills at a level higher than that required for stage 6.

Strokes.

Forward paddle, Reverse paddle, Emergency stop, Forward sweep, Reverse sweep and a combination of forward and reverse sweep.

Draw stroke, Sculling draw, Hanging draw, Sculling for support, Low brace, High brace, Low brace turn, Stern rudder, Bow rudder.

Techniques.

Entry and exit, Edging, Forward ferry gliding, Reverse ferry gliding, Breaking in, Breaking out, Capsize drill.

Rescues.

Assisted X rescue, an X rescue, Eskimo rescue and Eskimo roll.

An understanding of the use of defensive swimming.

Theory - Safety Rules.

Demonstrate an understanding of Eddies, Standing waves, V waves, Stoppers, and Easy river routes i.e. the main flow down a Grade rapid.



An understanding of good control (i.e. responding to various signals and commands).

Assessment.

During an assessment a Scout must explain and demonstrate all techniques and skills at a level higher than previously demonstrated.

All techniques, skills and rescues must be demonstrated to an assessor's satisfaction in order to achieve this award.

No part of an assessment can be taken in a swimming pool. All assessment criteria must be demonstrated outdoors on water of Grade II difficulty as part of a river trip.

All strokes should be demonstrated in relevant situations i.e. sculling in a small stopper. Strokes should be demonstrated on both sides of the kayak. Generally, required assessment rescues will be kept until the end of an assessment.

Scouts undertaking this award must be at least 12 years of age.

Entry and Exit.

Can be carried out with or without the use of paddles, depending on what is most appropriate to the situation.



Stage 8

General aims

Stage 8 aims to enable Scouts to: Kayak safely and proficiently on rivers up to and including Grade III difficulty.

Be capable of negotiating obstacles likely to be encountered on Grade III River.

Deal competently with rescue situations that might occur on rivers up to and including Rivers of Grade III difficulty.

Develop group awareness.

Requirements.

To obtain stage 8 the Scout must successfully explain and demonstrate the following techniques and skills at a level higher than that required for the stage 7 and be capable of demonstrating any

combination of the strokes competently and efficiently. The assessment will take place during a river trip of at least three miles on water of Grade III difficulty.

Strokes- I can demonstrate successfully.

Forward paddle, Reverse paddle, Emergency stop. Forward sweep, Reverse sweep and a combination of forward and reverse sweep, Edging, Bow rudder, Stern rudder, Low brace turn, Low recovery, High recovery, Sculling for support, Sculling draw, Draw stroke, Hanging draw, Defensive swimming.

Techniques- I can demonstrate.

An ability to use water conditions available for the effective and efficient manoeuvring of a kayak. Competence in negotiating water obstructions i.e. Standing Waves, Stoppers, and an ability to utilize it to cross a river.

Competence in negotiating bends where water flows under trees or against vertical riverbank.

Forward ferry gliding (facing upriver), Reverse ferry gliding (facing downriver).

Breaking in accurately, Breaking out accurately.

Eskimo roll, Capable of self-rescue.

Rescues and Safety Techniques.

Assisted X and/or an X rescue.

Eskimo rescue (maximum lower body rotation),

Curl rescue and/or TX rescue, Stern carry.

Unconscious casualty (method of righting an unconscious person in a capsized kayak).

An ability to manoeuvre an empty kayak between two specified points.

An ability to assist an incapacitate paddler in a kayak between two specified points.

An ability to use a throw rope to rescue a swimmer and have a practical knowledge of First Aid.

This should extend to possible situations arising during a canoeing trip to include: Shock, Hypothermia, Head injuries, Dislocations, Bleeding, CPR, EAR.

Theory-An understanding of the following:

River grading, River route finding, Types of GP kayaks and paddles, Towing systems and methods, Group control and awareness, Signals and commands, Personal equipment.

Skills Requirements



Stage 9

General aims Badge 9 aims to enable Scouts to develop the necessary skills, group awareness, and group management to kayak safely and proficiently on rivers up to and including rivers of Grade 4 & advanced white water difficulty.

Deal competently with rescue situations which might occur on rivers up to and including rivers of Grade 4 & advanced white water difficulty.

Deal competently with First Aid situations in the river environment.

Demonstrate a thorough knowledge of safety precautions and procedures to be adopted while with a group on Grade 4 & advanced White Water Rivers.

Demonstrate an ability to assess a group's competence to deal with conditions likely to be encountered on Grade 4 & advanced White Water Rivers.

Demonstrate an ability to command trust from a group of peers while on rivers of Grade 4 & advanced white water

Demonstrate the necessary skills to communicate effectively with other group members on Grade 4 & advanced white water rivers.

Deal efficiently with rescue situations likely to occur on Grade 4 & advanced white water rivers.

Demonstrate a constant awareness of other group members, their location on the river and within the group.

Demonstrate a sufficient knowledge of the river's environs.

Demonstrate an ability to read white water to a high standard.

Present a suitable and correctly fitted out kayak and other appropriate equipment (see Stage 9 Equipment List over leaf). It would be expected that equipment be of a standard consistent with the responsibilities of being part of a group undertaking a trip on a Grade 4 & advanced White Water River. Equipment should be readily accessible at all times. Examination of equipment will form an important part of the overall assessment.



Equipment List for Stage 9 Assessment

<i>A correctly equipped kayak:</i>	<i>Personal canoeing equipment:</i>	<i>Other equipment:</i>
<i>Rigid end loops and/or toggles</i> <i>Kayaks over 270cm in length must have decklines fitted front and back.</i> <i>Kayaks 270cm or less in length must have cowtails fitted front and back</i> <i>Method of securing paddles</i> <i>Suitable buoyancy</i> <i>Suitable foot rest</i> <i>A kayak must be of sufficient volume to carry all necessary safety equipment and perform any rescue as required by the ICU/BCU</i> <i>Level 4 Kayak Skills Award.</i>	<i>Paddle</i> <i>Wetsuit or sufficient thermal clothing</i> <i>Spray Deck</i> <i>Buoyancy Aid</i> <i>Cagoule</i> <i>Helmet</i> <i>Canoe Booties or adequate footwear</i>	<i>Towing System</i> <i>Throw Bag</i> <i>Bivvy Bag or equivalent</i> <i>First Aid Kit</i> <i>Split Paddle</i> <i>Whistle</i> <i>Repair Kit</i> <i>Knife</i> <i>Whistle</i> <i>Torch</i> <i>Flask and Emergency Food, Spare Clothes</i> <i>Waterproof Bag or other method of keeping equipment dry</i> <i>Karabiners x 2</i> <i>Sling</i> <i>Prussic Loops x2</i> <i>Map</i> <i>Group Shelter</i>

The Scout must present suitable personal equipment plus any additional equipment deemed to be appropriate to support other members of the group.

Equipment should reflect such things as the season, the abilities of the group, and the grade of the river being undertaken.

The Scout should be aware that on advanced grade rivers having too much or inappropriate equipment can nearly be as hazardous as having too little.

Skills Requirements





Rowing Adventure Skill

Requirements

Each of the skill requirements are presented as a statement of competency - I know how, I can do, etc. These Competency Statements outline the knowledge, abilities and experience that the young person must display. Each Competency Statement is further broken down into a set of Skills Requirements. The Competency Statements and Skills Requirements for Rowing are listed later in this document.

Reference Material

The following reference material provides useful information about this Adventure Skill.

Note: It is not possible to “study” for an Adventure Skill. Knowledge gained from reading must be supported by real and practical experience in the selected Adventure Skill.

The Sea Scout Book - The Scout Shop

Sea Scout Leaders Handbook – The Scout Shop

Special consideration for Water Based Adventure skills

Each Scout participating in activities on the water should have completed the swimming standard as laid down in the Scouting Ireland Boating guidelines. This swimming standard has different levels and the Scout should ensure that they have completed the appropriate level of swimming ability and the Scouter should know this before undertaking a Stage Badge. The Scouting Ireland Boating Guidelines present Rules and Guidelines related to water based activity. These guidelines should be referenced when setting out to achieve Stage Badges to ensure that best practice is maintained and to ensure a safe experience on the water.

The Scouting Ireland Boating Guidelines can be viewed on the www.scouts.ie website.

Ropework

Ropework describes the various skills required in working with rope.

Knotting, splicing and coiling are important Ropework skills. Many of the same knots are used ashore and afloat but it is particularly important to use the correct knot when in and around water.

These knots have been chosen because hundreds of years of experience tell us they are the best knot for a task.

As you progress through the adventure Skills you will find yourself in circumstances when

knowledge of a particular knot is useful. We have attempted to introduce the knots in a progressive way here so that you will know them when you need them.



Competency Statements

Stage 1

- I can assist in the launching of a small punt.
- I know about the buddy system.
- I know the importance of a Personal Flotation Device.
- I know the correct clothing to wear when going afloat.
- I can row a small punt.
- I can point out the bow, stern, transom, port and starboard of a boat.
- I know how to contact the emergency services.
- I know why it is important to stay with a capsized boat.
- I know why I should follow directions from my instructor.
- I know not go afloat if the wind is greater than Force 4.
- I can show the limits of where I may go each time I go afloat.
- I have taken part in two half-day exercises afloat consisting of at minimum of two hours afloat

Stage 2

- I can assist in the launch and recovery of a small punt.
- I can explain what impact I may have on local vegetation when launching and retrieving a punt.
- I have discussed "Weil's disease" and the precautions necessary to take part in open water activities.
- I can put on my own Personal Flotation Device and adjust it properly.
- I know why I should wear suitable footwear.
- I can make a recognised distress signal.
- I know how to raise the alarm if I see somebody in difficulty on the water.
- I know what hypothermia is.
- I know that I should keep clear of channels and fairways.
- I can get a weather forecast.
- I can tie the following knots; round-turn-and-two-half-hitches, figure of eight, bowline.
- I have taken part in four half-day exercises afloat consisting of a minimum of two hours afloat.

Stage 3

- I can take a leading part in the launch and recovery of a small rowing punt.

- I know why wearing layers of clothing is a good idea.
- I can embark, manoeuvre and disembark from a rowing punt safely.
- I can point out the main parts of a boat.
- I can use a small anchor from a punt.
- I can get into the water from a punt in a safe way.
- I can help to right a capsized rowing punt.
- I know how to do CPR and place the casualty in the recovery position.
- I know that I should follow the instructions of the person in charge of the boat.
- I understand the terms used in a maritime weather forecast.
- I have taken part in three full day exercises afloat consisting of a minimum of 4 hours afloat

Stage 4

- I can assist in the launch and recovery of a rowing boat.
- I know the main principles of "Leave No Trace".
- I know that there are different types of Personal Flotation Device and know when and where each should be used.
- I can explain why wearing the correct outerwear is important.
- I can demonstrate how to manoeuvre a boat as a member of the crew in a rowing boat.
- I can pick up a mooring from a punt.
- I can help another person safely into a punt from the water.
- I can coil a line and heave it to a casualty to affect a simulated rescue.
- I know the safety precautions required for water based activities.
- I know the Beaufort wind scale up to Force 6.
- I can describe how often high and low tides take place, and the implications these might have when going afloat.
- I know that where I may go boating may change in different conditions.
- I have taken part in six full-day exercises afloat consisting of a minimum of 4 hours afloat.

Stage 5

- I know the standard rowing commands used in my group and can use them to helm a rowing boat on a straight course.
- I can take a leading role in mooring and unmooring a rowing boat.
- I can assist in the anchoring of a rowing boat.
- I can identify and name the main parts of



common anchor types.

- I know why it is important to have some training in first aid and can show how to care for someone who is very cold.
- I know the parts of the International Regulations for the Prevention of Collisions at Sea which apply to my boat and local boating waters.
- I can obtain a weather forecast and know how the information might affect planned activities afloat.
- I know how currents and the ebb and flow of the tide affect my local boating waters.
- I know how to use Channel 16 on marine VHF and have an understanding of the use of distress flares.
- I have taken part in six full-day exercises afloat.
- I have taken part in one expedition afloat.

Stage 6

- I can take a leading part in the launch and recovery of a rowing boat.
- I can carry out the routine inspection of a Personal Flotation Device.
- I can take the helm of a rowing boat and carry out the required manoeuvres including steering with a compass.
- I can take a leading part in anchoring a rowing boat including knowing how and when to use a tripping line.
- I have taken part in Man-Over-Board exercises.
- I know what causes tides and how spring and neap tides might affect sailors.
- I can recognise the main weather patterns illustrated by a synoptic chart and can interpret the forecast.
- I can identify common weather conditions and describe how they may affect boating activities.
- I am familiar with the main features of restricted waters as defined for my group.
- I know how and when to make distress and urgency calls and 'Safety Announcements' on Marine VHF.
- I have taken part in eight full-day exercises afloat.
- I have taken part in one expedition afloat
- I have instructed at least four people in four of the areas up to Stage 3.

Stage 7

- I can take a leading part in the manual handling of a rowing boat ashore ensuring safe handling procedures.

- I can take a leading part in preparing a rowing boat for safe transportation by road including identifying a suitable trailer/vehicle and secure the boat safely.
- I know under which circumstances different Personal Flotation Devices are appropriate.
- I can take charge of a rowing boat and carry out the required manoeuvres, including towing, to a high standard.
- I can take a leading part in selecting a good anchorage.
- I can take charge of a boat and respond efficiently to a (simulated) emergency.
- I know what lights should be shown by the most common vessels in my area and know what lights should be shown by a rowing boat.
- I know the International regulations for the Prevention of Collisions at Sea.
- I can interpret the current forecast and make sound decisions on planned activities in view of expected weather and sea conditions and tidal effects.
- I know the hazards and how the weather may affect "Restricted Waters" for my group.
- I know how to get suitable information for "Safe Enclosed" boating waters that are not my groups local waters (e.g. For camp).
- I can assist in developing a passage plan for a day trip.
- I know how to read and set a chart, plot and estimate positions.
- I have a working knowledge of GMDSS (Global Maritime Distress Safety Systems) as it applies to EPIRBs (Emergency Position-Indicating Radio Beacons) and DSC (Digital Selective Calling).
- I have taken part in ten full-day exercises afloat.
- I have taken part in one overnight expedition afloat outside my normal boating waters.
- I have instructed at least four people in at least six of the areas up to Stage 5.

Stage 8

- I can take a leading part in organising the off-season storage of rowing boats.
- I understand the different safety precautions that must be taken when a group of boats is operating together.
- I have a good understanding of the merits of different anchor types for different locations and conditions .
- I know what sound signals the most common types of vessel in my area should make.
- I have researched at least five pieces of weather lore.

- I am familiar with 'Day Cruising Waters' for my group
- I can use the information from a charts etc., to plan an expedition in restricted waters.
- I have an understanding of the 'capture effect' as it applies to marine VHF.
- I have taken part in ten full-day exercises afloat.
- I have taken part in one overnight expedition involving more than one boat.
- I have instructed at least four people in at least seven of the areas up to Stage 7.

Stage 9

- I can anchor a boat efficiently to two anchors.
- I can improvise and deploy a sea-anchor and know what spares and tools should be carried aboard.
- I have completed the requirement for the Emergencies Skills Stage 7
- I know how to interact with the emergency services.
- I can identify the type aspect and behaviour of vessels by day or night from lights, shapes and sounds.
- I know the procedure for entry to and departure from a harbour and understand the requirement to file a passage plan under SOLAS regulations.
- I can complete a rough synoptic chart from a maritime weather forecast or similar data and use this information to make sound decisions on planned activities in view of expected weather and sea conditions.
- I am familiar with any local rules and bylaws that apply to Day Cruising Waters for my group.
- I can devise a pilot/passage plan and programme that plan into a GPS .
- I have taken part in ten full-day exercises afloat.
- I have taken part in an overnight expedition in coastal waters.
- I have instructed at least four people in at least five of the areas up to Stage 8.



Stage 1

I can assist in the launching of a small punt

The Scout should assist in the launching in an age appropriate way. The scout should be aware of the need to be careful around water.

I know about the buddy system.

The Scout should be able to talk about the buddy system and explain how and why it is used when in the water.

I know the importance of a personal floatation device.

The Scout should know that wearing a personal floatation device is important around water and how they should not go near any boat without first having a personal floatation device on them.

I know the correct clothing to wear when going afloat.

The Scout should be able to show footwear and layers of light clothing suitable for boating. A windproof jacket of some sort should also be worn.

I can row a small punt.

Depending on the age of the Scout it may be considered prudent to have a competent person in the boat too. The Scout should be able to propel the punt with some directional control.

I can point out the bow, stern, transom, bowline, port and starboard of a boat, rudder, oar.

The Scout should be able to name the parts when pointed to and point to the named parts.

I know how to contact the emergency services.

The Scout should know the emergency number 112 (or 999) and say what kind of help is needed (Garda/Police, lifeboat, ambulance, fire brigade).

I know why it is important to stay with a capsized boat.

A capsized boat is easier to see in the water than a head and the hull will help you stay afloat.

I know why I should follow directions from my instructor.

The Scout should understand how to behave on a boat and that there may be safety reason why an instructor doesn't have time to explain a direction in advance.

I know not go afloat if the wind is greater than Force 4.

I can show the limits of where I may go each time I go afloat.

A Scout should know that for safety reasons they should stay within a defined area. They should know how far they can go.

I have taken part in two half-day exercises afloat.

A half day is at least two hours on or around the water.



Stage 2

I can assist in the launch and recovery of a small punt.

This should include making sure there is no water in the punt when it is put away.

I can explain what impact I may have on local vegetation when launching and retrieving a punt.

Use a slipway where possible, avoid launching in or near nesting sites and where vegetation will be trampled down and damaged.

I have discussed “Weil’s disease” and the precautions necessary to take part in open water activities.

Avoiding stagnant water and canal banks, proper personal hygiene before and after going afloat and covering open wounds with a water-proof plaster.

I can put on my own personal floatation device properly.

This should include securing all fastenings and using a crotch strap where it is fitted.

I know why I should wear suitable footwear.

The Scout should be able to explain that it offers better grip, warmth and protection from sharp protrusions as well as debris in the water.

I can make a recognised distress signal.

The Scout should be able to make one of the signals described in the International Regulations for the Prevention of Collisions at Sea.

I know how to raise the alarm if I see somebody in difficulty on the water.

The Scout should know how to make a call to the emergency services and give clear information as to what was seen and where.

I know what hypothermia is.

The Scout should have a knowledge of the signs and symptoms of hypothermia and have an understanding of why it is a problem.

I know that I should keep clear of channels and fairways.

The Scout should be able to identify channels and fairways in their local boating waters and understand why other boats may not be able to avoid a scout in a punt.

I can get a weather forecast.

The Scout should be able to get a local or national weather forecast suitable for outdoor activity.

I can tie the following knots; Round-turn-and-two-half-hitches, Figure of eight, Bowline.

The Scout should be able to tie the named knots on request.

I have taken part in four half-day exercises afloat.

A half day is at least two hours on or around the water.



Stage 3

I can take a leading part in the launch and recovery of a small rowing punt

The Scout should be able to direct other Scouts as to how and where to launch and recover the boat including ensuring that the boat is bailed fully before being stored.

I can put on my personal floatation device and adjust it properly.

Many PFDs are adjustable. The Scout should be able to make appropriate adjustments in order that the PFD fits the scout correctly.

I know why wearing layers of clothing is a good idea.

The Scout should be able to explain the benefit of a layered approach and identify clothing best suited as a base, mid or top layer.

I can embark, manoeuvre and disembark from a rowing punt safely.

The Scout should be able to demonstrate an ability to get in and out of a punt safely, row in a straight line and demonstrate an ability to turn, stop, reverse and come alongside in a controlled manner. The Scout should be able to carry out these manoeuvres alone or with others onboard.



I can point out the parts of a boat

The Scout should be familiar with and be able to name and point out thwarts, gunwale, spur/oarlock and rowlock as well as those parts previously mentioned.

I can use a small anchor from a punt.

The Scout should be able to set up, tie in, deploy and recover a suitably sized anchor.

I can get into the water from a punt in a safe way

The Scout should demonstrate a suitable technique which is safe for the type of craft in use. The transom would usually be considered the safest place to do this.

I can help to right a capsized rowing punt.

The Scout should be able to follow direction to assist in the righting of a capsized rowing punt.

I know how to do CPR and place the casualty in the recovery position.

The Scout should be able to demonstrate an up-to-date CPR technique on a suitable mannequin and demonstrate how to put an adult or child in the recovery position (also known as the safe-airway position).

I know that I should follow the instructions of the person in charge of the boat.

The Scout may be asked to explain what a charge certificate is and why it is important that the person in charge of activities afloat should be suitably qualified.

I understand the terms that are used in a maritime weather forecast.

The Scout should be able to explain the following terms and what they mean in the context of a maritime weather forecast; small craft warning, gale warning, imminent, soon, later.

I have taken part in three full day exercises afloat.

A full day afloat shall involve not less than four hours in or around a boat. This may include a lunch break. The scout will not be expected to be rowing all the time.

At this stage a Scout would be expected to row as a member of the crew of a suitable rowing boat such as the Sea Scout standard boat (BP18). Oars should be of a size suitable for the crew rowing.



Stage 4

I can assist in the launch and recovery of a rowing boat.

The Scout should now be able to take a useful place as a member of the larger team needed to launch and recover a larger rowing boat. They should be aware of the need for care when lifting heavy objects and the importance of co-ordinated action to avoid injury.

I know the main principles of "Leave No Trace".

I know that there are different types of personal floatation device and know when and where each should be used.

The Scouting Ireland Boating Guidelines recommend different standards of PFD (50N, 100N, 150N, 275N) for use in different circumstances.

I can explain why wearing the correct outerwear is important.

The Scout should be able to explain that outerwear protects from both getting wet in rain and from the effects of wind-chill.

I can carry out boat manoeuvres as a member of the crew in a rowing boat.

As a member of the crew a Scout should be able to embark and disembark safely and react appropriately to the various commands; sight spur/oar, toss oars, ship oars, boat oars, give way, back water, hold water, trail oars.

I can point out the parts of a boat .

As in previous stages plus, yoke, tiller, pintle, gudgeon, strake, rib.

I can pick up a mooring from a punt.

Rowing in a punt unaccompanied the scout should be able to approach a mooring appropriately, pick up the mooring and secure it to the boat in a safe and seamanlike manner.

I can help another person safely into a punt from the water.

The Scout should be able to approach the casualty in the water and, by using a combination of lifting and moving their own body weight, assist another person in to the punt from the water.

I can coil a line and heave it to a casualty to affect a simulated rescue.

This should be done with a suitable weighted, floating line over a distance of at least 10m, bringing the casualty safely to shore.

I know the safety precautions required for water based activities.

The Scout should be able to explain Weather, Area, Tides, Clothing, Hull, Inventory, Tell Someone.

I know the Beaufort wind scale up to force 6.

The Scout should know the wind speeds related to the Beaufort scale, estimate the force from visual clues (waves, trees, smoke) and understand the significance of a "Small Craft Warning" in the weather forecast.

I can describe how often high and low tides take place, and the implications these might have when going afloat.

The Scout should be able to explain the impact of the tide on the local boating waters. Such concerns as strong tidal flow and inaccessible moorings are relevant here.

I know that where I may go boating may change in different conditions.

The Scout should understand that different areas may be safer in different wind directions and strengths.

I have taken part in six full-day exercises afloat.

A full day could involve a journey such as on a river or canal, for example during a summer camp.



Stage 5

I know the standard rowing commands used in my group and can use them to helm a rowing boat on a straight course.

The Scout should be able to use a range of commands such as "Easy, Port" or "Hard, together" rather than being overly reliant on large rudder movements or "Hold water" turns.

I can take a leading role in mooring and unmooring a rowing boat.

The Scout should be able to direct a crew to safely pick up and cast off a mooring.

I can assist in the anchoring of a rowing boat.

The Scout should be capable of setting up the anchor, ensuring it is secured to the boat and deploying it overboard as directed by the coxswain.



I can identify and name the main parts of common anchor types.

The Scout should be able to name the principle parts of a Fisherman or Admiralty anchor, a ploughshare style anchor and a fluke style anchor.

I know why it is important to have some training in first aid and can show how to care for someone who is very cold.

The Scout should be able to explain the importance of having first aid training and demonstrate an ability to treat a casualty showing signs of hypothermia. It is desirable that a scout have some formal training in first aid.

I know the parts of the International Regulations for the Prevention of Collisions at Sea which apply to my boat and local boating waters.

The Scout should be able to explain which is the stand on vessel and which is the give way vessel in situations involving overtaking, crossing tracks and head on situations between rowing boats, rowing and sailing boats and between rowing boats and power boats. The Scout should also be able to explain correct procedure in and around channels and fairways.

I can obtain a weather forecast and know how the information might affect planned activities afloat.

The Scout should be able to obtain a suitable, up to date marine weather forecast for the relevant area and interpret how that forecast might alter plans.

I know how currents and the ebb and flow of the tide affect my local boating waters.

I know the use of Channel 16 on marine VHF and have an understanding of the use of distress flares.

I have taken part in 6 full-day exercises afloat.

I have taken part in one expedition afloat

An expedition is an extended journey afloat involving either camping ashore or sleeping aboard. The inland waterways of Ireland offer many opportunities for such expeditions.



Stage 6

At this stage the Scout should be capable of taking the helm in a rowing boat and conducting it safely and efficiently in Safe enclosed water.

I can take a leading part in the launch and recovery of a rowing boats

The Scout should be able to direct others in launching and recovering a rowing boat. This may be with or without the use of a trailer or trolley. The Scout should ensure proper manual handling procedure is observed and that care is taken to prevent strain and crushing injuries.

I can carry out the routine inspection of a personal floatation device.

The Scout should demonstrate how to inspect a PFD for visual flaws such as tears, failed stitching, defective fastenings.

I can take the helm of a rowing boat and carry out manoeuvres including steering with a compass.

The Scout should be able to take the helm of a multi-oared rowing boat and get underway, demonstrate control of the boat and crew and turn to port and starboard, pick up a mooring, pass between obstacles such as moored boats, make way astern and come alongside safely.

I can take a leading part in anchoring a rowing boat including knowing how and when to use a tripping line.

The Scout should be able to direct another Scout in ensuring the anchor is correctly set up, that the line is secured to the boat and not fouled and that they are anchoring in a suitable place.

The Scout should explain the use of a tripping line.

I have taken part in Man-Over-Board exercise.

The Scout will have taken part in a Man-Over-Board exercise with a live casualty or a suitable substitute. They should have experience as a crew member, and possibly as casualty so that they will better understand the difficulties in locating and recovering a casualty.

I know what causes tides and how spring and neap tides might affect sailors.

The Scout should be able to explain the interaction of the sun and moon and explain the increase in both tidal range and tidal rate during spring tides.

I can recognise the main weather patterns illustrated by a synoptic chart and can interpret the forecast.

The Scout should be able to look at a synoptic weather chart and use it to make their own weather forecast. For a given verbal weather forecast they should be able to interpret the terms used and describe the weather to be expected especially in terms of wind speed and direction and visibility.

I can identify common weather conditions and describe how they may affect boating activities.

The Scout should be able to describe the main weather features to expect with high or low pressure and with warm and cold fronts.

I am familiar with the main features of restricted waters as defined for my group.

The Scout should be able to describe the extent of Restricted Waters as defined for their group and identify headlands and any ports of refuge that might exist.

I know how and when to make Distress and Urgency calls and Safety Announcements on Marine VHF.

I have taken part in eight full-day exercises afloat.

I have taken part in one expedition afloat.

I have instructed at least four people in four of the areas up to stage 3.



Stage 7

At this stage a scout should be aiming for an Intermediate Rowing Charge Certificate. The completion of the requirements of this badge does not confer an entitlement to a charge certificate but it does indicate that a Scout has sufficient experience and technical knowledge to be considered for one.

I can take a leading part in the manual handling of a rowing boat ashore ensuring safe handling procedures.

The Scout should demonstrate an ability to direct a group of scouts handling a rowing boat ashore. The boat may be on a trailer or trolley or it may be carried. The scout should show an awareness of potential risk to the boat, the scouts and members of the public who may be in the area.

I can take a leading part in preparing a rowing boat for safe transportation.

The Scout should be able to direct others in putting the boat on the trailer and securing it with rope or straps. Ultimately responsibility for trailer suitability and load security must still lie with the driver of the towing vehicle.

I know under which circumstances different Personal Flotation Devices are appropriate.

The Scout should be able to explain where and when the Scouting Ireland Boating Guidelines advise the use of different types of PFD.

I can take charge of a rowing boat and carry out the required manoeuvres, including towing, to a high standard.



The Scout should demonstrate an ability to act as coxswain of a multi-oared rowing boat and carry out all the manoeuvres required in the previous stage. A greater degree of control is to be expected and the Scout should be able to manoeuvre between obstacles that require the trailing of oars. The Scout should also demonstrate an ability to take another similarly sized boat under tow and tow it to safety.

I can take a leading part in selecting a good anchorage.

The Scout should demonstrate an ability to select a suitable anchorage given due acknowledgement to sea bed, scope, shelter and sea.

I can take charge of a boat and respond efficiently to a (simulated) emergency.

The Scout should demonstrate an ability to react calmly and efficiently to a simulated emergency such as MOB or the loss of an oar ensuring a safe and orderly recovery. The Scout should make it clear that they understand they are in charge of the crew as well as the boat.

I know what lights should be shown by the most common vessels in my area and know what lights should be shown by a rowing boat.

The Scout should be able to identify from sight or pictures, the nature of a vessel showing particular lights and describe what the vessel is doing. (crossing, head-on, overtaking...) The Scout should also be able to describe what lights are required on a rowing boat according to the International Regulations for the Prevention of Collisions at Sea.

I know the relevant sections of the International regulations for the Prevention of Collisions at Sea.

I can interpret the current forecast and make sound decisions on planned activities in view of expected weather and sea conditions and tidal effects.

The Scout should demonstrate their ability to use weather forecasting information in planning activities afloat including knowing when to cancel an activity.

I know the hazards and how the weather may affect "Restricted Waters" for my group.

The Scout should be able to describe hazards such as rocks, tidal races, shipping lanes and overfalls which may exist in Restricted Waters as defined for their group. The Scout should also be able to describe how different wind directions may affect the area. Onshore and offshore winds may be of particular importance here.

I know how to get suitable information for "Safe Enclosed" boating waters that are not my groups local waters (e.g. for camp).

The Scout should be able to identify suitable people to ask for information such as lifeboat crew, fishermen and the coast guard and know what type of information they need to get.

I can assist in developing a passage plan for a day trip.

The Scout should be able to help others to make a plan bearing in mind wind, tides and currents, the ability of the crew, the nature of the craft and availability of rescue cover and suitable stopping places. Lights, landmarks and hazards along the route would be considered an essential part of the plan.

I know how to read and set a chart, plot and estimate positions.

The Scout should demonstrate an ability to use maritime charts and demonstrate an understanding of position marking conventions.

I have a working knowledge of GMDSS as it applies to EPIRBs and DSC.

I have taken part in ten full-day exercises afloat.

I have taken part in 1 overnight expedition afloat outside my normal boating waters. I have instructed at least four people in at least six of the areas up to Stage 5

The Scout should choose six of the twelve topics listed for Stage 5 of the Rowing Adventure skills and instruct them to the required standard.



Stage 8

I can take a leading part in the safe manual handling of rowing boat ashore including turning them over.

The Scout should demonstrate an ability to direct others in all areas of handling rowing boats ashore. When turning a boat over the scout should demonstrate due caution for the Scouts doing the lifting as well as the boat and surrounding property.

I can take a leading part in organising the off- season storage of rowing boats.

The Scout should demonstrate how best to store boats in the off season. This should include suitable covers for boats stored outdoors, placing boats so as not to obstruct access and emergency walkways and appropriate support of the boat to prevent damage to the boat.

I understand the different safety precautions that must be taken when a group of boats is operating together.

The Scout should demonstrate an understanding of the different problems that can arise with multi-craft activities. This might include differences in performance or crew ability and the additional communications requirements to ensure boats do not become too far separated.

I have a good understanding of the merits of different anchor types for different locations and conditions.

The Scout should explain the merits of different types of anchor in different circumstances and identify the type of anchor best suited to local waters. This may require identifying more than one type of anchor if different seabed conditions exist in various parts of the groups Day Cruising waters.

I know what sound signals the most common types of vessel in my area should make.

The Scout should demonstrate knowledge of the various sound signals (fog signals and general sound signals for manoeuvring) that may be used by the types of vessels the Scout is likely to encounter in the groups Day Cruising Waters.

I have researched at least five pieces of weather lore.

The Scout should demonstrate knowledge of at least five pieces of weather lore (Red sky at night..., spiders spinning webs...). Their knowledge should include an evaluation as to how useful any piece of weather lore might be in predicting the local weather.

I am familiar with 'Day Cruising Waters' for my group

The Scout should demonstrate a knowledge of the extent of Day Cruising Waters for their group and the various features of it including, but not limited to; ports of refuge, man-made and natural hazards, shipping lanes and channels.

I can use the information from a charts etc., to plan an expedition in restricted waters.

The Scout should use information from published and informal sources to produce an expedition plan. This plan would include launch and recovery sites, camp sites, sources of fresh water and supplies, tidal streams and ranges, ports of refuge, emergency plans, inventory lists etc.

I have an understanding of the 'capture effect' as it applies to marine VHF.

The Scout should explain their understanding of the Capture effect and how it may impact on communications.

I have taken part in 10 full-day exercises afloat.

I have taken part in one overnight expedition involving more than one boat.



I have instructed at least four people in at least seven of the areas up to Stage 6.



Stage 9

I can take a leading part in preparing a rowing boat for transportation by road including identifying a suitable trailer/vehicle and secure the boat safely.

The Scout should demonstrate some awareness of legal issues regarding road trailers (lights, brakes) as well as the weight capacity of the trailer. If a commercial vehicle is to be used the Scout should demonstrate an ability to give consideration to suitable cradling of the boat to ensure its safe transportation.

I have knowledge of the organising of rowing races for boats of the type used by my group.

The Scout should demonstrate knowledge of how to go about organising a rowing race. Consideration should be given to a fair start and turns, adequate rescue cover, equal lanes and a straight finish line. The Scout should also demonstrate a knowledge of any class rules concerning design, dimensions and modifications.

I can anchor a boat efficiently to two anchors.

The Scout should demonstrate an ability to lay a boat to two anchors either for added security or to reduce scope.

I can improvise and deploy a sea-anchor and know what spares and tools should be carried aboard.

The Scout should explain what spares and tools should be carried aboard in safe enclosed, restricted or day cruising waters. The Scout should also

demonstrate an ability to improvise a sea-anchor from materials which could be expected aboard a rowing boat. The Scout should explain when and why to use a sea-anchor.

I have completed the requirement for the Emergencies Skills Stage 7.

I know how to interact with the emergency services.

The Scout should demonstrate knowledge of how to communicate with the emergency services using both communications technology and visual signals. The Scout should demonstrate an understanding of what information the emergency services might need in an emergency situation.

I know what sound signals the most common types of vessel in my area should make. I can identify the type aspect and behaviour of vessels by day or night from lights, shapes and sounds.

The Scout should demonstrate their knowledge of lights, day shapes and sounds and what information they give regarding the vessel.

I know the procedure for entry to and departure from a harbour and understand the requirement to file a passage plan under SOLAS regulations.

I can complete a rough synoptic chart from a maritime weather forecast or similar data.

I can complete a rough synoptic chart from a maritime weather forecast or similar data and use this information to make sound decisions on planned activities in view of expected weather and sea conditions.

The Scout should demonstrate an ability to construct an approximate synoptic chart from the data given in the wide area shipping forecast broadcast by the BBC. This chart should give the approximate position of any cyclones and anti-cyclones as well as any weather fronts.

I am familiar with any local rules and bylaws that apply to Day Cruising Waters for my group.

The Scout should demonstrate their knowledge of any rules any bylaws concerning boating in Day Cruising Waters. This may include areas of restricted activity, speed limits, restrictions on times of operation and craft given stand-on privilege, among others.

I can devise a pilot/passage plan and programme that plan into a GPS.

I have taken part in ten full-day exercises afloat.

I have taken part in an overnight expedition in coastal waters.

I have instructed at least four people in at least five of the areas up to stage 8.



Sailing Adventure Skill

Requirements

Each of the skill requirements are presented as a statement of competency - I know how, I can do, etc. These Competency Statements outline the knowledge, abilities and experience that the young person must display. Each Competency Statement is further broken down into a set of Skills Requirements. The Competency Statements and Skills Requirements for Sailing are listed later in this document.

External qualification

The Adventure Skills requirements are aligned with those of specific national certification bodies, where these exist. So, as a young person progresses with an Adventure Skills they also attain the gain the knowledge, skills and experience necessary to attain an equivalent outside qualification. At this point, this means they will be able to attend assessment courses or examinations run by the national certification bodies, it does not mean that they will automatically qualify.

Reference Material

The following reference material provides useful information about this Adventure Skill.

Note: It is not possible to “study” for an Adventure Skill. Knowledge gained from reading must be supported by real and practical experience in the selected Adventure Skill.

The Sea Scout Book - The Scout Shop

The Sea Scout Leaders Handbook – The Scout Shop

The Scouting Trail - The Scout Shop

Kubuk -The Scout Shop

Special consideration for Water Based Adventure skills

Each Scout participating in activities on the water should have completed the swimming standard as laid down in the Scouting Ireland Boating guidelines. This swimming standard has different levels and the Scout should ensure that they have completed the appropriate level of swimming ability and the Scouter should know this before undertaking a Stage Badge.

The Scouting Ireland Boating Guidelines present Rules and Guidelines related to water based activity. These guidelines should be referenced when setting out to achieve Stage Badges to ensure that best practice is maintained and to ensure a safe experience on the water.

The Scouting Ireland Boating Guidelines can be viewed on the [www. scouts.ie](http://www.scouts.ie) website.

Ropework

Ropework describes the various skills required in working with rope.

Knotting, splicing and coiling are important Ropework skills. Many of the same knots are used ashore and afloat but it is particularly important to use the correct knot when in and around water.

These knots have been chosen because hundreds of years of experience tell us they are the best knot for a task.

As you progress through the adventure Skills you will find yourself in circumstances when knowledge of a particular knot is useful. We have attempted to introduce the knots in a progressive way here so that you will know them when you need them.

Competency Statements

Stage 1

- I can assist with the launch and recovery of a sailing dinghy.
- I know about the Buddy system.
- I know the importance of a personal floatation device.
- I know the correct clothing to wear when sailing.
- I can take the helm and steer a reasonably straight course.
- I know I cannot go afloat if the wind is greater than Force 4.
- I can point out the bow, stern, port and starboard of a boat.
- I know how to contact the emergency services.
- I know why it is important to stay with a capsized boat.
- I understand why I should follow directions from an instructor.
- I can show the limits of where I may go each time I go afloat for sailing.
- I know basic Sailing Theory.
- I have taken part in two half-day sailing exercises consisting of a minimum of two hours afloat.

Stage 2

- I can assist with the rigging and de-rigging of a vessel.
- I can explain what impact I may have on local vegetation when launching and retrieving a sailing dinghy.
- I have discussed "Weil's disease" and the precautions necessary to take part in open water activities.
- I can put on my own personal floatation device properly.
- I know why I should wear suitable footwear.
- I know basic sailing skills including what to do in the event of a capsize.
- I know Sailing theory.
- I can make a recognised distress signal and raise the alarm if I see somebody in difficulty on the water.
- I know what hypothermia is.
- I know basic collision avoidance.
- I can conduct myself in a careful and safe way in a boat and around water.
- I can get a weather forecast.
- I can tie the following knots; Round-turn-and-two-half-hitches, Figure of eight, Bowline.
- I have taken part in at least four half-day sailing activities consisting of a minimum of two hours afloat.

Stage 3

- I can assist with rigging and de-rigging, launch and recover.
- I can put on my personal floatation device and adjust it properly.
- I know why wearing layers of clothing is a good idea.
- I know basic sailing techniques.
- I know the basics of sailing theory.
- I have taken part in a capsize drill.
- I can get into a dinghy from the water in a safe way.
- I know how to do CPR and place a victim in the recovery position.
- I know that I should follow the instructions of the person in charge of the boat.
- I understand the terms that are used in a maritime weather forecast.
- I have taken part in at least three full day sailing activities consisting of a minimum of four hours afloat.

Stage 4

- I can assist in launching, rigging and recovering a small sailing dinghy.
- I know the main principles of "Leave No Trace."
- I know that there are different types of Personal Flotation Device and know when and where each should be used.
- I can explain why wearing the correct outerwear is important.
- I can paddle or row a boat in a straight line.
- I can demonstrate all points of sailing with assistance as both crew and helm.
- I can help another person safely into a sailing dinghy from the water.
- I can coil a line and heave it to a casualty to affect a simulated rescue.
- I know the safety precautions required for water based activities.
- I can describe the implications of offshore and onshore winds, high winds and no winds when sailing.
- I can describe how often high and low tides take place, and the implications these might have when going afloat
- I know that where I may go boating may change in different conditions.
- I have taken part in six full-day exercises afloat.



Stage 5

- I can rig and equip a sailing boat for safe use in a variety of weather conditions.
- I can demonstrate how to manoeuvre a sailing boat as a member of the crew.
- I know the five essentials and can apply them to all points of sailing
- I can take a leading role in mooring and unmooring a sailing boat including sailing on and off the mooring.
- I can assist in the anchoring of a sailing boat.
- I can identify and name the main parts of common anchor types.
- I know why it is important to have some training in first aid and can show how to care for someone who is very cold.
- I know the parts of the International Regulations for the Prevention of Collisions at Sea that apply to my boat and local boating waters.
- I can obtain a weather forecast and know how the information might affect planned activities afloat.
- I know how currents and the ebb and flow of the tide affect my local boating waters.
- I know how to use Channel 16 on marine VHF and have an understanding of the use of distress flares.
- I have taken part in six full-day exercises afloat
- I have taken part in one expedition afloat

Stage 6

- I can rig, de-rig, secure and care for the hull of the sailing boat that I use including using the listed control lines to set the boat up to sail efficiently upwind, downwind and on a reach demonstrating optimum sheeting.
- I can carry out the routine inspection of a personal flotation device.
- I can take the helm of a sailing boat and demonstrate how to undertake various manoeuvres, demonstrating a constant awareness and application of the five essentials.
- I know how to obtain maximum leverage when hiking or trapezing.
- I know how sails and foils work and interact to drive a sailing boat.
- I can take a leading part in anchoring a sailing boat including knowing how and when to use a tripping line.
- I know what to do if someone is caught under an inverted boat and can right an inverted boat.
- I know what causes tides and how spring and neap tides might affect sailors.

- I can recognise the main weather patterns illustrated by a synoptic chart and can interpret the forecast.
- I can identify common weather conditions and describe how they may affect boating activities.
- I am familiar with the main features of restricted waters as defined for my group.
- I know how and when to make Distress and Urgency calls and Safety Announcements on Marine VHF.
- I have taken part in eight full-day exercises afloat.
- I have taken part in one expedition afloat.
- I have instructed at least four people in four of the areas up to Stage 3.

Stage 7

- I can take a leading part in the manual handling of a sailing boat ashore ensuring safe handling procedures including preparing a sailing boat for safe transportation by road.
- I can rig any sailing boat and identify all of the parts.
- I know under which circumstances different personal flotation devices are appropriate.
- I can take charge of a sailing boat in moderate winds and carry out all the required manoeuvres including holding a course using instruments and transits.
- I can take a leading part in selecting a good anchorage.
- I can take charge of a boat and respond efficiently to a (simulated) emergency
- I know what lights should be shown by the most common vessels in my area and know what lights should be shown by a sailing boat
- I know the International regulations for the Prevention of Collisions at Sea.
- I can interpret the current forecast and make sound decisions on planned activities in view of expected weather and sea conditions and tidal effects.
- I know the hazards and how the weather may affect "Restricted Waters" for my group.
- I know how to get suitable information for "Safe Enclosed" boating waters that are not my groups local waters (e.g. for camp).
- I can assist in developing a passage plan for a day trip.
- I know how to read and set a chart, plot and estimate positions.

- I have a working knowledge of GMDSS (Global Maritime Distress Safety Systems) as it applies to EPIRBs (Emergency Position-Indicating Radio Beacons) and DSC (Digital Selective Calling).
- I have taken part in ten full-day exercises afloat
- I have taken part in one overnight expedition afloat outside my normal boating waters
- I have instructed at least four people in at least six of the areas up to Stage 5.

Stage 8

- I can take a leading part in the safe handling of a sailing boat ashore.
- I can rig any sailing boat including optimizing the rig and boat for a given set of conditions.
- I understand the different safety precautions that must be taken when a group of boats is operating together.
- I can carry out all the sailing manoeuvres in strong winds including setting up and controlling the boat while on the plane.
- I can describe how sails interact and demonstrate techniques to maximise this effect.
- I have a good understanding of the merits of different anchor types for different locations and conditions.
- I can carry out man over board and capsize drills in test conditions.
- I know what sound signals the most common types of vessel in my area should make.
- I have researched at least five pieces of weather lore.
- I am familiar with 'Day Cruising Waters' for my group
- I can use the information from charts etc. to plan an expedition in restricted waters.
- I have an understanding of the 'capture effect' as it applies to marine VHF.
- I have taken part in ten full-day exercises afloat.
- I have taken part in an overnight expedition involving more than one boat.
- I have instructed at least four people in at least seven of the areas up to Stage 6.

Stage 9

- I can rig any sailing boat and identify all the parts.
- I can carry out all the sailing manoeuvres for this to a very high standard.
- I can use an outboard engine to manoeuvre a boat while in displacement mode.
- I have the skills and knowledge required to spend a night on board or camping.
- I can anchor a boat efficiently to two anchors.
- I can jury-rig a sailing boat, improvise and deploy a sea anchor and know what spares and tools should be carried aboard.
- I have completed the requirement for the Emergencies Skills Stage 7
- I know how to interact with the emergency services.
- I know what sound signals the most common types of vessel in my area should make
- I can identify the type, aspect and behaviour of vessels by day or night from lights, shapes and sounds.
- I know the procedure for entry to and departure from a harbour and understand the requirement to file a passage plan under SOLAS regulations.
- I can complete a rough synoptic chart from a maritime weather forecast or similar data and use this information to make sound decisions on planned activities in view of expected weather and sea conditions.
- I am familiar with any local rules and bylaws that apply to Day Cruising Waters for my group.
- I can devise a pilot/passage plan and programme that plan into a GPS.
- I can demonstrate the ropework required for this stage.
- I have taken part in ten full-day exercises afloat.
- I have taken part in an overnight expedition in coastal waters.
- I have instructed at least four people in at least five of the areas up to Stage 8.



Skills Requirements



Stage 1

I can assist with the launch and recovery of a sailing dinghy.

The Scout should assist in the launching in an age appropriate way. The scout should be aware of the need to be careful around water.

I know about the Buddy system.

The Scout should be able to talk about the buddy system and explain how and why it is used when in the water.

I know the importance of a personal floatation device.

The Scout should know that wearing a personal floatation device is important around water and how they should not go near any boat without first having a personal floatation device on them.

I know the correct clothing to wear when sailing.

The Scout should be able to show footwear and layers of light clothing suitable for boating. A windproof jacket of some sort should also be worn. The scout should be able to put on a wet suit with help.

I can take the helm and steer a reasonably straight course.

Depending on the age of the Scout it may be considered prudent to have a competent person in the boat too. The Scout should be demonstrating some directional control.

I know not go afloat if the wind is greater than Force 4.

The Scout should understand that it is unwise to go afloat if it is too windy.

I can point out the bow, stern, port and starboard of a boat.

The Scout should be able to name the parts when pointed to and point to the named parts.

I know how to contact the emergency services.

The Scout should know the emergency number 112 (or 999) and say what kind of help is needed (Garda/Police, lifeboat, ambulance, fire brigade).

I know why it is important to stay with a capsized boat.

A capsized boat is easier to see in the water than a head and the hull will help you stay afloat.

I understand why I should follow directions from an instructor.

The Scout should understand how to behave on a boat and that there may be safety reason why an instructor doesn't have time to explain a direction in advance.

I can show the limits of where I may go each time I go afloat for sailing.

A Scout should know that for safety reasons they should stay within a defined area. They should know how far they can go.

I know basic Sailing Theory.

The Scout should know basic terminology like; tack, gybe, no-go area, sail, sheet, tiller.

I have taken part in two half-day sailing exercises afloat consisting of a minimum of two hours afloat.

A half day is at least two hours on or around the water.



Stage 2

I can assist with the rigging and de-rigging of a vessel.

The Scout should help with the rigging and de-rigging of a vessel. This will help them; know how to do it themselves and to learn the value of looking after equipment.

I can explain what impact I may have on local vegetation when launching and retrieving a sailing dinghy.

Use a slipway where possible, avoid launching in or near nesting sites and where vegetation will be trampled down and damaged.

I have discussed "Weil's disease" and the precautions necessary to take part in open water activities.

Avoiding stagnant water and canal banks, proper personal hygiene before and after going afloat and covering open wounds with a water-proof plaster.

I can put on my own personal floatation device properly.

This should include securing all fastenings and using a crotch strap where it is fitted

I know why I should wear suitable footwear

The Scout should be able to explain that it offers better grip, warmth and protection from sharp protrusions as well as debris in the water.

I know basic sailing skills including what to do in the event of a capsize.

The Scout should demonstrate basic skills which help them control the boat. These skills should include;
Tacking.
Control boat speed by trimming.
Making progress to a point upwind.

Having gybed under control at least once.
The Scout should know that when a boat capsizes that they should not panic and should stay with the boat until someone comes along to help them run a capsize drill.

I know Sailing theory.

The Scout should know some of the theory of;
Tacking.
Gybing.
No-go area.

I can make a recognised distress signal.

The Scout should be able to make one of the signals described in the International Regulations for the Prevention of Collisions at Sea.

I know how to raise the alarm if I see somebody in difficulty on the water.

The Scout should know how to make a call to the emergency services and give clear information as to what was seen and where.

I know what hypothermia is.

The Scout should have knowledge of the signs and symptoms of hypothermia and have an understanding of why it is a problem.

I know basic collision avoidance.

The Scout should be able to identify channels and fairways in their local boating waters and understand why other boats may not be able to avoid a scout in a sailing dinghy. The Scout should know some basic rules of the road at sea. Simple rules like these will help them not crash into stuff; Small boats should avoid areas used by large commercial vessels.
All vessels should stay on the starboard side of any channel or fairway.

I can conduct myself in a careful and safe way in a boat and around water.

The Scout should demonstrate that they understand safe behaviour;
Always wear a PFD.
No running or horse-play around water.
Follow the directions of an instructor promptly.

Skills Requirements

I can get a weather forecast.

The Scout should be able to get a local or national weather forecast suitable for outdoor activity.

I can tie the following knots; round-turn-and-two-half-hitches, figure of eight, bowline.

The Scout should be able to tie the named knots on request

I have taken part in at least four half-day sailing activities

A half day is at least two hours on or around the water.



Stage 3

I can assist with rigging and de-rigging, launch and recover.

The Scout should take a more prominent role in the rigging and de-rigging as well as helping with the launch and recovery.

I can put on my personal flotation device and adjust it properly.

Many PFDs are adjustable. The Scout should be able to make appropriate adjustments in order that the PFD fits the Scout correctly.

I know why wearing layers of clothing is a good idea.

The Scout should be able to explain the benefit of a layered approach and identify clothing best suited as a base, mid or top layer

I know basic sailing techniques

The Scout should know basic sailing techniques like; Raising and lowering hydrofiles.

Be able to stop a boat.

Steering a triangular course.

How and when to move in the boat maintaining balance and trim.

Trimming sails.

Leave and return to a jetty.

I know the basics of sailing theory.

The Scout should know basic terminology like:

Sheet in-out.

Luff-up.

Bear away.

Ready about.

Lee-ho.

I have taken part in a capsized drill.

The Scout should have been involved in a capsize drill and have been talked through the steps to prepare for it and right the boat. If the boat has no buoyancy the Scout should know what to do in staying together and waiting for help.

I can get into a dinghy from the water in a safe way.

The Scout should demonstrate an appropriate technique for the type of craft in use. The Scout may enter over the transom or at the beam as appropriate.

I know how to do CPR and place a victim in the recovery position.

The Scout should be able to demonstrate an up-to-date CPR technique on a suitable mannequin and demonstrate how to put an adult or child in the recovery position (also known as the safe-airway position).

I know that I should follow the instructions of the person in charge of the boat.

The Scout may be aware that the person in charge of the boat is more experienced/qualified than themselves and following the instructions of this person ensures their safety on the water.

I understand the terms used in a maritime weather forecast.

The Scout should be able to explain the following terms and what they mean in the context of a maritime weather forecast; small craft warning, gale warning, imminent, soon, later.



I have taken part in at least three full day sailing activities.

A full day afloat shall involve not less than five hours in or around a boat. This may include a lunch break. The scout will not be expected to be helming all the time.



Stage 4

I can assist in launching, rigging and recovering a small sailing dinghy.

The Scout should be able to demonstrate:
How to secure a boat to a trolley and safely move it around ashore.
Position the boat head-to-wind.
Identify the main parts of the boat, its rigging and sails.
Assist with rigging the boat.
With assistance launch and sail away from shore, sail back and recover the boat.

I know the main principles of "Leave No Trace".

Scouts should demonstrate an understanding of the key points in a practical way in a camp situation.

Dispose of waste properly.
Respect farm animals and wildlife.
Minimise camping impact and the effects of fire.
Be considerate of others.
Travel and camp on durable surfaces.
Leave what you find.
Plan ahead and prepare

I know that there are different types of personal flotation device and know when and where each should be used.

The Scouting Ireland Boating Guidelines recommend different standards of PFD (50N, 100N, 150N, 275N) for use in different circumstances.

I can explain why wearing the correct outerwear is important.

The Scout should be able to explain that outerwear protects from both getting wet in rain and from the effects of wind-chill.

I can paddle or row a boat in a straight line.

The Scout should demonstrate their ability to propel a sailing dinghy with a paddle or suitable oars.

I can demonstrate all points of sailing with assistance as both crew and helm.

The Scout should demonstrate their ability to sail, as helm and crew, demonstrating directional control, sail trim and balance while sailing on a;
Beat.
Beam reach.
Broad Reach.
Run.

I can help another person safely into a sailing dinghy from the water.

The Scout should be able to approach the casualty in the water and, by using a combination of lifting and moving their own body weight, assist another person in to a sailing dinghy from the water.

I know sailing theory.

The Scout should be able to;
Describe the different points of sailing
Take correct action when boats on different tacks meet.
Identify and use common sailing terms.

I can coil a line and heave it to a casualty to affect a simulated rescue.

This should be done with a suitable weighted, floating line over a distance of at least 10m, bringing the casualty safely to shore.

I know the safety precautions required for water based activities.

The Scout should be able to explain Weather, Area, Tides, Clothing, Hull, Inventory, Tell Someone.

Skills Requirements

I can describe the implications of offshore and onshore winds, high winds and no winds when sailing.

The Scout should demonstrate an awareness of onshore and offshore winds and how they impact on launching, recovery and safety. The Scout should also be able to explain the difficulties that too much or too little wind can cause for a sailing dinghy.

I can describe how often high and low tides take place, and the implications these might have when going afloat.

The Scout should be able to explain the impact of the tide on the local boating waters. Such concerns as strong tidal flow and inaccessible moorings are relevant here.

I know that where I may go boating may change in different conditions.

The Scout should understand that different areas may be safer in different wind directions and strengths.

I have taken part in six full-day exercises afloat.

A full day could involve a journey such as on a river or lake, for example during a summer camp.



Stage 5

I can rig and equip a sailing boat for safe use in a variety of weather conditions.

In demonstrating this the Scout should;
Identify all the parts of the boat, rigging and sails.
Rig the boat appropriately for the weather including demonstrating an ability to reef the sails while ashore.

De-rig the boat after use and demonstrate proper care for the hull, sails and foils.

Ensure that the boat is appropriately equipped with

bailers, fenders, paddles/oars, painters etc.

I can demonstrate how to manoeuvre a sailing boat as a member of the crew.

As both crew and helm in light winds the Scout should demonstrate;

Leaving and returning to a beach or slipway in the prevailing wind direction.

Sailing on all points of the wind.

Coming alongside a boat, pier or pontoon which is head to wind.

Coming alongside a boat, pier or pontoon which is not head to wind.

Recovering a man-over-board.

heaving to.

Sailing under jib only.

I know the five essentials and can apply them to all points of sailing.

The Scout should be able to demonstrate an ability to use course, trim, balance, sail trim and centreboard position to keep the boat sailing efficiently.

I can take a leading role in mooring and unmooring a sailing boat including sailing on and off the mooring.

The Scout should be able to direct a crew to safely pick up and cast off a mooring.

I can assist in the anchoring of a sailing boat.

The Scout should be capable of setting up the anchor, ensuring it is secured to the boat and deploying it overboard as directed by the helm.

I can identify and name the main parts of common anchor types.

The Scout should be able to name the principle parts of a Fisherman or Admiralty anchor, a Ploughshare style anchor and a Fluke style anchor.



I know why it is important to have some training in first aid and can show how to care for someone who is very cold.

The Scout should be able to explain the importance of having first aid training and demonstrate an ability to treat a casualty showing signs of hypothermia. It is desirable that a scout have some formal training in first aid.

I know the parts of the International Regulations for the Prevention of Collisions at Sea that apply to my boat and local boating waters.

The Scout should be able to explain which is the stand on vessel and which is the give way vessel in situations involving overtaking, crossing tracks and head on situations between two sailing boats and between motor boats and sailing boats. The Scout should also be able to explain correct procedure in and around channels and fairways.

I can obtain a weather forecast and know how the information might affect planned activities afloat.

The Scout should be able to obtain a suitable, up to date marine weather forecast for the relevant area and interpret how that forecast might alter plans.

I know how currents and the ebb and flow of the tide affect my local boating waters.

I know the use of Channel 16 on marine VHF and have an understanding of the use of distress flares.

I have taken part in six full-day exercises afloat

I have taken part in one expedition afloat

An expedition is an extended journey afloat involving either camping ashore or sleeping aboard. The inland waterways of Ireland offer many opportunities for such expeditions



Stage 6

I can rig, de-rig, secure and care for the hull of the sailing boat that I use including using the listed control lines to set the boat up to sail efficiently upwind, downwind and on a reach demonstrating optimum sheeting.

The Scout should be able to demonstrate rigging the boat for different circumstances using;

Telltails.

Jib sheeting angles.

Halyard tension.

Outhaul.

Cunningham/downhaul.

Kicker.

Main sheet traveler.

I can carry out the routine inspection of a personal flotation device.

The Scout should demonstrate how to inspect a PFD for visual flaws such as tears, failed stitching, defective fastenings.

I can take the helm of a sailing boat and demonstrate how to undertake various manoeuvres.

The Scout should demonstrate all the manoeuvres previously demonstrated in stronger winds than before, maintaining optimum sheeting most of the time.

The Scout should demonstrate a basic roll-tack in light winds.

The Scout should be able to explain the principles of sailing without a rudder and demonstrate sailing a beam reach without a rudder.

The Scout should demonstrate an ability to sail backwards for a short distance.

I know how to obtain maximum leverage when hiking or trapezing.

The Scout should demonstrate hiking or trapezing technique.

Skills Requirements

I know how sails and foils work and interact to drive a sailing boat.

The Scout should be able to explain how sails produce thrust and how the hydrofoils counteract lateral movement to produce forward drive.

I can take a leading part in anchoring a sailing boat including knowing how and when to use a tripping line.

The Scout should be able to direct another Scout in ensuring the anchor is correctly set up, that the line is secured to the boat and not fouled and that they are anchoring in a suitable place.

The Scout should explain the use of a tripping line.

I know what to do if someone is caught under an inverted boat and can right an inverted boat.

The Scout should demonstrate best practice in the event of a capsize beginning with a head-count to identify if a crew member is missing. The Scout should be able to explain the most likely reasons for entrapment (entanglement in sheets, hiking straps etc.) and how best to recover the casualty. The Scout should demonstrate an ability to take a leading role in recovering an inverted boat.

I know what causes tides and how spring and neap tides might affect sailors.

The Scout should be able to explain the interaction of the sun and moon and explain the increase in both tidal range and tidal rate during spring tides.

I can recognise the main weather patterns illustrated by a synoptic chart and can interpret the forecast.

The Scout should be able to look at a synoptic weather chart and use it to make their own weather forecast. For a given verbal weather forecast they should be able to interpret the terms used and describe the weather to be expected especially in terms of wind speed and direction and visibility.

I can identify common weather conditions and describe how they may affect boating activities.

The Scout should be able to describe the main weather features to expect with high or low pressure and with warm and cold fronts.

I am familiar with the main features of restricted waters as defined for my group.

The Scout should be able to describe the extent of Restricted Waters as defined for their group and identify headlands and any ports of refuge that might exist.

I know how and when to make Distress and Urgency calls and Safety Announcements on Marine VHF.

I have taken part in eight full-day exercises afloat.

I have taken part in one expedition afloat. I have instructed at least four people in four of the areas up to stage 3.



Stage 7

At this stage a Scout should be aiming for an Intermediate Sailing Charge Certificate. The completion of the requirements of this badge does not confer an entitlement to a charge certificate but it does indicate that a Scout has sufficient experience and technical knowledge to be considered for one.

I can take a leading part in the manual handling of a sailing boat ashore ensuring safe handling procedures including preparing a sailing boat for safe transportation by road.

The Scout should demonstrate an ability to direct a group of scouts handling a rowing boat ashore.



The boat may be on a trailer or trolley or it may be carried. The Scout should show an awareness of potential risk to the boat, the scouts and members of the public who may be in the area.

The scout should be able to direct others in putting the boat on the trailer and securing it with rope or straps. Ultimately responsibility for trailer suitability and load security must still lie with the driver of the towing vehicle.

I can rig any sailing boat and identify all of the parts.

The Scout should demonstrate a sufficient knowledge of the theory and practice of sailing that when presented with an unfamiliar sailing craft that they be able to rig it correctly.

I know under which circumstances different personal flotation devices are appropriate.

The Scout should be able to explain where and when the Scouting Ireland Boating Guidelines advise the use of different types of PFD.

I can take charge of a sailing boat in moderate winds and carry out all the required manoeuvres including holding a course using instruments and transits.

The Scout should demonstrate an ability to take charge of a boat and its crew to carry out all the manoeuvres previously required. This should be done on moderate wind conditions.

The Scout should also demonstrate an ability to steer a course using either a compass or other electronic aid and also using suitable transits. The Scout should demonstrate an ability to reef while afloat and underway.

I can take a leading part in selecting a good anchorage.

The Scout should demonstrate an ability to select a suitable anchorage given due regard to sea bed, scope, shelter and sea.

I can take charge of a boat and respond efficiently to a (simulated) emergency

The Scout should be able to explain and demonstrate an appropriate response to an emergency such as;

MOB.

Towing.

Running repairs.

Jury rig.

The Scout should also be able to demonstrate how to shelter aboard a sailing boat while waiting for assistance.

I know what lights should be shown by the most common vessels in my area and know what lights should be shown by a sailing boat.

The Scout should be able to identify from sight or pictures, the nature of a vessel showing particular lights and describe what the vessel is doing. (crossing, head-on, overtaking...) The Scout should also be able to describe what lights are required on a rowing boat according to the International Regulations for the Prevention of Collisions at Sea.

I know the International regulations for the Prevention of Collisions at Sea.

I can interpret the current forecast and make sound decisions on planned activities in view of expected weather and sea conditions and tidal effects.

The Scout should demonstrate their ability to use weather forecasting information in planning activities afloat including knowing when to cancel an activity.

I know the hazards and how the weather may affect "Restricted Waters" for my group.

The Scout should be able to describe hazards such as rocks, tidal races, shipping lanes and overfalls which may exist in Restricted Waters as defined for their group. The Scout should also be able to describe how different wind directions may affect the area. Onshore and offshore winds may be of particular importance here.

I know how to get suitable information for "Safe Enclosed" boating waters that are not my groups local waters (e.g. for camp).

The Scout should be able to identify suitable people to ask for information such as lifeboat crew, Fishermen and the coast guard and know what type of information they need to get.

Skills Requirements

I can assist in developing a passage plan for day trips

The Scout should be able to help others to make a plan bearing in mind wind, tides and currents, the ability of the crew, the nature of the craft and availability of rescue cover and suitable stopping places. Lights, landmarks and hazards along the route would be considered an essential part of the plan.

I know how to read and set a chart, plot and estimate positions.

The Scout should demonstrate an ability to use maritime charts and demonstrate an understanding of position marking conventions.

I have a working knowledge of GMDSS (Global Maritime Distress Safety Systems) as it applies to EPIRBs (Emergency Position-Indicating Radio Beacons) and DSC (Digital Selective Calling).

I have taken part in ten full-day exercises afloat.

I have taken part in one overnight expedition afloat outside my normal boating waters.

I have instructed at least four people in at least six of the areas up to stage 5.

The Scout should choose six of the twelve topics listed for Stage 5 of the Rowing Adventure skills and instruct them to the required standard.



Stage 8

I can take a leading part in the safe handling of sailing boat ashore.

The Scout should demonstrate an ability to direct others in all areas of handling sailing boats ashore. The Scout should demonstrate due caution for the scouts doing the lifting as well as the boat and surrounding property.

I can rig any sailing boat including optimizing the rig and boat for a given set of conditions.

The Scout should demonstrate their ability to use all available adjustments to tune the rig for any particular set of conditions. The adjustments should include the following;

- Mast rake.
- Rig tension.
- Spreader length and angle.
- Mast ram/chocks.

I understand the different safety precautions that must be taken when a group of boats is operating together.

The Scout should demonstrate an understanding of the different problems that can arise with multi-craft activities. This might include differences in performance or crew ability and the additional communications requirements to ensure boats do not become too far separated.

I can carry out all the sailing manoeuvres in strong winds including setting up and controlling the boat while on the plane

The Scout should demonstrate a range of activities designed to develop and practice specific aspects of boat handling and boat speed including;

- an ability to carry out an effective roll-tack in all wind strengths.



a knowledge of how and when to shorten sail including dropping one sail or another as necessary. maximising boat speed in waves. optimum course to steer. holding position. Heaving-to.

I can describe how sails interact and demonstrate techniques to maximise this effect.

I have a good understanding of the merits of different anchor types for different locations and conditions.

The Scout should explain the merits of different types of anchor in different circumstances and identify the type of anchor best suited to local waters. This may require identifying more than one type of anchor if different seabed conditions exist in various parts of the Groups Day Cruising waters.

I can carry out MOB and capsizing drills in test conditions.

I know what sound signals the most common types of vessel in my area should make.

The Scout should demonstrate knowledge of the various sound signals (fog signals and general sound signals for manoeuvring) that may be used by the types of vessel the Scout is likely to encounter in the Groups Day Cruising Waters.

I have researched at least five pieces of weather lore.

The Scout should demonstrate knowledge of at least five pieces of weather lore (Red sky at night..., spiders spinning webs...). Their knowledge should include an evaluation as to how useful any piece of weather lore might be in predicting the local weather.

I am familiar with 'Day Cruising Waters' for my group.

The Scout should demonstrate knowledge of the extent of Day Cruising Waters for their group and the various features of it including, but not limited to; ports of refuge, man-made and natural hazards, shipping lanes and channels.

I can use the information from a charts etc. to plan an expedition in restricted waters.

The Scout should use information from published and informal sources to produce an expedition plan. This plan would include launch and recovery sites, camp sites, sources of fresh water and supplies, tidal streams and ranges, ports of refuge, emergency plans, inventory lists etc. At this stage a scout might consider obtaining the ISA Small Boat Navigation Certificate or equivalent.

I have an understanding of the 'capture effect' as it applies to marine VHF.

The Scout should explain their understanding of the Capture effect and how it may impact on communications.

I can demonstrate the rope work required for this stage.

The Scout should demonstrate the previous knots in use as well as demonstrating a short splice, jury-rig knot, double sheet-bend in use.

I have taken part in ten full-day exercises afloat.

I have taken part in one overnight expedition involving more than one boat.

I have instructed at least four people in at least seven of the areas up to stage 6.

Skills Requirements



Stage 9

I can rig any sailing boat and identify all the parts.

I can carry out all the sailing manoeuvres required for this stage to a very high standard.

The Scout should demonstrate an ability to carry out all the manoeuvres previously mentioned to a very high standard including demonstrating constant attention to the five essentials.

I can use an outboard engine to manoeuvre a boat while in displacement mode.

The Scout should demonstrate an ability to manoeuvre a sailing boat propelled by an outboard or inboard motor.

I have the skills and knowledge required to spend a night on board or camping.

Depending on the nature of vessel available the scout may choose to overnight aboard (underway or not) or camp in a suitable location ashore.

I can anchor a boat efficiently to two anchors.

The Scout should demonstrate an ability to lay a boat to two anchors either for added security or to reduce scope.

I can jury-rig a sailing boat, improvise and deploy a sea anchor and know what spares and tools should be carried aboard.

The Scout should explain what spares and tools should be carried aboard in safe enclosure, restricted or day cruising waters. The Scout should also demonstrate an ability to improvise a sea-anchor from materials which could be expected aboard a sailing boat. The Scout should explain when and why to use a sea-anchor.

The Scout should demonstrate an ability to Jury-rig a sailing boat while under way demonstrating an understanding of sail balance and the forces which may be applied to strong-points etc.

I have completed the requirement for the Emergencies Skills Stage 7.

I know how to interact with the emergency services.

The Scout should demonstrate knowledge of how to communicate with the emergency services using both communications technology and visual signals. The Scout should demonstrate an understanding of what information the emergency services might need in an emergency situation.

I know what sound signals the most common types of vessel in my area should make

I can identify the type, aspect and behaviour of vessels by day or night from lights, shapes and sounds.

The Scout should demonstrate their knowledge of lights, day shapes and sounds and what information they give regarding the vessel.

I know the procedure for entry to and departure from a harbour and understand the requirement to file a passage plan under SOLAS regulations.

I can complete a rough synoptic chart from a maritime weather forecast or similar data and use this information to make sound decisions on planned activities in view of expected weather and sea conditions.

The Scout should demonstrate an ability to construct an approximate synoptic chart from the data given in the wide area shipping forecast broadcast by the BBC. This chart should give the approximate position of any cyclones and anti-cyclones as well as any weather fronts.

I am familiar with any local rules and bylaws that apply to Day Cruising Waters for my group.



The Scout should demonstrate their knowledge of any rules any bylaws concerning boating in Day Cruising Waters. This may include areas of restricted activity, speed limits, restrictions on times of operation and craft given stand-on privilege, among others.

I can devise a pilot/passage plan and programme that plan into a GPS.

I can demonstrate the rope work required for this stage.

The Scout should demonstrate the previous knots in use as well as demonstrating the Bowline-on-the-bight and sheep shank.

I have taken part in ten full-day exercises afloat.

I have taken part in an overnight expedition in coastal waters.

I have instructed at least four people in at least five of the areas up to stage 8.

Notes