
Adventure Skills Ngā Pūkenga Mātātoa



Biking Te Eke Paihikara

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BIKING

Te Eke Paihikara

HOW TO USE THE COMPETENCY STATEMENTS AND SUPPORTING INFORMATION

Me Pēhea te Whakamahi i ngā Tauākī Matatau me ngā Mōhiotanga Tautoko

These competency statements and supporting information are designed to help you navigate exactly what you need to know to achieve any level of this skill. How you go about learning this is entirely up to you! There will be a bank of further resources on Mahi Tahi, or you might want to ask someone with expertise to come along and teach you.

At Level 4-7 this Adventure Skill splits into two areas; Mountain Biking and Road Biking. At this point you can choose to specialise in one or both of these areas. To complete a level of a split Adventure Skill, you need to complete the first set of competencies that is needed for both, as well as all the competencies needed for your chosen speciality.

Remember to Plan, Do, and Review all activities you undertake while completing your Adventure Skills!

ASSESSMENT

Te Aromatawai

Assessment of competencies can be done by a number of people:

- A youth member who has achieved the skill at least two more Levels above you
- An adult who has relevant skills or qualifications in the area.

Most Kaiārahi should be able to assess the earlier levels of most skills, however at some of the higher levels you may need to talk to an outside assessor with a formal qualification.

KAITIAKITANGA

Kaitiakitanga is the understanding that we are a part of the natural world, not separate from it, and it is our responsibility to act as guardians of our environment.

As Scouts, it is important that we always act as conscientious kaitiaki of our land, air, and water. All activities that we undertake should always consider their environmental impact, and adhere to the principles of [Leave No Trace](#).



RISK MANAGEMENT AND HEALTH AND SAFETY

Te Whakahaere Mōrea, te Hauora me te Haumaru

When participating in adventurous activities it is vital that all appropriate safety measures are taken into account.

Before completing an adventurous activity you must ensure:

- The appropriate risk assessments have been completed, submitted, and approved in Mahi Tahī
- The activity is within the capacity of all participants (physical, mental, social, skills, etc.)
- All participants are aware of and have been age appropriately involved in the development of any safety measures
- The person in charge is appropriately competent and current in the material they will be teaching or leading
- All gear and safety equipment is serviceable and fit for purpose.

ACCESSIBILITY

Urutanga

All Scouts are different and have different needs and abilities, which is why this skill is designed to be as accessible as possible to all members of Scouting. If you are worried that a skill is outside of your abilities, whether that be physical, mental, or financial, talk to your assessor about how you might be able to adapt it to suit your needs.

CROSS-CREDITING BETWEEN ADVENTURE SKILLS

Te Whakawhitinga Whiwhinga i Waenga i ngā Pūkenga Mātātoa

Several of the Adventure Skills competencies are important for more than one skill. When working towards competency in one skill, it is worth checking if you are also gaining competency in another skill. To help with this, competencies that are the same or similar across multiple skills are marked with the corresponding skills and competency statements.



Competency Statements

Tauākī Matatau

BIKING

Te Eke Paihikara



Level 1

- 1.1 I can stay safe around roads
- 1.2 I always wear my seatbelt when I am in a car and can explain why this is important
- 1.3 I can keep myself safe in the sun
- 1.4 I can explain the importance of safety gear while biking or scooting
- 1.5 I can name the key parts of a bike and explain what they do
- 1.6 I can name a range of things that have wheels
- 1.7 I can ride my bike or scooter without assistance



Level 2

- 2.1 I can explain why it is important to tell someone where you are going and when you will get back
- 2.2 I know how to be safe around trains and areas where they might be
- 2.3 I can explain some of the things to consider when choosing a place to cross the road when no marked crossing is available
- 2.4 I can properly adjust and put on my helmet without help and put on other safety gear
- 2.5 I can be a responsible member of my team while biking/scooting
- 2.6 I can demonstrate how to properly care for my bike/scooter/trike

- 2.7 I know what clothing I should wear to ride my bike/scooter
- 2.8 I can read a simple map
- 2.9 I can control my bike/scooter through a basic obstacle course
- 2.10 I have had a go at riding some other form of self-powered wheeled transport



Level 3

- 3.1 I know how to avoid getting lost, and what to do if I do get lost
- 3.2 I can explain the important safety considerations for biking on roads
- 3.3 I know what it means for my bike to be roadworthy, why this is important and can perform a basic safety check
- 3.4 I know the main principles of Leave No Trace
- 3.5 I can adjust my seat to fit
- 3.6 I can perform basic bike maintenance
- 3.7 I know how to safely and securely store my bike
- 3.8 I know how much water I should bring on a biking activity
- 3.9 I can control my bike through a moderate obstacle course
- 3.10 I can safely ride my bike in a group
- 3.11 I can help others learn about biking



Level 4

- 4.1 I know about the risks of hypothermia and how to prevent it while biking
- 4.2 I know about the risks of heat exhaustion and how to prevent it while biking
- 4.3 I can check my surroundings and perform the signals needed for cycling on roads

- 4.4 I know how to ensure I am visible while riding at night
- 4.5 I know about different terrains and their dangers when biking
- 4.6 I know what to do if I have a crash while riding my bike
- 4.7 I can mend a punctured tyre on my bike
- 4.8 I can pack my own bag for a ride
- 4.9 I am comfortable riding a bike with gears and can explain how they work

Mountain Biking

Te Eke Paihikara Maunga

- 4.10 I have completed an easy mountain bike trail

Road Biking

Te Eke Paihikara Huarahi

- 4.11 I have completed an easy road ride



Level 5

- 5.1 I am familiar with the official New Zealand code for cyclists and mountain biking
- 5.2 I know the limitations of my biking ability and can make sound judgements to keep myself safe
- 5.3 I can identify and explain features that might make a road dangerous to ride a bike on and select a safe route.
- 5.4 I can explain the importance of route planning while cycling
- 5.5 I understand and can apply the principles of Leave No Trace while biking
- 5.6 I can replace a brake shoe and block on my bike
- 5.7 I can be an active member of my team while biking
- 5.8 I can help plan transport for a biking adventure
- 5.9 I can plan and lead a biking day trip

Mountain Biking
Te Eke Paihikara Maunga

- 5.10 I understand the different types of safety equipment needed for biking and can explain when each should be used
- 5.11 I can set up my suspension and know what maintenance is required for my bike
- 5.12 I have taken part in a 3hr mountain biking adventure that included intermediate trails

Road Biking
Te Eke Paihikara Huarahi

- 5.13 I know how to safely overtake to the start of a queue
- 5.14 I have taken part in a 3hr or more road biking adventure.



Level 6

- 6.1 I know how and when to complete the appropriate safety assessments for cycling adventures, and who I need to share them with
- 6.2 I can recognise and treat hypothermia and heat exhaustion
- 6.3 I can safely navigate hazards while on a ride
- 6.4 I can plan alternate routes
- 6.5 I can constantly assess and monitor hazards and be aware of group safety while biking
- 6.6 I know what team emergency gear is needed for a weekend cycling adventure, and how to care for it
- 6.7 I can prepare a list of personal and team gear for an overnight ride
- 6.8 I can explain the different types of gear and cycling bags required for different types of rides
- 6.9 I can safely use and store stoves and fuel, and select a stove that best suits the needs of my adventure

- 6.10 I can discuss the advantages and disadvantages of different communication methods.
- 6.11 I can recognise changing weather patterns while biking and review my plans accordingly
- 6.12 I can take into account the limitations of my team
- 6.13 I can teach a less experienced person about biking
- 6.14 I can organise transport for a wheeled adventure
- 6.15 I have participated in an overnight biking adventure

Mountain Biking

Te Eke Paihikara Maunga

- 6.16 I have taken part in a 4hr mountain biking trip that included advanced trails.

Road Biking

Te Eke Paihikara Huarahi

- 6.17 I can explain the hazards to be aware of when cycling on multi-laned roads
- 6.18 I can explain the things I need to be aware of when cycling in high speed environments
- 6.19 I can communicate with road users and apply road etiquette
- 6.20 I have taken part in a 4hr or more road biking trip.



Level 7

- 7.1 I can take responsibility for the health and safety of my group on a biking adventure
- 7.2 I can make contingency plans for a biking adventure, and know how and when to make the call to alter plans in unsuitable situations
- 7.3 I know what procedures to follow in the case of an accident
- 7.4 I have a biking first aid and repair kit
- 7.5 I can take responsibility for the environmental impact of my ride

- 7.6 I can gain appropriate permissions for an area I am hoping to access
- 7.7 I know what to look for when buying gear
- 7.8 I can select appropriate group gear for a multi-day cycling adventure
- 7.9 I can place my equipment on my bike and my person in a safe way that doesn't impact my bike handling
- 7.10 I can run a gear check to ensure everyone in my group is adequately prepared
- 7.11 I can explain how different geographical features affect weather patterns, and how to use this when planning a biking adventure
- 7.12 I have planned and lead an overnight cycling adventure

Mountain Biking

Te Eke Paihikara Maunga

- 7.13 I am familiar with a range of mountain biking safety equipment and when to use it.
- 7.14 I can ride an advanced mountain bike trail.

Road Biking

Te Eke Paihikara Huarahi

- 7.15 I can safely ride as part of a peloton



Level 8

- 8.1 I can perform intermediate bike maintenance
- 8.2 I can box my bike
- 8.3 I can monitor the status of my team members and know how to help a struggling team member
- 8.4 I have planned and led a biking session for a younger Section
- 8.5 I have planned and lead a cycling adventure of at least 2 nights

**Level 9**

- 9.1 I can constantly assess the risk of a biking adventure and take appropriate action to ensure the safety of the party
- 9.2 I can create an emergency management plan for a biking adventure I am undertaking
- 9.3 I can empower others to practice active kaitiakitanga while participating in biking experiences
- 9.4 I have planned and lead a cycling adventure of at least 3 nights
- 9.5 I can safely plan, lead, and support a multi day biking adventure for a group of people with different biking expertise

Supporting Information

Mōhiotanga Tautoko



Level 1

1.1 I can stay safe around roads

Scout can identify the risks of being near roads and what they can do to keep themselves safe, including:

- Always crossing at a safe place
- Looking both ways and listening for traffic before crossing the road
- Continue looking and listening when crossing the road
- Never playing on or around roads
- Always walking across the road, not running
- Using footpaths when they are available.

1.2 I always wear my seatbelt when I am in a car and can explain why this is important

Scout can demonstrate how to wear a seatbelt correctly.

Scout can explain why seatbelts are important and what could happen to someone who wasn't wearing one in a crash.

Scout can explain why it's important for children to be in an appropriate child seat until they are 148cm tall.

**1.3****I can keep myself safe in the sun****1.2**

Scout is aware of the risks of sunburn while outdoors.

**1.7****1.3**

Scout can describe how often sunscreen needs to be reapplied, and what factors may have an influence on this (for example, getting wet/towelling off).

**1.3****1.3**

Scout knows about wearing appropriate sun hats, loose fitting shirts and use of shade to help protect them from the sun, as well as carrying a drink bottle and drinking plenty of water.

1.4**I can explain the importance of safety gear while biking or scooting**

Scout can identify the appropriate safety gear needed for biking or other wheeled activities (helmet, wrist guards, knee pads, etc.) and explain why it is important.

1.5**I can name the key parts of a bike and explain what they do**

Scout can identify the key parts of a bike, including handlebars, brakes, wheels, tyres, chain, pedals, and seat.

1.6**I can name a range of things that have wheels**

Scout has talked to their group about different transport methods that have wheels.

1.7**I can ride my bike or scooter without assistance**

Scout can get on and off bike/scooter safely.

Scout can start off and pedal bike/use scooter without assistance in a safe and controlled way.

Scout can stop bike/scooter in a safe and controlled way.



Level 2



2.1 I can explain why it is important to tell someone where you are going and when you will get back

Scout understands the importance of communicating plans with others in case an emergency occurs.

Scout can name several people who would be appropriate people to tell, and explain what that person would need to do if the group is not back on time.

2.2 I know how to be safe around trains and areas where they might be

Scout can demonstrate the ways that they can be safe around trains can include:

- Where to stand while waiting for a train at a station and what to do with their bike/scooter at a station and on a train
- Where to walk while near places where trains are moving
- How to cross a flat train line on foot and with wheeled transport
- How to cross a raised train line on foot and with wheeled transport.

2.3 I can explain some of the things to consider when choosing a place to cross the road when no marked crossing is available

Scout can talk about things to consider that could include:

- Visibility of cars seeing them and Scouts seeing other vehicles
- Speed of vehicles
- Number of vehicles
- Dismounting their bike/scooter before crossing.

2.4 I can properly adjust and put on my helmet without help and put on other safety gear

Scout can demonstrate how to adjust their helmet without help.

Scout can demonstrate the correct way to wear safety equipment.

2.5 I can be a responsible member of my team while biking/scooting

Scout can identify some risks that might be present on a bike/scooter ride and what they can do to stay safe.

Scout can explain how to be a member of the team while on a bike/scooter ride and how their behaviour will impact the ride and experience of others.

2.6 I can demonstrate how to properly care for my bike/scooter/trike

Scout can talk about and demonstrate care for their bike, including how and where to store it, and how to complete basic cleaning.



2.7 I know what clothing I should wear to ride my bike/scooter

Scout can talk about what is appropriate clothing to wear while biking/scooting and why it is appropriate, including:

- Bright and colourful clothing
- Why loose clothing or items can be dangerous
- The importance of reflective items.



2.8 I can read a simple map

Scout can read a simple map of the neighbourhood or mountain bike park (e.g. meeting area, local park etc.)

Scout can demonstrate how to orient a map and how to follow a simple route around the map.

Scout can identify different features of a map, such as scale, colours, and symbols used for roads, tracks, buildings, rivers, etc.

2.9 I can control my bike/scooter through a basic obstacle course

Scout can complete a basic obstacle course including corners, stopping quickly, riding quickly and slowly and performing hand signals (turning left, right, and stopping) in a safe and controlled way.

2.10 I have had a go at riding some other form of self-powered wheeled transport

Scout has tried a second form of self powered wheeled transport such as a scooter, skateboard, roller skates, or rollerblades.



Level 3



3.1 I know how to avoid getting lost, and what to do if I do get lost

Scout can explain how to avoid getting lost, including staying on marked tracks, sticking with their group, and regularly consulting their map.

Scout can explain what to do if they are lost, including the importance of staying sheltered, not moving too far, the use of bright fabrics and whistles, and sticking together if they are lost in a group.

3.2 I can explain the important safety considerations for biking on roads

Scout can explain what they need to be aware of when biking on the road, including direction of traffic, speed, other road users (other cyclists, vehicles, animals) parked cars, pedestrians, cycleways, amount of room, intersections, and driveways.

3.3 I know what it means for my bike to be roadworthy, why this is important and can perform a basic safety check

Scout can talk about what makes their bike roadworthy. This should include lights (the correct colours, positions, charged batteries) tires, brakes.

Scout can perform a basic bike safety check covering brake operation, gear operation (if applicable), loose parts (e.g. wheels, handlebars, etc).

Scout can inspect their helmet, looking for cracks, dents, fit, and strap condition.

3.4 I know the main principles of Leave No Trace

Scout can demonstrate an understanding of the key principles of Leave No Trace to minimise their impact on the environment and other people while biking.

3.5 I can adjust my seat to fit

Scout can explain proper bike fit including standover height and seat position.

Scout can adjust their bike seat to the correct height.

3.6 I can perform basic bike maintenance

Scout can show how to clean and oil their chain.

Scout can demonstrate that they know how to pump up the tyres on their bike and know about pressure (eg PSI or kPa).

Scout can identify what type of bike they are using and what factors are going to affect what pressure they use.

3.7 I know how to safely and securely store my bike

Scout can demonstrate how and where good places to store their bike are, including how to lock it and different types of locks.

3.7 I know how much water I should bring on a biking activity

Scout can explain how much water is appropriate to bring on a variety of biking activities.

Scout can identify factors that might change how much water they should bring (heat, intensity of ride, proximity to refilling facilities, etc.)

3.9 I can control my bike through a moderate obstacle course

Scout can complete a moderate obstacle course including seesaw, 10cm drop (curb), skinny (30cm wide 3m long piece of wood or similar), hill climb (Scout should be able to stand on pedals while climbing) and uneven descent (Scout should be able to stand with pedals at 3 and 9 o'clock and move weight around while descending) in a safe and controlled way.

3.10 I can safely ride my bike in a group

Scout can ride a mountain bike or road bike safely when in a group.

Scout can communicate with their riding group and safely navigate road or mountain obstacles on a day outing.
Scout knows a safe following distance for their skills.

3.11 I can help others learn about biking

Scout has helped a less experienced person learn about an aspect of their Biking skill and shows a willingness to share their expertise with others.



Level 4

4.1



4.1



4.1



4.1



4.1



4.1

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

Scout understands the risks of hypothermia and can discuss ways to prevent it, including:

- The importance of appropriate clothing, including layers, windproof gear, and non cotton fabrics
- Eating enough food and drinking water to sustain energy
- Getting into shelter and dry as soon as possible if they start to become cold
- Not participating in biking activities if it is too cold to do so.

4.2



4.2



4.14



4.2



4.2



4.2

I know about the risks of heat exhaustion and how to prevent it while biking

Scout understands the risks of heat exhaustion and can discuss ways to prevent it, including:

- The importance of appropriate clothing, including sun protection, and light, breathable fabrics
- Eating enough food and drinking plenty of water to prevent dehydration
- Staying out of direct sunlight where possible
- Not over exerting themselves in hot conditions.

4.3 I can check my surroundings and perform the signals needed for cycling on roads

Scout can explain the common hazards they need to be aware of while riding, such as other road or trail users, obstacles, and surface changes.

Scout can explain when to perform signals for cycling on roads and use them correctly.

Scout can explain why looking behind them is important, and demonstrate how to do so safely.

4.4 I know how to ensure I am visible while riding at night

Scout can show the ways they are visible at night while biking, including:

- Reflective clothing/other appropriate clothing
- Lights - white at the front and red at the back
- Reflective tape
- Reflective wheel stripes.

4.5 I know about different terrains and their dangers when biking

Scout knows different terrains and dangers like rocks, hills, uneven landscapes, and slips, and how weather can impact these.

Scout can demonstrate that they are confident and comfortable navigating these dangers and obstacles and knows what equipment is required to ensure their safety.

4.6 I know what to do if I have a crash while riding my bike

Scout can explain what they need to do if they crash their bike, including:

- Looking after themselves
- Dealing with any injuries
- Checking any damage to property
- Telling an adult
- Inspection of helmet and bike.

4.7 I can mend a punctured tyre on my bike

Scout can demonstrate how to mend a puncture and change a tube.

Scout has put together a puncture repair kit and knows how to use it.

4.8 I can pack my own bag for a ride

Scout can list the equipment, including team equipment they need to bring with them for a ride.

Scout can show how to pack equipment in their bag, including heavy items, soft items, last in first out principle, food items, and water.

4.9 I am comfortable riding a bike with gears and can explain how they work

Scout can demonstrate when and how to use the gears on their bike for climbing and descending, including unloading the drive train when changing gears.

Scout can explain how the gears work (ie why a larger gear at the back makes it easier and a smaller gear makes it harder).

Mountain Biking

Te Eke Paihikara Maunga

4.10 I have completed an easy mountain bike trail

Scout has completed an easy (green, grade 2) mountain bike trail without assistance.

Road Biking

Te Eke Paihikara Huarahi

4.11 I have completed an easy road ride

Scout has completed an easy road or sealed cycle path ride without assistance.



Level 5

5.1 I am familiar with the official New Zealand code for cyclists and mountain biking

Scout can demonstrate an understanding of the key points of the New Zealand code for cyclists and/or the mountain biker's code.

5.2 I know the limitations of my biking ability and can make sound judgements to keep myself safe

Scout knows their limits and needs when road or mountain biking and can make good judgment calls as to their limits, ability, and personal/group safety.

5.3 I can identify and explain features that might make a road dangerous to ride a bike on and select a safe route

Scout can identify and explain features such as speed of cars, number of cars, bike lanes, other cyclists, quality of road, etc.

Scout can use local knowledge and a map to select a safe route between two locations in their local neighbourhood.

5.4 I can explain the importance of route planning while cycling

Scout can explain why it is important to plan a route for cycling and has planned a route they intend to complete.

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

 **5.1**

 **5.2**

 **5.2**

 **5.4**

 **5.1**

Scout has an awareness of Leave No Trace and can discuss how this can be applied while biking.

Scout demonstrates putting these principles into practice while biking.

5.6 I can replace a brake shoe and block on my bike

Scout can demonstrate how to inspect wear on brake pad, identify when it needs changing and change it.

Scout can explain why this is important to keep their bike well maintained.

5.7 I can be an active member of my team while biking

5.14

Scout can demonstrate awareness of track conditions and ways to support other members of the team.

Scout can describe proper pacing for a group and how to schedule rest and water breaks.

Scout can explain the role of the front leader and rear follower on a trip.



5.8 I can help plan transport for a biking adventure

5.8

5.15

5.15

Scout can actively assist person responsible for organising transport for a biking adventure.

This should include taking into account and checking safety implications and regulations (such as driver licensing and fatigue, car registration/WOF, appropriate seating and restraints, vehicle bike racks etc.)

5.9 I can plan and lead a biking day trip

Scout can take responsibility for all aspects of planning and leading a cycling trip, including route selection, forecast gathering, gear list preparation, communication with other group members, navigation and looking after their biking party.

Mountain Biking

Te Eke Paihikara Maunga

5.10 I understand the different types of safety equipment needed for biking and can explain when each should be used

Scout understands the different types of gloves, pedals, and eyewear available for biking adventures.

Scout can explain the advantages and disadvantages of each and when they should be used.

5.11 I can set up my suspension and know what maintenance is required for my bike

Scout understands how to set up front and rear suspension including measuring sag and adjusting pressure, adjusting spring rate progression and rebound damping.

5.12 I have taken part in a 3hr mountain biking adventure that included intermediate trails

Scout has participated in a mountain biking trip of 3hrs or more that included at least a third on an intermediate (white, grade 3) trails.

Road Biking

Te Eke Paihikara Huarahi

5.13 I know how to safely overtake to the start of a queue

Scout can demonstrate how to safely overtake to the start of a queue including communication, appropriate speed, space available.

5.14 I have taken part in a 3hr or more road biking adventure

Scout has participated in a 3hr or more road biking adventure.



Level 6

6.1 I know how and when to complete the appropriate safety assessments for cycling adventures, and who I need to share them with



6.1



6.1



6.1



6.1



6.1



6.1



6.1



6.1

Scout understands the importance of communicating their plans to others and assessing the risk of any activities they undertake.

Scout has an understanding of the qualifications that must be present during their activities.

Scout is familiar with the appropriate paperwork required to complete adventurous activities, and is able to complete and communicate these within the appropriate time frame.

6.2



6.1



6.4



6.2



6.1



6.1



6.3

I can recognise and treat hypothermia and heat exhaustion

Scout can identify the symptoms of hypothermia and heat exhaustion and explain why it is important to keep an eye out for them.

Scout can explain how to care for someone that is showing signs of hypothermia or heat exhaustion in a biking environment.

6.3



6.3

I can safely navigate hazards while on a ride

Scout can identify hazards that might occur on the ride and discuss how they might navigate them.

6.4



6.4

I can plan alternate routes

Scout can explain how severe weather or injury can change a biking adventure and what they need to do to get their group out safely if needed.

Scout can identify alternate routes.

6.5



6.3



6.4

I can constantly assess and monitor hazards and be aware of group safety while biking

Scout understands how to use risk assessments to minimise the dangers of their biking experience.

Scout can demonstrate that they can assess and monitor hazards and risks while biking.

Scout can explain the hazards and risks they are looking out for when cycling, including other users, weather, personal safety, cars, terrain.

Scout can make informed decisions about their participation based on these factors.



6.6 I know what team emergency gear is needed for a weekend cycling adventure, and how to care for it

6.6

Scout is safety aware and can discuss realistic possible emergency situations.

Scout can list the items that are needed for safety and emergency use for a weekend ride, including sleeping materials, shelters, first aid kits, communications, and emergency repair kit.

Scout can demonstrate how to check and maintain emergency gear.



6.7 I can prepare a list of personal and team gear for an overnight ride

6.7

Scout can prepare a list of personal and group gear for an overnight ride, including all required cooking equipment, emergency equipment, and appropriate item and food quantities.

6.8 I can explain the different types of gear and cycling bags required for different types of rides

Scout can explain how to choose, fit, and maintain different types of cycling bags (panniers, frame bags, handlebar bags, set bags etc.)

Scout can identify the different types of gear appropriate for different biking situations and explain their rationale.

 **6.9**
6.12 **I can safely use and store stoves and fuel, and select a stove that best suits the needs of my adventure**

Scout knows how to use a variety of different camping stoves. Scout understands the importance of appropriate fuel storage, including the dangers of gas leaks in confined spaces and tents.

Scout can describe the advantages and disadvantages of different stoves and fuel types.

Scout can select the appropriate fuel and stove for a variety of adventurous situations and explain why they made their decision.

 **6.10**
 **6.8**
6.18 **I can discuss the advantages and disadvantages of different communication methods**

Scout can discuss the advantages and disadvantages of a variety of communication methods, such as satellite messengers (eg SPOT, inReach), SAT phones, EPLB's, and cell phones.

Scout can choose appropriate communication methods for a variety of scenarios and explain the reasoning behind their choices.

 **6.11**
 **6.9**
6.19 **I can recognise changing weather patterns while biking and review my plans accordingly**

Scout can recognise temperature changes, changes in wind speed, and cloud formations.

Scout can review their plans based on these weather changes (is it necessary to alter the route, turn back, choose another activity, stay put, etc?).

**I can take into account the limitations of my team**

Scout can demonstrate an awareness of others' energy levels and track difficulty/condition which may be beyond the skills of others.

Scout can identify methods which may help to support members of their team that might be struggling.

Scout can demonstrate trail etiquette and rules to ensure a safe biking adventure.

**I can teach a less experienced person about biking**

Scout can teach a less experienced person about an aspect of biking in order to help them complete their level 4 in this skill. After completing this activity, Scout has participated in a review.

**I can organise transport for a wheeled adventure**

Scout can organise suitable transport for all people, bikes, food, and gear. This should include taking into account and checking safety implications and regulations (such as driver licensing and fatigue, car registration and WOF, appropriate seating and restraints, vehicle bike racks etc.)

6.15 I have participated in an overnight biking adventure

Scout has participated in an overnight biking adventure.

Mountain Biking

Te Eke Paihikara Maunga

6.16 I have taken part in a 4hr mountain biking trip that included advanced trails

Scout has participated in a mountain biking trip of 4hrs or more that included at least a third on advanced (blue, grade 4) trails.

Road Biking

Te Eke Paihikara Huarahi

6.17 I can explain the hazards to be aware of when cycling on multi-laned roads

Scout can demonstrate how to safely cycle on a multi-laned road, both in and out of a cycleway.

6.18 I can explain the things I need to be aware of when cycling in high speed environments

Scout can explain what they need to be aware of in an area with high speeds such as moving and parked cars, other cyclists, lanes of traffic, etc.

6.19 I can communicate with road users and apply road etiquette

Scout can demonstrate communicating with other road riders, their group, vehicles, and other road users.

Scout knows what road riding etiquette is and consistently applies it

Scout knows the advantages and disadvantages of different communication methods.

Scout has taught their groups these methods so they can safely ride as a group.

6.20 I have taken part in a 4hr or more road biking trip

Scout has participated in a 40km or more road biking trip.



Level 7

7.1 I can take responsibility for the health and safety of my group on a biking adventure



7.1

7.1

Scout can take the lead position on a biking adventure and demonstrate responsible actions including checks and measures for safety.

Scout is able to take responsibility for the wellbeing and safety of their party and make appropriate preparations and judgements before and during an adventure.

7.2 I can make contingency plans for a biking adventure, and know how and when to make the call to alter plans in unsuitable situations



7.1

7.2



7.2



7.2

Scout understands that cycling activities can be significantly impacted by adverse weather and other unforeseen circumstances.

Scout can plan in advance and discuss options for backup plans.

Scout demonstrates an understanding of when it is necessary to alter or cancel their initial plans.

Scout is familiar with current good practice guidelines and can apply these principles.



7.3 I know what procedures to follow in the case of an accident

Scout can prepare and follow a safety plan for a cycling adventure.

Scout can explain what they would do in a variety of possible emergency situations.

7.4 I have a biking first aid and repair kit

Scout has put together a biking first aid repair kit, including; puncture kit, multi tool, tools specific for their bike.

Scout knows how and when to use it.

Scout knows what to carry on a:

- Day trip: Tube, mini pump, puncture kit, multi tool with allen keys, wheel lever, first aid kit etc.
- Overnight/multi night cycling trip: Rear derailleur handle, zip ties, puncture kit, multi tool, tube, mini pump, chain lube/ oil, duct tape, first aid kit, rain poncho, survival blanket.



7.5 I can take responsibility for the environmental impact of my ride

Scout demonstrates an understanding of the environment in which their cycling activities occur and takes all possible measures to reduce their environmental impact in accordance with the Leave No Trace principles.

This includes an awareness of the impact on the track itself, as well as the reduction of any waste that might be taken away.

**7.6****7.5****7.4****7.5**

I can gain appropriate permissions for an area I am hoping to access

Scout can discuss when they might need to gain permission before accessing an area, and why it is important to gain this in advance.

Scout can explain why certain areas might not be available for public access.

Scout knows where to go to gain information and permissions.

**7.7****7.6**

I know what to look for when buying gear

Scout can explain what features to consider when purchasing a bike, helmet, pedals, shoes, gloves, eyewear, bags, wet weather gear, other safety gear and clothing relevant for a biking adventure.

**7.8****7.7**

I can select appropriate group gear for a multi-day cycling adventure

Scout can list and describe the group gear required for a multi-day cycling adventure, and explain why each item is necessary.

7.9

I can place my equipment on my bike and my person in a safe way that doesn't impact my bike handling

Scout can demonstrate this in a safe and controlled manner.

Scout can show that the placement of their equipment does not impact their riding and handling of their bicycle.

Scout can explain the dangers of overloading their bike with equipment, and things to consider when packing their bike, including; width, weight, keeping the most weight/ heaviest items lower down and close to their bike frame, limiting the weight they have on their body, etc.

Scout can choose the best equipment and placement for their needs.

**7.10****7.8**

I can run a gear check to ensure everyone in my group is adequately prepared

Scout is able to check the gear of others to ensure their party is appropriately prepared for a cycling adventure.

Scout can guide others in cycling preparations, and make gear recommendations for others.

**7.11****7.13**

I can explain how different geographical features affect weather patterns, and how to use this when planning a biking adventure

Scout understands how various geographical features, such as ridgelines, valleys, treelines, coastal areas, altitude, etc. affect weather patterns.

Scout can explain how to use these features while planning a biking adventure.

**7.12****6.25**

I have planned and lead an overnight cycling adventure

Scout has planned and led an overnight self supported cycling adventure for a team, including completing the appropriate paperwork.

After completing this activity, Scout has participated in a review.

Mountain Biking

Te Eke Paihikara Maunga

7.13 I am familiar with a range of mountain biking safety equipment and when to use it

Scout is familiar with a range of safety equipment including body armor, neck braces, full face vs half cut helmets, knee pads and shin pads and can talk about the advantages and disadvantages of each and where they should be used.

7.14 I can ride an advanced mountain bike trail

Scout has safely completed at least 8 advanced mountain bike trails.

Road Biking

Te Eke Paihikara Huarahi

7.15 I can safely ride as part of a peloton

Scout can explain why it's important to follow peloton etiquette when riding as part of a peloton.

Scout can demonstrate they can safely ride in bunch formation.

Scout can demonstrate how to safely overtake another rider in the peloton.

Scout can explain why clear communication is important and how this can be achieved when part of a peloton.

Scout can explain potential risks and safety procedures to address risk when riding in a peloton, including when to ride two abreast or single file, and the role of the lead rider.



Level 8

8.1 I can perform intermediate bike maintenance

Scout can perform intermediate level maintenance on their bike.

This could include undertaking a tubeless conversion, adjusting the derailleur, bleeding hydraulic disc brakes, replacing a drivetrain, replacing a spoke and truing a wheel.

8.2 I can box my bike

Scout can disassemble and box their bike to make it suitable to take on a plane or ship overseas.

Scout can unbox and reassemble their bike.



8.3 I can monitor the status of my team members and know how to help a struggling team member

8.6

Scout can monitor the physical and emotional wellbeing of their team members and take measures to ensure that everyone is cared for.

Scout knows how to support a team member that is struggling in a considerate way.



8.4 I have planned and led a biking session for a younger Section

8.7

Scout has organised and led a session for less skilled youth members in order to teach them some of the skills required for Levels 5 or 6 of this skill.

After completing this activity, Scout has participated in a review.

8.5 I have planned and lead a cycling adventure of at least 2 nights

Scout has planned and executed a self supported cycling adventure of at least 2 nights.

After completing this activity, Scout has participated in a review.



Level 9

9.1 I can constantly assess the risk of a biking adventure and take appropriate action to ensure the safety of the party

Scout can recognise the dangers that might be present and other safety considerations for biking adventures of various lengths.

Scout is able to adapt plans to the changing needs of their group.

Scout can create a risk management control and safety plan.

9.2 I can create an emergency management plan for a biking adventure I am undertaking

Scout has a sound understanding of the emergencies that might occur in a biking environment and is able to create an emergency management plan that takes into account the specific biking environment, the needs of the group, and minimising the risk of a variety of emergencies.



9.3 I can empower others to practice active kaitiakitanga while participating in biking experiences

Scout understands that all outdoor activities have some form of environmental impact and it is important to minimise this as much as is possible.

Scout is able to discuss best practice for minimising the environmental impact of activities while also enjoying the outdoor experience.

Scout can brief others on their adventure's sustainability practices and why it is important for everyone to look after our environment.

9.4 I have planned and lead a cycling adventure of at least 3 nights

Scout has planned and executed a self supported cycling adventure of at least 3 nights.

After completing this activity, Scout has participated in a review.



9.5 I can safely plan, lead, and support a multi day biking adventure for a group of people with different biking expertise

Scout can create inclusive biking adventures for a variety of people.

Scout is able to foster an environment where others can learn new biking skills in a supported way.

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