# Adventure Skills Ngā Pūkenga Mātātoa



### Tramping Te Takahi Whenua



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# TRAMPING Te Takahi Whenua

### 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.

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 Tahi
- 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

#### **TRAMPING**

Te Takahi Whenua



#### Level 1

1.1	I can stay safe while tramping
1.2	I know what to do if I get separated from my group
1.3	I can keep myself safe in the sun
1.4	I know what to do with any rubbish I create while tramping
1.5	I can wear appropriate clothes and footwear for a
	tramping adventure
1.6	I can help pack a pack for a day tramp and carry it
1. <i>7</i>	I know what kinds of food I should bring into the bush with me
1.8	I can point out and name the main features of a map
1 Q	I have been an at least 2 day tramps



#### Level 2

2.6

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 can pack an appropriate lunch and snacks for a day tramp
2.3	I can look outside and guess what the weather will be like for
	the rest of the day
2.4	I can identify the main parts of a compass
2.5	I can read a simple map

I can be a responsible member of my team while tramping

2.7 I have attended at least 3 day tramps



#### Level 3

3.1	I can be responsible for myself and aware of my surroundings					
	while tramping					
3.2	I know how to avoid getting lost, and what to do if I do get lost					
3.3	I know the main principles of Leave No Trace					
3.4	I can explain why different clothes are important in different					
	types of weather					
3.5	I know what gear I need for tramping in different weather					
3.6	I can care for all my personal gear while tramping					
3.7	I know how much water I should bring on a tramping activity					
3.8	I know where and when to find a weather forecast					
3.9	I know how weather can affect a tramp					
3.10	I can use a compass to find basic directions					
3.11	I can help others learn about tramping					
3.12	I have been on at least 3 tramping activities, one of which					
	involved climbing at least 200m					



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

- 4.2 I know about the risks of heat exhaustion and how to prevent it while tramping
- 4.3 I can pack my own bag for a day tramp
- 4.4 I know what personal gear to take on an overnight tramp
- 4.5 I can look after all my personal gear for an overnight tramp
- 4.6 I am familiar with tramping hut etiquette
- 4.7 I can explain why you bring certain foods and drinks on tramps
- 4.8 I can explain some of the important things to consider when planning food for tramping

4.9	I know what needs to be in a tramping survival kit and					
	have made one					
4.10	I know what is needed for building emergency shelters					
4.11	I can explain the difference between true north, grid north					
	and magnetic north					
4.12	I know what latitude and longitude are					
4.13	I can use a GPS to find a waypoint					
4.14	I can identify the key features of a topographical map					
4.15	I can follow a route on an orienteering map					
4.16	I can follow a tramping track					
4.17	I can look after less experienced members of my team					
	while tramping					
4.18	I can lead a leg of a tramp					
4.19	I can help plan a day tramp					
4.20	I have attended an overnight tramp					



5.1	I can cross different types of ferrain safely
5.2	I understand and can apply the principles of Leave No Trace
	while tramping
5.3	I can demonstrate how to correctly deal with and minimise
	food waste, solid waste, and human waste
5.4	I can pack my pack for an overnight tramp and carry it
5.5	I can explain the importance of appropriate footwear,
	and what to look for when selecting it
5.6	I know what team gear needs to be brought on an
	overnight tramp
5.7	I can plan an appropriate team menu for an overnight tramp
5.8	I can demonstrate basic river crossing principles

5.9 I know what a Personal Locator Beacon (PLB) is and					
	and when to use one				
5.10	I know the potential dangers of weather on a tramp and how				
	to plan accordingly				
5.11	I can explain the benefits and disadvantages of using maps				
	and GPS on an electronic device versus a physical map				
	and compass				
5.12	I can identify where I am with a map and compass				
5.13	I can follow a route using a map and compass or GPS				
5.14	I can be an active member of my team while tramping				
5.15	I can help plan transport for a tramp				
5.16	I can plan and lead a day tramp				
5.17	I can help plan an overnight tramp				
5.18	I have taken part in an overnight tramp of at least 2 nights				



#### Level 6

6.1

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	assessments for tramping activities, 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 the track
6.4	l can plan alternate routes
6.5	I can assess risk and be aware of group safety while tramping
6.6	I know what team emergency gear is needed for a weekend
	tramp, and how to care for it
6.7	I can prepare a list of personal and team gear for an
	overnight tramp
6.8	I can explain the different types of gear and packs required for

I can dress appropriately for an alpine environment

different types of tramps

I know how and when to complete the appropriate safety

6.10	I can look after my tramping boots					
6.11	I can book a tramping hut					
6.12	I can safely use and store tramping stoves and fuel, and select					
	a stove that best suits the needs of my adventure					
6.13	I can treat water for safe drinking					
6.14	I can show different methods for crossing streams and creeks					
6.15	I know how, when, and where to cross a variety of rivers					
6.16	I can pick an appropriate site for a shelter					
6.17	I can create an overnight shelter without the use of a tent					
6.18	I can discuss the advantages and disadvantages of different					
	communication methods					
6.19	I can recognise changing weather patterns while tramping and					
	review my plans accordingly					
6.20	I can navigate to a desired location with a map and compass					
6.21	I know the limitations of a compass and other navigation tools					
6.22	I can take into account the limitations of my team					
6.23	I can teach a less experienced person about tramping					
6.24	I can organise transport for a tramp					
6.25	I have planned and led an overnight tramp					



- 7.1 I can take responsibility for the health and safety of my group on a tramping adventure
- 7.2 I can make contingency plans for a tramp, and know how and when to make the call to alter plans in unsuitable situations
- 7.3 I know what procedures to follow in the case of an accident
- 7.4 I can take responsibility for the environmental impact of my tramp
- 7.5 I can gain the appropriate permissions for an area I am hoping to access

7.0	i know what to look for when buying gear
7.7	I can select appropriate group gear for a multi-day tramp
7.8	I can run a gear check to ensure everyone in my group is
	adequately prepared
7.9	I can plan and cook a variety of meals appropriate for a
	tramp of at least 2 nights
7.10	I can safely lead a river crossing
<i>7</i> .11	I know a number of ways of constructing emergency shelters
	appropriate for different purposes
7.12	I have built an emergency shelter and slept in it overnight
<i>7</i> .13	I can explain how different geographical features affect
	weather patterns, and how to use this when planning
	an adventure
7.14	l can use a topographical map to plan a tramp in
	unfamiliar territory
<i>7</i> .15	I can navigate at night and in poor visibility
7.16	I can budget, prepare, and manage every aspect of a
	tramping adventure without input from leaders
7.17	I have planned and led a tramping adventure of at least
	2 nights



8.1	I know what gear is needed for various tramping adventures
	and how to correctly use and care for it

- 8.2 I know what alpine equipment is needed if there is a possibility I will be tramping in alpine conditions
- 8.3 I can explain how cooking at altitude/cold differs from normal tramping
- 8.4 I can safely and accurately navigate over difficult terrain in any type of weather, and at night

8.5 l	can navigate to a c	desired	location	without tl	he use o	of tracl	<s< th=""></s<>
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- 8.6 I can monitor the status of my team members and know how to help a struggling team member
- 8.7 I have planned and led a tramping session for a younger Section
- 8.8 I have planned and led an overnight tramping experience using only structures that I constructed myself
- 8.9 I have planned and led a tramping adventure with an elevation gain of at least 1,000m



- 9.1 I can constantly assess the risk of a tramp and take appropriate action to ensure the safety of the party
- 9.2 I can create an emergency management plan for a tramp
  I am undertaking
- 9.3 I can empower others to practise active kaitiakitanga while participating in tramping experiences
- 9.4 I can use an ice axe for safe travel in an alpine environment
- 9.5 I can fit crampons to my boots
- 9.6 I have planned and led a tramping session for a small team of people
- 9.7 I have planned and led tramps in at least 3 different types of terrain
- 9.8 I can safely plan, lead, and support a multi day tramping adventure for a group of people with different tramping expertise

## Supporting Information Mohiotanga Tautoko



### Level 1

#### 1.1 I can stay safe while tramping

Scout can describe safety rules and procedures that will keep themselves and their group safe while on a day tramp.

Scout can describe the buddy system and explain how and why it is used on a day tramp.

Scout can demonstrate how to follow directions, keep up with others, and the importance of always being able to see an adult while on the day tramp.

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

1.6

Scout knows to stay where they are when they realise they have lost the group and not to wander off.

Scout knows to put on their jacket while they wait to be found if it is cold.

Scout can describe ways of making themselves seen and heard.

### 1.3 I can keep myself safe in the sun

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Scout is aware of the risks of sunburn whilst outdoors.

1.2 1.7 1.3

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).

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

### 1.4 I know what to do with any rubbish I create1.3 while tramping

Scout knows that all rubbish should be carried out and properly disposed of.

Scout can identify items that should be recycled, composted, or thrown out.

### 1.5 I can wear appropriate clothes and footwear for a tramping adventure

以 1.5 ■ 1.8

Scout can describe what types of clothes and shoes would be appropriate in rainy, sunny, cold, and windy weather.

Scout understands the importance of appropriate footwear, and can give examples of appropriate and inappropriate footwear.

### 1.6 I can help pack a pack for a day tramp and carry it

Scout can indicate the items to bring for a day tramp.

Scout can explain how to pack soft items, heavy items, and food items.

Scout can explain what is meant by "first in, last out" when packing items.

Scout can demonstrate the wet weather gear to bring on a day tramp.

Scout can carry their own bag while on a tramping adventure.

### 1.7 I know what kinds of food I should bring into the bush with me

Scout can explain the food groups to bring for a day tramp to sustain and boost energy.

Scouts can show what to bring for snacks.

Scouts can explain what dehydration means and can show how to bring water on a day tramp.

#### 1.8 I can point out and name the main features of a map

Scout can identify the key features of a simple map, including compass marking, waterways, roads, tracks, buildings, etc.

### 1.9 I have been on at least 2 day tramps

These can be different types of day tramps, such as bush walks, neighbourhood walks, beach walks, etc.



### Level 2

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

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

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

### 2.2 I can pack an appropriate lunch and snacks for a day tramp

Scout can explain the importance of high energy foods while tramping.

With assistance, Scout can make and pack their own lunch, taking into account energy requirements, weight considerations, cooking constraints, and rubbish creation.

### 2.3 I can look outside and guess what the weather will be like for the rest of the day

Scout can make observations of the sky and wind, and make a guess as to what the weather will be like.

Scout can explain what gear they might need because of this weather.

Scout can explain why they have made this guess, and review how accurate they were at a later time.

### 2.4 I can identify the main parts of a compass

Scout can identify the parts of a compass outdoors in a practical experience.

Scout is aware that the needle of a compass is pointing north, not the direction to follow.

### 2.5 I can read a simple map

*₹*° 2.8

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

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

Scout can explain how different colours on a map define the areas (water, urban, park, forest) and can identify symbols used for roads, tracks, buildings, rivers, etc.

### 2.6 I can be a responsible member of my team 2.5 while tramping

**1** 2.6

**∆** 2.1

2.5

Scout can identify some risk concerns that might be present on a day tramp and offer safety procedures to counteract them.

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

### 2.7 I have attended at least 3 day tramps

Scout has attended at least 3 day tramps in natural areas.



### Level 3

### 3.1 I can be responsible for myself and aware of my surroundings while tramping

Scout is aware of the track and weather hazards they might encounter while tramping and is able to act responsibly around them.

Scout can reduce risks while crossing hazardous areas.

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

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

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

#### 3.3 I know the main principles of Leave No Trace

**×** 3.1

3.4 4 3.7

3.1

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3.1

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

Scout can explain how toileting is handled on the track.

### 3.4 I can explain why different clothes are important in different types of weather

Scout can explain how the weather can change very quickly and why they need to make sure they have the right clothes.

This should include discussion of the layering system, clothes that retain warmth when they get wet, and how to control body heat and ventilation.

Scout can identify some of the hazards of inappropriate clothing.

### 3.5 I know what gear I need for tramping in different weather

Scout can explain how weather varies from one location to another (from flat urban areas to wooded areas, valleys to hilltops) and how that will affect what gear to bring on a day tramp.

Scout can explain the gear needed for downpour, high winds, sun, humidity, and different temperatures.

Scout can explain the importance of bringing personal protection materials needed for insects and sun.

### 3.6 I can care for all my personal gear while tramping

Scout can explain the importance of tramping gear and why they need to properly care for it.

Scout can check their gear prior to the tramp.

Scout can show how to put away and store gear after the tramp.

### 3.7 I know how much water I should bring on a tramping activity

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

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

#### 3.8 I know where and when to find a weather forecast

**4** 3.14

3.8

Scout can access information from the appropriate weather forecasters in their area.

Scout can explain how and when it is best to access this information.

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 know how weather can affect a tramp

**1** 3.13

Scout can explain the different types of weather that might happen in the area they will be tramping in, given the time of year.

Scout can explain how it will affect the tramp if it rains, is very hot, or very windy while they are tramping, considering issues like duration, pace, and team morale.

#### 3.10 I can use a compass to find basic directions

Scout can demonstrate basic use of a compass; how to take and follow a bearing.

Scout can demonstrate how to use a map and compass together to navigate an area.

#### 3.11 I can help others learn about tramping

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

### 3.12 I have been on at least 3 tramping activities, one of which involved climbing at least 200m

Scout has attended at least 3 tramps on various terrains and track types, including one with a significant elevation gain. These must be different from those experienced at Level 1 or 2.



### Level 4

4.1 6 4.1 4.1 4.13

> 4.1 4.1

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

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

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

4.2 4.2 4.2

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

4.14

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

**♦** 4.2

- 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 overexerting themselves in hot conditions.

### 4.3 I can pack my own bag for a day tramp

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

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

### 4.4 I know what personal gear to take on an overnight tramp

Scout can list all personal gear that they need to pack for an overnight tramp, including appropriate clothing and warm gear, rain gear, sleeping equipment, personal survival kit and medication, food and water, appropriate footwear, sun and insect protection, torch, navigational aids, and safety equipment.

### 4.5 I can look after all my personal gear for an overnight tramp

Scout can explain the importance of maintaining equipment and demonstrate how to check and care for their equipment including safety considerations, keeping equipment in working condition, checking in advance, simple repairs, and cleaning.

### 4.6 I am familiar with tramping hut etiquette

Scout understands the importance of respecting others and tramping hut facilities.

Scout is familiar with basic tramping hut etiquette, including being respectful of other people's property, consideration of noise, replacing any firewood used, and keeping the hut clean and tidy for other users.

### 4.7 I can explain why you bring certain foods and drinks on tramps

Scout can explain the importance of appropriate nutrition while tramping.

Scout can explain the types of food that should be taken on a tramping adventure, and when each type is needed.

Scout can explain the importance of hydration and drink selection.

### 4.8 I can explain some of the important things to consider4.7 when planning food for tramping

Scout can discuss factors to take into consideration while planning tramping food, including:

- Nutritional requirements
- Group dietary restrictions
- Food weight
- · How the food will be cooked
- Water requirements.

### 4.9 I know what needs to be in a tramping survival kit and have made one

Scout can list the items needed for a tramping survival kit, including: First Aid supplies, fire starting kit, whistle or mirror, emergency food and water, pocket knife, emergency shelter, needle and thread, pencil and paper, and plastic bags.

Scout can explain why this should be kept in a watertight container such as a plastic container or drybag.

Scout has made their own personal survival kit to take tramping with them.

### 4.10 I know what is needed for building emergency shelters

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Scout understands the basic principles of constructing emergency shelters, including taking into account the use of various materials and making use of their natural surroundings and resources.

Scout has participated in the building of such a structure and can do this without negatively impacting their environment, and can return the site to its natural state after they are finished with their shelter.

### 4.11 I can explain the difference between true north, grid north, and magnetic north

Scout is understands the difference between true north, grid north, and magnetic north.

Scout is able to make the correct adjustments for these considerations in their navigation.

### 4.12 I know what latitude and longitude are

Scout understands the principles of latitude and longitude and can explain their use in navigation.

### 4.13 I can use a GPS to find a waypoint

Scout can demonstrate how to use a GPS to find a pre-programmed waypoint.

This could be done by finding a local geocache.

### 4.14 I can identify the key features of a topographical map

Scout is familiar with New Zealand Topo50 maps, and can identify their key features, including scale, map co-ordinates, contour lines, relief shading, track markings, and map symbols.

#### 4.15 I can follow a route on an orienteering map

Scout can follow a predetermined route on an orienteering map.

#### 4.16 I can follow a tramping track

Scout can discuss points to be aware of when following a tramping track, including the use of track/route markers, matching walking time with geographical features and branching trails, and common mistakes made when on uncertain tracks (e.g. the tendency to follow ridgelines and easy paths).

### 4.17 I can look after less experienced members of my team while tramping

Scout has an awareness of the capabilities of others in their group and is able to assist and encourage those with less experience in a considerate way.

### 4.18 I can lead a leg of a tramp

Scout can take the lead position on a section of a tramp.

Scout can demonstrate how to navigate, support, guide, and lead others over the track.

#### 4.19 I can help plan a day tramp

Scout has been involved in the preparation for a day tramp, including route selection, forecast gathering, gear list preparing, and communication to other group members.

### 4.20 I have attended an overnight tramp

Scout has attended an overnight tramp.



#### 5.1 I can cross different types of terrain safely

Scout can explain how to cross various types of terrain (such as rocks, roots, scree, snow/ice, wet, or bog) in a safe manner.

Scout knows how to minimise their impact on the environment while crossing these terrains.

5.2 I understand and can apply the principles of5.5 Leave No Trace while tramping

5.5 5.1 Scout has an awareness of Leave No Trace and can

5.2 discuss how this can be applied whilst tramping.

√ 5.4 ∰ 5.1

Scout demonstrates putting these principles into practise whilst tramping.

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

Scout shows understanding of how to tramp in a way that minimises the amount of waste created.

Scout knows how to deal with any waste created in a way that does not negatively harm their environment.

### 5.4 I can pack my pack for an overnight tramp and carry it

Scout can demonstrate how to properly pack their pack for an overnight tramping adventure, including:

- The placement of heavy items, fuel and cooking equipment, tents, sleeping gear, food, and water
- The distribution of team equipment
- The accessibility of items in the pack
- The overall weight of the pack necessary and unnecessary items.

Scout can put on and carry their own pack while tramping.

### 5.5 I can explain the importance of appropriate footwear, and what to look for when selecting it

Scout understands the importance of appropriate footwear while tramping.

Scout can describe what to look for in footwear, including comfort factors, sizing, ankle and sole support, and construction materials.

Scout can explain the different types of footwear suitable for different environments, such as walking on snow.

### 5.6 I know what team gear needs to be brought on an overnight tramp

Scout can list the basic equipment needed and why and how it is to be used on an overnight tramp.

This includes camping, safety, and personal equipment.

### 5.7 I can plan an appropriate team menu for an overnight tramp

Scout can create a menu plan for an overnight tramp that takes into account the requirements of the team, the tramping environment, and common dietary requirements.

#### 5.8 I can demonstrate basic river crossing principles

Scout can demonstrate a basic understanding of river crossing principles, including an awareness of when it would be unsafe to attempt a crossing and the importance of using pre-existing bridges where possible.

Scout is able to identify appropriate river crossing locations and basic crossing techniques.

Scout can explain the benefit of crossing rivers in a group, and why solo crossings are far more dangerous.

### 5.9 I know what a Personal Locator Beacon (PLB) is and how and when to use one

Scout is familiar with PLBs and is able to discuss what happens when one is set off, how to do this, and when would be an appropriate time to use one.

### 5.10 I know the potential dangers of weather on a tramp 5.8 and how to plan accordingly

Scout understands that the weather can change at any moment.

Scout can explain how factors such as temperature, wind speed and direction, cloud, fog, rain, and snow can affect the safety of an adventure.

Scout can discuss precautions that should be taken for these conditions, gear required, and what to do if they find themselves in an adverse weather situation.

## 5.11 I can explain the benefits and disadvantages of using maps and GPS on an electronic device versus a physical map and compass

Scout can discuss the pros and cons of various navigation tools.

Scout can identify which navigations tools would be most appropriate in a variety of situations and explain their reasoning.

#### 5.12 I can identify where I am with a map and compass

Scout can demonstrate their skills with a map and compass while supervised on the track.

Scout can show how to find their location on the map with reference to their surroundings and local features.

Scout can take bearings of surrounding areas and find their position.

### 5.13 I can follow a route using a map and compass or GPS

Scout can navigate a route using a variety of methods, including a map and compass, and a GPS.

### 5.14 I can be an active member of my team while tramping

*₹*<sup>®</sup> 5.7

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

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

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

### 5.15 I can help plan transport for a tramp

5.84 5.15

5.9

Scout can actively assist the person responsible for organising transport for a tramp.

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, etc.).

#### 5.16 I can plan and lead a day tramp

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

#### 5.17 I can help plan an overnight tramp

Scout has been heavily involved in the planning of an overnight tramp.

### 5.18 I have taken part in an overnight tramp of at least 2 nights

Scout has participated in a weekend tramping adventure.

Scouts Aotegrag 29



### Level 6

₩ 6.1

6.2

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6.4

6.2 6.2

₩ 6.3

6.1 I know how and when to complete the appropriate

3 6.1 safety assessments for tramping activities, and who

4 6.1 I need to share them with

5 6.1 Scout understands the importance of communicating

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

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

Scout is familiar with the appropriate paperwork required to complete a tramping activity, and is able to complete and communicate these within the appropriate time frame.

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 tramping environment.

6.3 I can safely navigate hazards while on the track 6.3

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

### 6.4 I can plan alternate routes

*₹* 6.4

6.3

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

Scout can identify alternate routes.

### 6.5 I can assess risk and be aware of group safety while tramping

Scout understands how to use

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

Scout can make informed decisions about their participation based on various factors, including equipment, weather, and skill level.

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

₫ 6.2

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

Scout can list the items that are needed for safety and emergency use for a weekend tramp, including: safety ropes, sleeping materials, dry bags, shelters, and First Aid kits.

Scout knows how to check and maintain emergency gear.

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

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

### 6.8 I can explain the different types of gear and packs required for different types of tramps

Scout can explain how to choose, fit, and maintain a pack.

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

#### 6.9 I can dress appropriately for an alpine environment

Scout understands the importance of appropriate clothing while tramping in alpine environments and can explain the clothing and principles needed to stay warm and dry.

#### 6.10 I can look after my tramping boots

Scout understands the importance of proper tramping boot care, and can demonstrate how to ensure boots are well cared for, including airing, and cleaning.

#### 6.11 I can book a tramping hut

Scout knows how and when to book a tramping hut for an adventure they are planning.

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

Scout knows how to use a variety of different camping stoves.

Scout understands the importance of appropriate fuel storage, including the dangers of gas leaks in confined spaces and tents.

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

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

#### 6.13 I can treat water for safe drinking

Scout can explain a variety of methods for treating water to make it safe for drinking including boiling, filters, and purifiers.

Scout can identify suitable natural sources from which to obtain water.

### 6.14 I can show different methods for crossing streams and creeks

Scout can show various ways of safely crossing streams and creeks while tramping.

#### 6.15 I know how, when, and where to cross a variety of rivers

Scout can discuss river crossing options in a variety of situations, and make a call on whether crossing will be safe.

Scout is able to identify the best place to cross a river, taking into account water speed, depth, and colour, visible debris, and river exit options on both sides of the river.

Scout can explain safety procedures, including how to protect clothes so they stay dry, and steps to keep warm during and after crossing.

Scout has assisted in the decision making for, and taken part in, at least 2 river crossings.

### 6.16 I can pick an appropriate site for a shelter

Scout can identify an appropriate site to build a shelter, taking into account geographical features, wind, ground, and potential hazards.

6.17 4 6.5

#### I can create an overnight shelter without the use of a tent

Scout understands the key requirements of an overnight shelter and is able to construct one with natural materials and materials they would have on them while tramping.

Scout can discuss where they might find useful natural materials, and how to responsibly use and return them:

- Use materials found on the ground, not cut down
- Return materials to as close to where you found them as possible.

6.18 6.10

### I can discuss the advantages and disadvantages of different communication methods

Scout can discuss the advantages and disadvantages of a variety of communication methods, such as satellite messengers (e.g. SPOT, inReach), SAT phones, and cellphones.

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

6.19 6.11 6.9

### I can recognise changing weather patterns while tramping and review my plans accordingly

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

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

### 6.20 I can navigate to a desired location with a map and compass

Scout can demonstrate how to navigate to a given location with the use of a map and compass.

### 6.21 I know the limitations of a compass and other navigation tools

Scout can describe the limitations of a variety of navigational tools and explain situations in which they will not operate correctly.

#### 6.22 I can take into account the limitations of my team

*№* 6.12

Scout can demonstrate an awareness of others' energy levels and track conditions which may be beyond the skill levels of others.

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

Scout can demonstrate track etiquette and rules to ensure a safe tramping adventure.

### 6.23 I can teach a less experienced person about tramping

*₹* 6.13

Scout can teach a less experienced person about an aspect of tramping in order to help them complete their Level 4 in this skill.

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

#### 6.24 I can organise transport for a tramp

&® 6.14

Scout can organise suitable transport for all people and food/gear.

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

#### 6.25 I have planned and led an overnight tramp

*₹*<sup>®</sup> 7.12

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

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

### **7**

#### Level 7

7.1 ₹© 7.1

7.1

7.2 7.2

7.2

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

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

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

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

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

7.4 % 7.5

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7.5 7.5

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7.6

7.1

*₹* 7.6

**4** 7.1

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

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

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

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

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

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

I can take responsibility for the environmental impact of my tramp

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

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

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

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

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

Scout knows where to go to gain information and permissions.

#### 7.6 I know what to look for when buying gear

₩ 7.7

Scout can explain what features to consider when purchasing boots, packs, wet weather gear, thermal layers, sleeping bags and mats, and lightweight tents.

#### 7.7 I can select appropriate group gear for a multi-day tramp

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

### 7.8 I can run a gear check to ensure everyone in my group 7.10 is adequately prepared

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

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

### 7.9 I can plan and cook a variety of meals appropriate for a tramp of at least 2 nights

Scout can demonstrate cooking whilst on a tramping adventure.

Scout can cook meals that fulfill nutritious needs and sustain energy for tramping, including appropriate quantities and variations for dietary requirements.

Scout can explain how to pack and carry emergency rations for a tramp.

7.7

#### 7.10 I can safely lead a river crossing

Scout can identify the best place to cross a river, and whether it is safe to do so.

Scout can lead a group in various river crossing techniques, taking into account the physical abilities of their group.

Scout has taken the sole leadership role in a river crossing under the supervision of an appropriately skilled person.

#### 7.11 I know a number of ways of constructing emergency shelters appropriate for different purposes

Scout can demonstrate how to build shelters using any available materials (natural and man-made).

The shelter should be able to accommodate at least 2 people in relative comfort and protection from the elements.

Scout is aware of their environmental impact whilst creating shelters, and is able to do so without creating major disturbance to their surroundings.

#### 7.12 I have built an emergency shelter and slept in it overnight

Scout has spent a night in a shelter that they have built for themselves.

Scout can do this without negatively impacting their environment, and can return the site to its natural state after they are finished with their shelter.

## 7.13 I can explain how different geographical features affect weather patterns, and how to use this when planning an adventure

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

#### 7.14 I can use a topographical map to plan a tramp in unfamiliar territory

Scout can demonstrate their skill by plotting a route through new territory.

Scout can correctly estimate how long their party will take to walk an unfamiliar length of track.

#### 7.15 I can navigate at night and in poor visibility

Scout can demonstrate their skill in tramping in poor visibility (such a mist or fog) or at night under supervision.

Scout can locate grid reference points on various terrains.

#### 7.16 I can budget, prepare, and manage every aspect of a tramping adventure without input from leaders

Scout is able to take responsibility for all aspects of the leadership of an adventure.

### 7.17 I have planned and led a tramping adventure of at least2 nights

Scout has planned and executed a tramping adventure of at least 2 nights.

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



### 8.1 I know what gear is needed for various tramping adventures and how to correctly use and care for it

Scout can demonstrate their knowledge and competency in this area by discussing various situations and the types of equipment (including personal and group equipment) needed and used.

#### 8.2 I know what alpine equipment is needed if there is a possibility I will be tramping in alpine conditions

Scout knows what alpine equipment they should carry if they might be entering alpine conditions.

After receiving appropriate training, Scout is familiar with how to use this equipment.

### 8.3 I can explain how cooking at altitude/cold differs from normal tramping

Scout can discuss some of the difficulties encountered while cooking at an altitude and in freezing temperatures.

Scout can explain the best fuel and stove types for these environments.

### 8.4 I can safely and accurately navigate over difficult terrain in any type of weather, and at night

Scout can demonstrate their expertise in navigating in poor visibility conditions (such as mist or fog) or at night.

Scout can accurately locate precise locations or grid reference points on various terrains in a timely fashion.

#### 8.5 I can navigate to a desired location without the use of tracks

Scout is able to demonstrate their navigational skills without the aid of tracks.

Scout is aware of their environmental impact while off tracks, and is able to navigate without creating major disturbance to their surroundings.

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

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

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

### 8.7 I have planned and led a tramping session for a younger Section

8.3

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

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

### 8.8 I have planned and led an overnight tramping experience using only structures that I constructed myself

Scout can plan and lead an overnight tramping experience for a team that involves sleeping outdoors in a constructed shelter.

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

### 8.9 I have planned and led a tramping adventure with an elevation gain of at least 1,000m

Scout can plan and lead a multi-day tramping experience with a significant elevation gain.

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



#### Level 9

9.2

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

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

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

Scout can create a risk management control and safety plan.

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

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

#### 9.3 ĕ<sup>∞</sup> 9.3 ♣ 9.1 ♣ 9.2 ▶ 9.3

9.1

### I can empower others to practise active kaitiakitanga while participating in tramping experiences

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

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

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

### 9.4 I can use an ice axe for safe travel in an alpine environment

Scout can use an ice axe to safely self arrest in all configurations.

#### 9.5 I can fit crampons to my boots

Scout can demonstrate how to correctly fit crampons to their boots

Scout can demonstrate safe and correct techniques when using crampons.

### 9.6 I have planned and led a tramping session for a small team of people

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

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

### 9.7 I have planned and led tramps in at least 3 different types of terrain

Scout has planned and led tramping adventures in at least 3 different terrains (such as sub-alpine, marsh, volcanic, beach, bush, riverlands, alpine, mountainous, etc.).

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

# 9.8 I can safely plan, lead, and support a multi day tramping adventure for a group of people with different tramping expertise

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

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

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