



CUB

SECTION HANDBOOK



SCOUTS[®]
Aotearoa



WELCOME TO CUBS!

The Cub Section takes you on a personal journey through adventurous opportunities, challenges and new experiences.

Name: _____

Group: _____

CONTENTS

| | |
|--|----|
| Introduction | 04 |
| Purpose of Scouting | 05 |
| The Cub Programme | 06 |
| Safe From Harm | 07 |
| SPICES | 08 |
| The Scout Method | 09 |
| Programme Areas | 10 |
| Adventurous, Fun, Challenging, Active, and Inclusive | 10 |
| Plan, Do, Review | 11 |
| Cub Achievement Pathways | 12 |
| Scout Law and Promise | 17 |
| Introduction to Scouting | 20 |
| Introduction to the Cub Section | 22 |
| Bronze, Silver, and Gold Awards | 27 |
| Participate, Assist, Lead | 29 |
| Bronze Cub Award | 30 |
| Silver Cub Award | 35 |
| Gold Cub Award | 41 |

| | |
|----------------------------------|----|
| Adventure Skills | 50 |
| Better World | 60 |
| Adventurous Journey | 78 |
| Community Engagement | 82 |
| Peer-Led Review | 84 |
| Rātā Cub Award | 85 |
| Continuing Your Scouting Journey | 86 |
| Uniform and Badge Layout | 87 |
| Youth Leadership Team | 88 |
| Code of Conduct | 89 |
| Introduction to Cubs | 90 |
| The SPICES | 92 |
| Personal Programme Area | 94 |
| Adventure Programme Area | 95 |
| Community Programme Area | 96 |
| For Parents and Whānau | 97 |

INTRODUCTION

This Handbook provides you with all of the information you need to take part in the Cub Programme, as well as a place to record your achievements.

About Cubs

In the Cub Section you get to plan your own adventures and programme, focusing on the outdoors.

You can challenge yourself to learn new skills while working in small teams with supporting adults.

You will learn life-long skills, make new friends and have FUN!

Youth Leadership Team

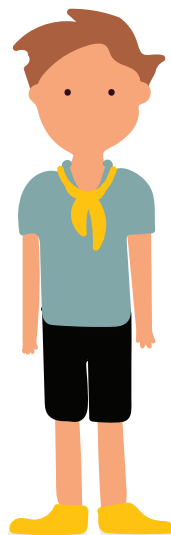
Your Youth Leadership Team (YLT) is made up of the Team Leaders and Assistant Team Leaders of each Team.

They are there to help you with your Cub journey and answer any questions you have about Cubs.

They can also sign off your achievement pathway achievements with help from your Kaiārahi.

Kaiārahi

Kaiārahi are the adults who are there to help guide you on your journey through Cubs.



KAIĀRAHI

PURPOSE OF SCOUTING

We want to help you grow through your Scouting journey to achieve your full potential and make this world a better place. This is the purpose of Scouting.

WE...
EMPOWER
YOUTH THROUGH
ADVENTUROUS
EXPERIENCES
TO LEAD LIVES
THAT MAKE A
POSITIVE
DIFFERENCE



PERSONAL



ADVENTURE



COMMUNITY

THE CUB PROGRAMME

The Cub Programme is everything you do as a Cub. This includes your regular Section nights, as well as all of the other adventures you'll take part in as a Cub.

There are three main parts of this:

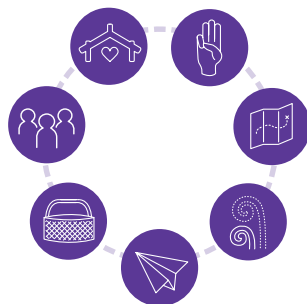
SPICES

These are also known as the Areas of Personal Growth - basically all of the things we learn and grow in on our Scouting journey! They are the **why** of Scouting.



The Scout Method

This is **how** we do Scouting. There are 7 parts to the Scout Method, each of them as important as each other.



Programme Areas

These are the **what** of Scouting.

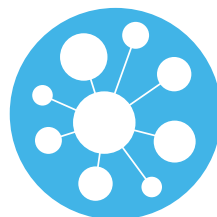
The 3 Programme Areas are Personal, Adventure, and Community, and we use them to plan and organise all of our activities.



Personal



Adventure



Community

SAFE FROM HARM

Safe From Harm is how we keep you safe in Scouting. When you join, your Kaiārahi will talk you through what you can expect from adults, and what is expected of you.

When you participate in Scouting activities, you should always feel:



Safe



Included



Cared For



Well Supported



Listened to

Your Yellow Youth Card outlines these principles, and where you can go if you're worried about something.

You will be given a Yellow Youth Card when you join Cubs.

You can ask your Kaiārahi for a new one if you can't find yours.

YOUTH CARD

What to expect of adults

Safe From Harm
Kia Noho Haumaru i te Kino

Provide safe spaces, have appropriate boundaries, and keep information private. You feel safe.

Participation
Te Whianga Wahi

Support you to get involved, have a say, and make decisions. You feel listened to.

Strengths Based
Ā-Pūmanawa

Help you identify what you're good at and encourages you to try new things. You feel cared for.

Connection
Manorangi

Help you build stronger connections within SCOUTS, your community, and your whānau. You feel included.

The Best They Can Be
Whāio te Ihi Kahurangi

They take part in regular training, understand and act within the Code of Ethics. You feel good.

SCOUTS
Aotearoa

In turn, adults will expect you to follow the SCOUT Law and your Group's rules.

- Have Respect**
He Whai Whakaaro
- for yourself and others
- for the environment
- Do What is Right**
Kia Tikia
- be trustworthy
- have integrity
- Be Positive**
Kia Ngākau Poi
- accept challenges with courage
- be a friend to all

Got an issue or want to give feedback? Then you can confidentially:

- Talk to a leader
- Talk to someone about an adult
OSOB SCOUT HELP Integrity line
(0508 726 884)
scouthelp@scouts.nz
- Visit: report.scouts.nz to share concerns
- For further support with non-SCOUT related issues check out Youthline:
0800 376 633
Free text 224
www.youthline.co.nz
- For more info go to our website
www.scouts.nz

PLEASE KEEP THIS WITH YOU.

SCOUTS
Aotearoa

SPICES

SPICES stands for Social, Physical/Mental, Intellectual, Character, Emotional, and Spiritual Development.

They are our Areas of Personal Growth.

These are our Scouting outcomes; the part of Scouting that helps us develop into responsible and active citizens.

We call these SPICES to make them easier to remember.

Our Scout programme is about personal growth. Everyone is different, so your achievement pathway will be different from other Cubs.

You can see how you have developed during your Scouting journey by thinking about how you have developed in the different SPICES.

To see what development looks like in the different SPICES, take a look at page 92.



Social



**Physical
and Mental**



Intellectual



Character



Emotional



Spiritual

THE SCOUT METHOD



Promise and Law

Te Kī Taurangi me te Ture

Values you should live by in all that you do, within and outside of Scouting.



Adventure

Te Wae-kai-kapua

Having fun and learning in the outdoors.



Personal Progression

Te Ahunga Whakamua Whaiaro

Challenging yourself to do your best with new and exciting adventurous things.



Community Engagement

Te Whakawhanaunga ki te Hapori

Actively helping other people in your neighbourhood to make it a better place.



Youth Leading, Adults Supporting

Ko ngā Taiohi ki te Arataki, ko ngā Pakeke ki te Tautoko

Scouting is for you, and the adults support you in your journey.



Learning by Doing

Mā Mahi ka Ako

Trying new things and practising them.



Small Teams

He Tīma Iti

Working with others in small teams.

PROGRAMME AREAS

The Programme Areas help you to make sure there are a range of activities in your programme. Use them to help you think of ideas when you are planning your programme.

Work together with other Cubs, with the support of your Kaiārahi, to build your programme to involve activities from each of these areas.

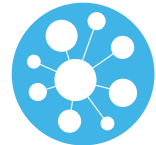
For some ideas on activities you might do in these areas, take a look at pages 94-96.



Personal



Adventure



Community

ADVENTUROUS, FUN, CHALLENGING, ACTIVE, AND INCLUSIVE

These are the five things that every activity we do in Scouting should be.



Adventurous: Taking risks, trying new things, and pushing yourself.

Fun: The most important! Everything you do in Cubs should be fun.

Challenging: Learning new things and developing your skills.

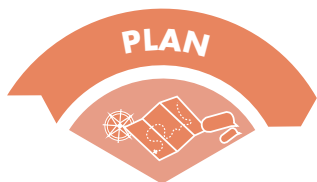
Active: Being actively involved with the activities you do.

Inclusive: Making sure that everyone is involved and able to be a part of Cubs!

PLAN, DO, REVIEW

WHAKAMAHERE, MAHI, AROTAKE

Plan, Do, Review is how we approach every activity in Scouting. There are 3 steps in this cycle:



Plan
Whakamahere

Decide what you are going to do, and how you are going to do it.



Do
Mahi

Put your plan into action!



Review
Arotake

Think about how it went, what went well, what you might do differently next time, and how you can use what you learnt the next time you plan.



CUB ACHIEVEMENT PATHWAYS

The Cub achievement pathways help you to plan your Scouting experiences around lots of different activities.

Whilst badges are fun to earn, it's important to remember that they recognise your progression, they aren't the goal itself. Having fun and taking part in activities is the most important part!

Membership Badge

Before you are invested into your Cub Section, you will need to complete your Membership Badge. Your Kaiārahi and other Cubs will help you with this.

A yellow rectangular box containing the word "CUB" in white, bold, uppercase letters.

There are three main parts to this:

- Introduction to Scouting
- Introduction to the Cub Section
- Safe From Harm

Bronze, Silver, and Gold Awards

The Bronze, Silver, and Gold awards recognise your progression through the programme.

To complete these awards, you will need to **Participate**, **Assist**, and **Lead** in a number of activities from each of the Programme Areas.

At the end of each award, you will also take part in a reflection.



CAPSTONE



Peer-Led Review Adventure Skills Progressions

Adventurous Journey Community Engagement Hours Better World Projects

GOLD



Personal Reflection

Participate, Assist, Lead

BRONZE



Personal Reflection

Participate, Assist, Lead

MEMBERSHIP



Personal Reflection

Participate, Assist, Lead

Introduction to Section

Safe from Harm

Introduction to Scouting

Adventure Skills

Adventure Skills help you to gain the skills you need to participate in, assist with, and lead adventurous experiences. It is up to you how quickly or slowly you do the different levels.

Currently there are 8 Adventure Skills. They are:



Air Activities



Emergency Skills



Biking



Tramping



Boating



Vertical



Camping



Water Safety

You can find out more about the Adventure Skills on page 50.

Better World

Better World is your opportunity to get involved and make a difference to our world through **Experience, Act, and Share**.

There are 8 Better World programmes. They are:



Climate Change



Community



Conservation



Equity



Oceans



Global Citizenship



Sustainable Choices



Peace Education

You can find out more about Better World on page 60.

Rātā Cub Award

The highest award you can earn as a Cub is the Rātā Cub Award. This is the Capstone Award for the Cub Section.

To achieve the Rātā Cub Award, you will need to:

- Achieve your Gold Cub Award
- Complete 10 Adventure Skills progressions
- Complete 4 Better World projects, across at least 2 different programmes
- Undertake a 4 hour Adventurous Journey
- Take part in 15 Community Engagement hours
- Complete a peer-led review of your time in Cubs

You can find more details about these challenges in the other parts of this handbook.



SCOUT LAW AND PROMISE

The Law and Promise are values every member of Scouting agrees to live by in everything we do. This means all the time, even if we are at home or school.

Our Scout Law

Te Ture Scout

Our Scout Law is our contemporary values model, made up of three values:



Have Respect

He Whai Whakaaro

For yourself and others
Ki a koe, ki tangata kē atu

For the environment
Ki te taiao



Do What is Right

Kia Tika

Be trustworthy
and tolerant
Kia manawanui

Have integrity
Kia ngākau pono



Be Positive

Kia Ngākau Pai

Accept challenges
with courage
Tū whitia te hopo

Be a friend to all
Hei hoa ki te katoa

Kaitiakitanga

Kaitiakitanga is the te reo Māori 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.



We do this by having respect for the environment - the sky, the sea, and the land, and doing what is right by looking after, protecting, and cherishing it.

Whenever we do things, in Scouting, and in the rest of our lives, we should always think about how we are impacting the world around us.

Our Scout Promise

Te kī Taurangi Scout

The Scout Promise is a commitment we all make when we are invested into Scouting. Before you make or reaffirm your promise as a Cub, you should have a discussion with your Kaiārahi or another Cub about what it means for you.

You can make your promise in te reo Māori, New Zealand Sign Language, or English.



Our Scout Promise

On my honour,
I promise to do my best,
To develop my spiritual beliefs,
To contribute to my community,
country and world,
To help other people,
And to live by the Scout Law.



Te kī Taurangi Scout

E mana ai taku kī taurangi,
kia pukumahi te mahi,
Kia tau te whakapono-ā-wairua,
Kia ihu oneone ki te hapori,
ki te whenua tupu, ki te ao,
Manaakitia tangata kē,
Kia ū ki tā te ture i kī mai ai.

You can also watch a video of the NZSL promise here:



On my Honour



I



Promise



(to do) try



my



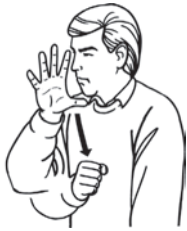
best



(to) develop



(my) spiritual



beliefs



(to contribute to) include



(my) community



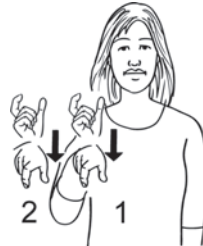
country



world



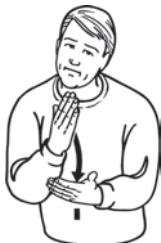
(to) help



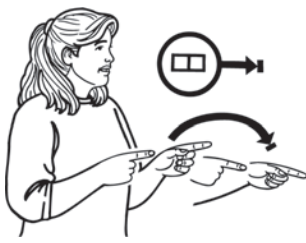
(other) people



I



promise



(to live by) follow



(the) Scout



Law

INTRODUCTION TO SCOUTING

History of Scouting

Scouting was founded by Lord Robert Baden-Powell (BP) in England in 1907. In 1908 groups were operating in communities all across Aotearoa; including in Auckland, New Plymouth, Petone, Wellington, and Kaiapoi.

Today Scouting is a global Movement, with over 50 million Scouts, both young people and adults, in over 200 countries and territories!

Scouts is the world's largest non-formal youth education movement!

While every National Scout Organisation is different, we all share similar goals and values, and there are traditions and symbols used by Scouts all over the world. These include Scout scarves, the Scout sign/three finger salute, and the left handshake.

Scouts Aotearoa is a diverse and vibrant Movement that welcomes everyone and celebrates the different values and experiences brought by all of our members.

Introduction

One of the first things you do when you join any Section of Scouting is to learn about Scouting. To help you do this, you should complete your 'Introduction to Scouting'. This will help you to understand what Scouting is all about.

You can talk with your Kaiārahi or another Cub about the key aspects of Scouting and get them signed off on the following page.

This introduction is not a test. You do not have to do it all at once - it can happen over a few weeks. If you like, you can also do your 'Introduction to Cubs' at the same time.

| We have discussed | Date | Initials |
|---|------|----------|
| The World Organisation <input type="checkbox"/> Who started Scouting <input type="checkbox"/> Fun facts about Scouts around the world | | |
| Scouting in Aotearoa New Zealand <input type="checkbox"/> When Scouting started in Aotearoa <input type="checkbox"/> Fun facts about Scouts Aotearoa | | |
| Our Scout Group | | |
| Some of the traditions and symbols of Scouting <input type="checkbox"/> Why do we wear a scarf? <input type="checkbox"/> What is the Scout sign? <input type="checkbox"/> Why do we do ceremonies? <input type="checkbox"/> Why do we shake with the left hand? | | |
| What is investiture and when does it happen? | | |
| What does Plan, Do, Review mean? | | |

INTRODUCTION TO THE CUB SECTION

As a new Cub, there are some things that are important to learn about the Cub Section.

This will help you to:

- Meet other Cubs
- Set goals for what you want to get out of your time in Cubs

You can talk with your Kaiārahi or another Cub about what it means to be a Cub and get them signed off on the following pages.



This introduction is not a test. You do not have to do it all at once - it can happen over a few weeks. If you like, you can also do your 'Introduction to Scouting' at the same time.

You will find more information on page 90 to help you.

When you have finished your 'Introduction to Scouting' and 'Introduction to Cubs' you will be invested into your Cub Section in a special ceremony and presented with your Cub Membership Badge.

A graphic of a flag with a yellow top section and a green bottom section. The word "CUB" is written in white capital letters on the yellow section. The flag is attached to a grey pole.

CUB

This is your formal welcome to the Cub Section. This is also the time when you will make, or reaffirm, your promise and receive your Group scarf.

| We have discussed | Date | Initials |
|--|------|----------|
| What is the Cub Section all about? <input type="checkbox"/> What is the programme? | | |
| What is a mentor and who is my mentor? | | |
| What is a small team? <input type="checkbox"/> What kinds of small teams am I likely to work in? <input type="checkbox"/> Who is my Team Leader? | | |
| What is a Youth Leadership Team? <input type="checkbox"/> Who is in my Section's Youth Leadership Team? | | |
| What can I do in Cubs? <input type="checkbox"/> What are the key activities of Cubs? <input type="checkbox"/> What are the interests of my Section? <input type="checkbox"/> What am I interested in? | | |
| How are my achievements recorded? | | |
| Who signs off my achievements? | | |
| What is the Scout Method? | | |
| What is Kaitiakitanga? | | |
| Why is it important to look out for each other? | | |

| We have discussed | Date | Initials |
|---|------|----------|
| What are the SPICES? <input type="checkbox"/> How can I develop in each SPICES area in Cubs? | | |
| What is the Scout Law and Promise? <input type="checkbox"/> What do they mean to me? <input type="checkbox"/> How do they shape my behaviour and actions in Cubs? <input type="checkbox"/> How do they shape my behaviour and actions in my life? <input type="checkbox"/> How is the Section connected to the Law and Promise? | | |
| What is Safe From Harm? <input type="checkbox"/> What should I expect of adults? <input type="checkbox"/> What do adults expect from me? <input type="checkbox"/> Where can I go if I need help? | | |
| What are the behaviour expectations for me and the Section? | | |
| What do I want to achieve in Cubs? | | |
| What does Plan, Do, Review look like in Cubs? | | |

| | |
|--------------------------------------|------------------------|
| Investiture Date & Badge Awarded: | Kaiārahi Signature: |
|--------------------------------------|------------------------|

INTRODUCTION TO CUBS

About Me!

My Team Leader is: _____

My interests are:

In Cubs I want to:

My goals for my time in Cubs are:

A large, empty rectangular box with a thin yellow border, occupying most of the page below the text. It is intended for the user to write their goals for their time in Cubs.

BRONZE, SILVER, AND GOLD AWARDS

You gain your Bronze, Silver, and Gold awards by participating, assisting, and leading activities in Cubs. These activities are based on the 3 Programme Areas.

Each award is likely to take you about 6 - 12 months to complete.

If you are participating in your regular Cub nights, you are likely to end up completing a lot of your Bronze, Silver, and Gold awards just by showing up and getting involved!

There are two parts to each of these:

1. Participating, Assisting, and Leading activities in the Programme Areas
 - This is about doing your best
2. Personal Reflection at the end of each award
 - This means thinking about how you have developed your SPICES through the activities you did to complete the award



| | Bronze | Silver | Gold |
|---|--|--|--|
| Participate  | 8 different activities from each Programme Area | 6 different activities from each Programme Area | 5 different activities from each Programme Area |
| Assist  | 3 different activities from across at least 2 different Programme Areas | 4 different activities from across at least 2 different Programme Areas | 5 different activities from across at least 2 different Programme Areas |
| Lead  | 1 activity from any Programme Area | 2 activities from any Programme Area | 4 activities from across at least 2 different Programme Areas |

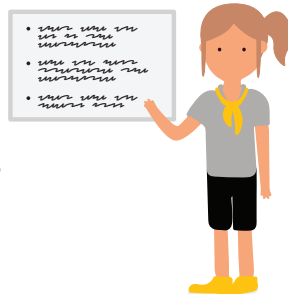


PARTICIPATE, ASSIST, LEAD




Participate, Assist, Lead is the way you measure how involved you are in the Cub activities. Your involvement and experience in the activities will help you achieve your Bronze, Silver, and Gold awards.

Think about:

- What did I do in the activity?
- Did I help prepare the activity?
- What did I learn from what I did in the activity?
- What can we do better next time?



In Cubs, Participate, Assist, and Lead look like this:

| | Bronze | Silver | Gold |
|---|---|--|---|
| Participate  | Attendance and involvement in the activities of the Section | Attendance and involvement in the activities of the Section | Attendance and involvement in the activities of the Section |
| Assist  | Assist in the Plan, Do, Review of a game | Assist in the Plan, Do, Review of a small activity | Assist in the Plan, Do, Review of a larger activity |
| Lead  | Lead a game, and take a leading role during either its Plan or Review | Lead a small activity or larger game and take a leading role during both its Plan and Review | Lead the Plan, Do, and Review for a larger game or activity |

If you need to, you can complete these awards with help from Kaiārahi.

BRONZE - Participate



Participate in 8 activities from each Programme Area



Personal

| | |
|---|-------|
| Personal Activity 1 Activity Description: | Date: |
| Personal Activity 2 Activity Description: | Date: |
| Personal Activity 3 Activity Description: | Date: |
| Personal Activity 4 Activity Description: | Date: |
| Personal Activity 5 Activity Description: | Date: |
| Personal Activity 6 Activity Description: | Date: |
| Personal Activity 7 Activity Description: | Date: |
| Personal Activity 8 Activity Description: | Date: |



Adventure

| | |
|--|-------|
| Adventure Activity 1 Activity Description: | Date: |
| Adventure Activity 2 Activity Description: | Date: |

| | |
|--|-------|
| Adventure Activity 3 Activity Description: | Date: |
| Adventure Activity 4 Activity Description: | Date: |
| Adventure Activity 5 Activity Description: | Date: |
| Adventure Activity 6 Activity Description: | Date: |
| Adventure Activity 7 Activity Description: | Date: |
| Adventure Activity 8 Activity Description: | Date: |



Community

| | |
|--|-------|
| Community Activity 1 Activity Description: | Date: |
| Community Activity 2 Activity Description: | Date: |
| Community Activity 3 Activity Description: | Date: |
| Community Activity 4 Activity Description: | Date: |
| Community Activity 5 Activity Description: | Date: |
| Community Activity 6 Activity Description: | Date: |
| Community Activity 7 Activity Description: | Date: |
| Community Activity 8 Activity Description: | Date: |

BRONZE - Assist



Assist with 3 or more activities from across at least 2 different Programme Areas

| | |
|-----------------|-------------------------|
| Activity 1: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|-----------------|-------------------------|
| Activity 2: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|-----------------|-------------------------|
| Activity 3: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|------------------------|-------------------------|
| Activity 4 (optional): | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

BRONZE - Lead



Lead at least 1 activity from any Programme Area

| | |
|----------------------------------|-------------------------|
| Activity 1: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |
| How was I involved in planning? | |
| How did I lead? | |
| How was I involved in reviewing? | |

Other Bronze Requirements

| | |
|---------------------|------------------------------------|
| Personal Reflection | Date: |
| Award Issued | Date: Signed: |

SILVER - Participate



Participate in 6 activities from each Programme Area



Personal

| | |
|---|-------|
| Personal Activity 1 Activity Description: | Date: |
| Personal Activity 2 Activity Description: | Date: |
| Personal Activity 3 Activity Description: | Date: |
| Personal Activity 4 Activity Description: | Date: |
| Personal Activity 5 Activity Description: | Date: |
| Personal Activity 6 Activity Description: | Date: |



Adventure

| | |
|--|-------|
| Adventure Activity 1 Activity Description: | Date: |
| Adventure Activity 2 Activity Description: | Date: |
| Adventure Activity 3 Activity Description: | Date: |

| | |
|--|-------|
| Adventure Activity 4 Activity Description: | Date: |
| Adventure Activity 5 Activity Description: | Date: |
| Adventure Activity 6 Activity Description: | Date: |



Community

| | |
|--|-------|
| Community Activity 1 Activity Description: | Date: |
| Community Activity 2 Activity Description: | Date: |
| Community Activity 3 Activity Description: | Date: |
| Community Activity 4 Activity Description: | Date: |
| Community Activity 5 Activity Description: | Date: |
| Community Activity 6 Activity Description: | Date: |

SILVER - Assist



Assist with 4 or more activities from across at least 2 different Programme Areas

| | |
|-----------------|-------------------------|
| Activity 1: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|-----------------|-------------------------|
| Activity 2: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|-----------------|-------------------------|
| Activity 3: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|-----------------|-------------------------|
| Activity 4: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

SILVER - Lead



Lead at least 2 activities from any Programme Area

| | |
|----------------------------------|-------------------------|
| Activity 1: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |
| How was I involved in planning? | |
| How did I lead? | |
| How was I involved in reviewing? | |

| | |
|----------------------------------|-------------------------|
| Activity 2: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |
| How was I involved in planning? | |
| How did I lead? | |
| How was I involved in reviewing? | |

Other Silver Requirements

| | |
|---------------------|------------------------------------|
| Personal Reflection | Date: |
| Award Issued | Date: Signed: |

GOLD - Participate



Participate in 5 activities from each Programme Area



Personal

| | |
|---|-------|
| Personal Activity 1 Activity Description: | Date: |
| Personal Activity 2 Activity Description: | Date: |
| Personal Activity 3 Activity Description: | Date: |
| Personal Activity 4 Activity Description: | Date: |
| Personal Activity 5 Activity Description: | Date: |



Adventure

| | |
|--|-------|
| Adventure Activity 1 Activity Description: | Date: |
| Adventure Activity 2 Activity Description: | Date: |
| Adventure Activity 3 Activity Description: | Date: |
| Adventure Activity 4 Activity Description: | Date: |
| Adventure Activity 5 Activity Description: | Date: |



Community

Community Activity 1
Activity Description:

Date:

Community Activity 2
Activity Description:

Date:

Community Activity 3
Activity Description:

Date:

Community Activity 4
Activity Description:

Date:

Community Activity 5
Activity Description:

Date:

GOLD - Assist



Assist with 5 or more activities from across at least 2 different Programme Areas

| | |
|-----------------|-------------------------|
| Activity 1: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|-----------------|-------------------------|
| Activity 2: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|-----------------|-------------------------|
| Activity 3: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|-----------------|-------------------------|
| Activity 4: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|-----------------|-------------------------|
| Activity 5: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

| | |
|------------------------|-------------------------|
| Activity 6 (optional): | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |

GOLD - Lead



Lead at least 4 activities from across at least 2 different Programme Areas

| | |
|----------------------------------|-------------------------|
| Activity 1: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |
| How was I involved in planning? | |
| How did I lead? | |
| How was I involved in reviewing? | |

| | |
|----------------------------------|-------------------------|
| Activity 2: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |
| How was I involved in planning? | |
| How did I lead? | |
| How was I involved in reviewing? | |

| | |
|----------------------------------|-------------------------|
| Activity 3: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |
| How was I involved in planning? | |
| How did I lead? | |
| How was I involved in reviewing? | |

| | |
|----------------------------------|-------------------------|
| Activity 4: | Date: |
| Programme Area: | Initials (Team Leader): |
| My role was: | |
| How was I involved in planning? | |
| How did I lead? | |
| How was I involved in reviewing? | |

Other Gold Requirements

| | |
|---------------------|------------------------------------|
| Personal Reflection | Date: |
| Award Issued | Date: Signed: |

ADVENTURE SKILLS

Adventure Skills are your pathway to adventure. They are designed to help you gain the skills you need to participate in, assist with, and lead adventurous experiences.

Adventure Skills are designed so that you can work on them as you move through your Scouting journey. Instead of being attached to a Section, you can complete any level of any Adventure Skill in any Section, as long as you have completed the previous levels of that Skill.

Each Skill has 9 levels, each with a set of competencies to complete, that build on the level before it.

Currently there are 8 Adventure Skills. They are:



Air Activities



Emergency Skills



Biking



Tramping



Boating



Vertical



Camping



Water Safety

You can be assessed by your Kaiārahi, another member of Scouting who is two or more levels above you in the Skill, or any other competent person.

Once you reach level 3, you can start to mark off others who are working at level 1!

To complete your Rātā Cub Award, you will need to complete 10 Adventure Skills progressions during your time in Cubs.

A progression is gaining a new level in a Skill. It's up to you if you want your progressions to be across a lot of different Skills, or mostly in just a few of them.

You can find all of the requirements for each of the Adventure Skills in the Youth Programme Manual, in Mahi Tahi, or in the separate Adventure Skills resources. In Mahi Tahi, you can also find space to record your Adventure Skills progression and resources to do this offline.

When you finish an Adventure Skill level, you can then record it in the space on the following pages.





AIR ACTIVITIES RECORD

Level 1

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 |
|-----|-----|-----|-----|-----|-----|

 Date:

Level 2

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |
|-----|-----|-----|-----|-----|-----|

 Date:

Level 3

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|

 Date:

Level 4

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 | 4.11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|

 Date:

Level 5

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|

 Date:

Level 6

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | 6.8 | 6.9 | 6.10 | 6.11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|

 Date:

Level 7

| | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 | 7.10 | 7.11 | 7.12 | 7.13 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|

Date:

Level 8

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 | 8.12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

 Date:

Level 9

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
|-----|-----|-----|-----|-----|-----|-----|-----|

 Date:




BIKING RECORD

Level 1

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
|-----|-----|-----|-----|-----|-----|-----|

Date:

Level 2

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|

Date:

Level 3

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 3.10 | 3.11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|

Date:

Level 4

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----------------|--|
| | | | | | | | | | | Mountain Biking | |
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 | 4.11 | |

Date:

Level 5

| | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-------------|------|-----------------|------|--|
| | | | | | | | | | | Road Biking | | Mountain Biking | | |
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 | 5.12 | 5.13 | 5.14 | |

Date:

Level 6

| | | | | | | | | | | | | | | | |
|------|------|------|------|-----------------|-----|-----|-----|-----|------|------|------|------|------|------|-------------|
| | | | | | | | | | | | | | | | Road Biking |
| 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | 6.8 | 6.9 | 6.10 | 6.11 | 6.12 | 6.13 | 6.14 | 6.15 | 6.16 |
| | | | | Mountain Biking | | | | | | | | | | | |
| 6.17 | 6.18 | 6.19 | 6.20 | | | | | | | | | | | | |

Date:

Level 7

| | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|----------|------|-------------|
| | | | | | | | | | | | | Mountain | | Road Biking |
| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 | 7.10 | 7.11 | 7.12 | 7.13 | 7.14 | 7.15 |

Date:

Level 8

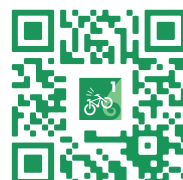
| | | | | |
|-----|-----|-----|-----|-----|
| 8.1 | 8.2 | 8.3 | 8.4 | 8.5 |
|-----|-----|-----|-----|-----|

Date:

Level 9

| | | | | |
|-----|-----|-----|-----|-----|
| 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
|-----|-----|-----|-----|-----|

Date:





BOATING RECORD

Level 1

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 |
|-----|-----|-----|-----|-----|-----|

 Date:

Level 2

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 |
|-----|-----|-----|-----|-----|-----|-----|

 Date:

Level 3

| | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 3.10 | 3.11 | 3.12 | 3.13 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|

Date:

Level 4

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|

 Date:

Level 5

| | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 | 5.12 | 5.13 | 5.14 | 5.15 | 5.16 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|

| |
|------|
| 5.17 |
|------|

 Date:

Level 6

| | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | 6.8 | 6.9 | 6.10 | 6.11 | 6.12 | 6.13 | 6.14 | 6.15 | 6.16 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|

| | | | |
|------|------|------|------|
| 6.17 | 6.18 | 6.19 | 6.20 |
|------|------|------|------|

 Date:

Level 7

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 |
|-----|-----|-----|-----|-----|-----|-----|

 Date:

Level 8

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|

 Date:

Level 9

| | | | | |
|-----|-----|-----|-----|-----|
| 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
|-----|-----|-----|-----|-----|

 Date:




CAMPING RECORD

Level 1

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 1.10 | 1.11 | 1.12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Date:

Level 2

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Date:

Level 3

| | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 3.10 | 3.11 | 3.12 | 3.13 | 3.14 | 3.15 | 3.16 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|

Date:

Level 4

| | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 | 4.11 | 4.12 | 4.13 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|

Date:

Level 5

| | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 | 5.12 | 5.13 | 5.14 | 5.15 | 5.16 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|

| |
|------|
| 5.17 |
|------|

Date:

Level 6

| | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | 6.8 | 6.9 | 6.10 | 6.11 | 6.12 | 6.13 | 6.14 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|

Date:

Level 7

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 | 7.10 | 7.11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|

Date:

Level 8

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|

Date:

Level 9

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|

Date:





EMERGENCY SKILLS RECORD

Level 1

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 1.10 | 1.11 | 1.12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Date:

Level 2

| | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|

Date:

Level 3

| | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 3.10 | 3.11 | 3.12 | 3.13 | 3.14 | 3.15 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|

Date:

Level 4

| | | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 | 4.11 | 4.12 | 4.13 | 4.14 | 4.15 | 4.16 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|

| | | | | |
|------|------|------|------|------|
| 4.17 | 4.18 | 4.19 | 4.20 | 4.21 |
|------|------|------|------|------|

Date:

Level 5

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|

Date:

Level 6

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | 6.8 | 6.9 | 6.10 | 6.11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|

Date:

Level 7

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 | 7.10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|

Date:

Level 8

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 |
|-----|-----|-----|-----|-----|-----|-----|-----|

Date:

Level 9

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
|-----|-----|-----|-----|-----|-----|-----|

Date:





TRAMPING RECORD

Level 1

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|

Date:

Level 2

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 |
|-----|-----|-----|-----|-----|-----|-----|

Date:

Level 3

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 3.10 | 3.11 | 3.12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Date:

Level 4

| | | | | | | | | | | | | | | | |
|------|------|------|------|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 | 4.11 | 4.12 | 4.13 | 4.14 | 4.15 | 4.16 |
| 4.17 | 4.18 | 4.19 | 4.20 | | | | | | | | | | | | |

Date:

Level 5

| | | | | | | | | | | | | | | | |
|------|------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 | 5.12 | 5.13 | 5.14 | 5.15 | 5.16 |
| 5.17 | 5.18 | | | | | | | | | | | | | | |

Date:

Level 6

| | | | | | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | 6.8 | 6.9 | 6.10 | 6.11 | 6.12 | 6.13 | 6.14 | 6.15 | 6.16 |
| 6.17 | 6.18 | 6.19 | 6.20 | 6.21 | 6.22 | 6.23 | 6.24 | 6.25 | | | | | | | |

Date:

Level 7

| | | | | | | | | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 | 7.10 | 7.11 | 7.12 | 7.13 | 7.14 | 7.15 | 7.16 |
| 7.17 | | | | | | | | | | | | | | | |

Date:

Level 8

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|

Date:

Level 9

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
|-----|-----|-----|-----|-----|-----|-----|-----|

Date:





VERTICAL RECORD

Level 1

| | | | | | |
|-----|-----|-----|-----|-----|-------|
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | Date: |
|-----|-----|-----|-----|-----|-------|

Level 2

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-------|
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | Date: |
|-----|-----|-----|-----|-----|-----|-------|

Level 3

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | Date: |
|-----|-----|-----|-----|-----|-----|-----|-----|-------|

Level 4

| | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 | 4.11 | 4.12 | 4.13 | 4.14 | 4.15 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|

Date:

Level 5

| | | | | | | | Climbing | | | | | | | | Caving |
|------|------|------|-------|-----|-----|-----|----------|-----|------|------|------|------|------|------|--------|
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 | 5.12 | 5.13 | 5.14 | 5.15 | 5.16 |
| 5.17 | 5.18 | 5.19 | Date: | | | | | | | | | | | | |

Level 6

| | | | | | Climbing | | | | | | | | Caving | | |
|------|------|------|------|------|----------|-----|-----|-----|------|------|------|------|--------|------|------|
| 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | 6.8 | 6.9 | 6.10 | 6.11 | 6.12 | 6.13 | 6.14 | 6.15 | 6.16 |
| 6.17 | 6.18 | 6.19 | 6.20 | 6.21 | Date: | | | | | | | | | | |

Level 7

| | | | | Climbing | | | | | | | | Caving | | | |
|------|------|-------|-----|----------|-----|-----|-----|-----|------|------|------|--------|------|------|------|
| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 | 7.10 | 7.11 | 7.12 | 7.13 | 7.14 | 7.15 | 7.16 |
| 7.17 | 7.18 | Date: | | | | | | | | | | | | | |

Level 8

| | | Climbing | | | | | Caving | | | |
|------|------|----------|-------|-----|-----|-----|--------|-----|------|------|
| 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 |
| 8.12 | 8.13 | 8.14 | Date: | | | | | | | |

Level 9

| | | | Climbing | | | | | Caving | | |
|------|------|------|----------|-----|-----|-----|-----|--------|------|------|
| 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 | 9.10 | 9.11 |
| 9.12 | 9.13 | 9.14 | Date: | | | | | | | |





WATER SAFETY RECORD

Level 1

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 | 1.10 | 1.11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|

Date:

Level 2

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Date:

Level 3

| | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 | 3.10 | 3.11 | 3.12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Date:

Level 4

| | | | | | | | | | | | | | | | |
|------|------|------|------|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 | 4.11 | 4.12 | 4.13 | 4.14 | 4.15 | 4.16 |
| 4.17 | 4.18 | 4.19 | 4.20 | | | | | | | | | | | | |

Date:

Level 5

| | | | | | | | | | | | | | | | |
|------|------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 | 5.11 | 5.12 | 5.13 | 5.14 | 5.15 | 5.16 |
| 5.17 | 5.18 | | | | | | | | | | | | | | |

Date:

Level 6

| | | | | | | | | | | | | | | | |
|------|------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 | 6.8 | 6.9 | 6.10 | 6.11 | 6.12 | 6.13 | 6.14 | 6.15 | 6.16 |
| 6.17 | 6.18 | | | | | | | | | | | | | | |

Date:

Level 7

| | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 | 7.6 | 7.7 | 7.8 | 7.9 | 7.10 | 7.11 | 7.12 | 7.13 | 7.14 | 7.15 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|

Date:

Level 8

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|

Date:

Level 9

| | | | | |
|-----|-----|-----|-----|-----|
| 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
|-----|-----|-----|-----|-----|

Date:



BETTER WORLD

Better World helps you live out your Scout Promise by contributing to your community, country, and world.

There are 3 parts to every Better World programme:



Experience: Learn about an issue that is interesting to you. Find out about how it affects people, and what you can do to help.



Act: Participate in, Assist with, or Lead a project that helps with the issue you have been learning about. Remember to Plan, Do, and Review every part of your project.



Share: Share what you have done with others, and let them know how they can get involved.

There are 8 Better World programmes. They are:



Climate Change



Conservation



Oceans



Sustainable Choices



Community



Equity



Global Citizenship



Peace Education

You can complete a Better World project with your Cub Section, by yourself, or with another group.

To complete your Rātā Cub Award, you will need to complete 4 Better World projects in at least 2 different programmes.

Better World works with the Sustainable Development Goals (SDGs). This is a set of 17 goals for the world that were agreed upon by world leaders in 2015 to make the world a better place for everyone.



SUSTAINABLE DEVELOPMENT GOALS



You can find specific programme requirements and resources in the Youth Programme Manual, or in the programme resources portion of Mahi Tahi.

Record your Better World achievements on the following pages, or in Mahi Tahi.

BETTER WORLD - 1



Experience

Better World Programme:

SDGs:

Activity 1:

Activity 2:

Activity 3:

Activity 4:



Act

The topic I'm going to focus on is:

What are people already doing in this area?

My project goal is:

Who will be involved?

What will I do?

How will it help?



Share

What was the impact of the project?

What did I learn?

Did I achieve my goal?

How will I share what I did?

Who will I share it with?

How will it inspire others?

How have I changed what I do?

What will I do next?

Badge Completed:

Date:

Signed:

BETTER WORLD - 2



Experience

Better World Programme:

SDGs:

Activity 1:

Activity 2:

Activity 3:

Activity 4:



Act

The topic I'm going to focus on is:

What are people already doing in this area?

My project goal is:

Who will be involved?

What will I do?

How will it help?



Share

What was the impact of the project?

What did I learn?

Did I achieve my goal?

How will I share what I did?

Who will I share it with?

How will it inspire others?

How have I changed what I do?

What will I do next?

Badge Completed:

Date:

Signed:

BETTER WORLD - 3



Experience

Better World Programme:

SDGs:

Activity 1:

Activity 2:

Activity 3:

Activity 4:



Act

The topic I'm going to focus on is:

What are people already doing in this area?

My project goal is:

Who will be involved?

What will I do?

How will it help?



Share

What was the impact of the project?

What did I learn?

Did I achieve my goal?

How will I share what I did?

Who will I share it with?

How will it inspire others?

How have I changed what I do?

What will I do next?

Badge Completed:

Date:

Signed:

BETTER WORLD - 4



Experience

Better World Programme:

SDGs:

Activity 1:

Activity 2:

Activity 3:

Activity 4:



Act

The topic I'm going to focus on is:

What are people already doing in this area?

My project goal is:

Who will be involved?

What will I do?

How will it help?



Share

What was the impact of the project?

What did I learn?

Did I achieve my goal?

How will I share what I did?

Who will I share it with?

How will it inspire others?

How have I changed what I do?

What will I do next?

Badge Completed:

Date:

Signed:

ADVENTUROUS JOURNEY

Adventurous Journeys are a way for you to get out, explore, and put into action the skills you have learnt as a Cub. Your Adventurous Journey should take place while you're working on your Gold Cub Award.

Plan

Plan a journey of at least 4 hours duration:

- Choose what type of journey you want to do. It could be walking, cycling, kayaking, sailing, or many more. Your method of travel should be mostly powered by you, not a car, train, plane, or other powered vehicle
- Choose the route you will take. (Travel to the start and from the end point of the journey should not be counted in its duration)
- Choose the right equipment
- Think of what food to take
- Who will be in your journey team?
- Who will be your mentor?
- Think about what can go wrong (risks) and what you can do to reduce the chance of those things happening (minimising risk).
- Think of a backup plan just in case
- Make sure you are following the rules
- Complete your planning and discuss it with your mentor
- Share your plan with your Youth Leadership Team

Do

Put the Scout Method into practise by:

- Having an adventure!
- Learning by doing
- Enjoying working in your small team
- Leading others


**Review**

When your journey has finished, think about your journey and what you have achieved:

- Was it fun, challenging, active, and inclusive?
- What went well?
- What would you do differently next time?
- Share what you did with your Cub Section

Journeys undertaken for an Adventure Skill can be counted as the Adventurous Journey, as long as your journey fulfils the requirements for both.

ADVENTUROUS JOURNEY

|  Plan | |
|---|--------------------------------------|
| Start Date: | Location: (attach/submit route plan) |
| End Date: | |
| What Adventure Skills will I use? | |
| Who else will be in my journey team? | |
| What equipment do I need? | |
| What kind of risks can I think of? What can I do to minimise those risks? | |
| What is my backup plan? | |



Do

What did I do?



Review

What did I enjoy?

What did I learn?

What would I do differently next time?

Journey Completed:

| | |
|------------|--|
| Team Size: | |
| Date: | |

COMMUNITY ENGAGEMENT

Community Engagement is about spending time doing activities with your community.

To complete your Rātā Cub Award, you need to take part in 15 Community Engagement hours.

These hours might come from taking part in a Better World programme, or from any other activities that get you out in your community.

These can be done as one big project, or as several different activities, depending on what you want to do. You can complete them over a short or long period of time.

Here are some examples of activities you could do:

- Collect rubbish in your community
- Collect food for your local food bank
- Complete a road safety walk near your meeting place
- Take part in a scavenger hunt in your local area
- Hold a campfire at a local rest home
- Plant trees at a local park or school
- Visit a local place of worship

Record your Community Engagement hours on the following page or in Mahi Tahi.



PEER-LED REVIEW

The peer-led review should be the final part of your Rātā Cub Award and gives you the chance to think back about your time as a Cub.

Think about your journey through the Cub Section. Here are some questions you can ask yourself to help reflect:

Have I:

- Experienced a range of adventures?
- Developed my Adventure Skills?
- Made a difference in my community?
- Achieved the goals I set when I started Cubs?
- Developed in the SPICES?
- Led and assisted other Cubs, and maybe even some Scouts?
- Learned something new?



In Cubs, your peer-led review should happen with other Cubs, and your Kaiārahi.

Your review could be 'documented' using record books, maps, photos, videos, or any other means you like. Or there might be very little 'documentation' and you can just tell a story about your experiences.

However you reflect on your Cub journey, it is up to you to do your best.

| | |
|---------|--|
| Date: | |
| Signed: | |

RĀTĀ CUB AWARD

Summary Page

Mark off each section once complete

| Requirement | | | | Date | |
|-------------------------------|-------|------|-------|-------|------|
| Gold Cub Award | | | | | |
| Adventure Skills Progressions | | | | | |
| Skill | Level | Date | Skill | Level | Date |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Better World Project 1: | | | | | |
| Better World Project 2: | | | | | |
| Better World Project 3: | | | | | |
| Better World Project 4: | | | | | |
| Adventurous Journey | | | | | |
| Community Engagement Hours | | | | | |
| Peer-Led Review | | | | | |

| | | |
|--------------------------------|-------|---------|
| Youth Leadership Team Approval | Date: | Signed: |
| Award Received | Date: | |

CONTINUING YOUR SCOUTING JOURNEY

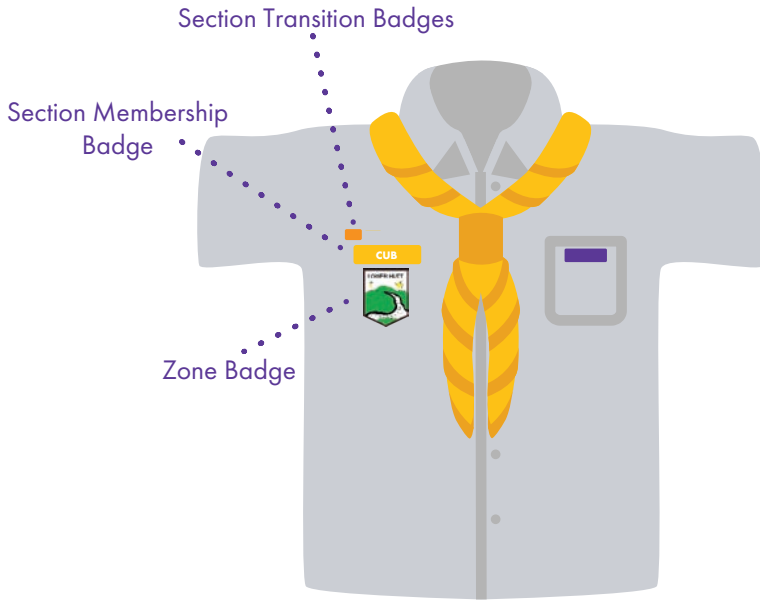
As you come to the end of your journey through Cubs, it's time to think about your next steps in Scouting. The Scout Section is an exciting place to learn new things and push the boundaries of adventure.

You will probably have met some Scouts during your time in Cubs, and might already have some friends in Scouts.

Have a discussion with your Kaiārahi about when you want to move up to Scouts, and how to organise some visits to learn what Scouts is all about!



UNIFORM AND BADGE LAYOUT



Right Sleeve



Left Sleeve



YOUTH LEADERSHIP TEAM

The Youth Leadership Team (YLT) is made up of the Team Leaders of each Home Team. They work with Kaiārahi to plan the Cub programme and make sure that Cubs is adventurous, fun, challenging, active, and inclusive for everyone.

Team Leader

Role Description

The Team Leader leads their Team. This includes helping the Cubs in their Team navigate their Scouting journey, contributing to the Section's Youth Leadership Team, and taking a leadership role in programme planning.

Key Responsibilities

- Plan and lead activities for the Section
- Keep Team members informed of important information
- Take responsibility for extra tasks (such as gathering materials for activities, taking attendance, organising clean-up)
- Look after less experienced members of their Team
- Represent their Team at Leadership Team meetings
- Work with other Team Leaders to make sure the Section runs well
- Know the abilities and strengths of each Team member
- Act as a role model for fellow Cubs

Assistant Team Leader

Role Description

The Assistant Team Leader assists the Team Leader in leading their Team.

Key Responsibilities

- Help the Team Leader plan and lead activities
- Help the Team Leader keep Team members informed
- Help the Team Leader look after less experienced Team members
- Represent the Team at Leadership Team meetings if the Team Leader is unavailable
- Know the abilities and strengths of each Team member
- Take on the responsibilities of the Team Leader if they are unavailable
- Act as a role model for fellow Cubs

CODE OF CONDUCT

Your Section Code of Conduct (sometimes known as a Behaviour Code, or Behaviour Agreement) is an agreement between all of the members of your Cub Section on how you will treat each other while at Cubs.

Everyone in the Section should work together to decide on what goes into your Code of Conduct. Here are some things you might want to think about when making yours:

- The Scout Law (Have Respect, Do What is Right, Be Positive)
- The Scout Promise
- The things you are good at
- What you want Cubs to be like for everyone

INTRODUCTION TO CUBS

Frequently Asked Questions

How does the Cub Section operate?

Cubs is all about trying new things, developing deeper friendships, and growing your leadership and teamwork skills. You will have the chance to gain independence, learn new skills, and get involved with adventures. Cubs often work in small teams, led by a Team Leader who may be a senior Cub.

How does the programme run?

There are 3 Programme Areas; Personal, Adventure, and Community.

You will participate, assist, and lead over your time at Cubs. Everyone participates in programme planning at different stages. Activities might be run in small teams, with your whole Cub Section, or even with all of the Cubs in your Zone.

How do small teams work?

There are lots of different small teams you will work in while at Cubs. Most small teams are made up of about 5 or 6 Cubs and have a more experienced Cub as a Team Leader.

What is the role of the Youth Leadership Team?

The Youth Leadership Team (YLT) is there to help and guide you through your Cub journey. Your Team Leader will welcome you into the team and introduce you to other team members. The Youth Leadership Team will help to put the nightly programme together along with Kaiārahi.

How can I develop my leadership skills?

You might develop your leadership skills while assisting with or leading activities, or take up a role as a Team Leader.

Leadership skills are also about learning how you fit into a team and work with others.

How do you get involved in projects?

You might start with participating in a project before discovering your new interests, you will develop the skills to lead others in activities that you are interested in. Your Team Leader and Kaiārahi can help you with this.

How are achievements recorded in Cubs?

You will record your achievements in this Handbook or in the digital version in Mahi Tahi.

Who signs off achievements?

Your Team Leader or Kaiārahi can sign these off for you.

For the Adventure Skills, anyone who has that Skill in a level two or more levels above you can sign you off.

THE SPICES

"I" Statements



Interpersonal Development

I will develop my interpersonal skills by demonstrating respect for others and by learning to share my opinions.

Civic Engagement

I will learn about the wider community around me, and find my place within it.

Leadership and Co-operation

I will develop the ability to work with others and follow instructions, and I am learning about personal responsibility.

Global Citizenship

I will develop a sense of the world and my part in it.



Keeping Healthy

I will develop an understanding of the importance of keeping fit and active, healthy eating, and good hygiene.

Understanding Capabilities

I will have a growing awareness of my capabilities, and those of others, and I take on opportunities to challenge myself.



Finding and Processing Information

I will develop through questioning, and will explore new ideas with an open and enquiring mind.

Applying Information

I will explore safely and learn through trial and error.

Reflecting Critically

I will develop the ability to self-reflect by making my own observations about my experiences and identifying potential improvements.



Character Development

Values for Life (The Scout Law and Promise)

I know and understand the Scout Promise and the values of the Scout Law, and can express what they mean to me.

Personal Identity

I will be willing to share my opinion on things important to me.

Social Identity

I will build confidence in sharing with others about my family, my culture, and my likes and dislikes with others.



Emotional Development

Awareness

I will be able to identify my own feelings and I am beginning to read the feelings of those around me.

Expression

I will develop the ability to react appropriately based on social cues.

Empathy

I will be able to sympathise with others, and I will learn to help other people through experiences I can relate to.

Balance

I will learn how to be positive, work in small teams and about the importance of emotional balance.



Spiritual Development

Exploring Beliefs

I will explore what beliefs are.

Respect for Others

I will develop an understanding that everyone has different beliefs and culture, and will respect them whatever their beliefs are.

Reflection

I will pause and consider what's important to me, and share this with others.

Gratitude

I will express my gratitude for my family and community.

PERSONAL PROGRAMME AREA

Activity Ideas

- Learn the Scout Promise in New Zealand Sign Language or te reo Māori
- Visit an observatory
- Cook a meal
- Take part in a Cubs' Own
- Try photography
- Create an artwork
- Learn some first aid
- Find out about your family history
- Learn how to be safe around fires
- Grow and care for a vegetable or other plant
- Take part in a team challenge
- Learn to play a musical instrument
- Bake and decorate a cake
- Play a game or sport
- Take part in a skit or play
- Design and make your own board game
- Take part in a pinewood derby
- Sew your own ditty bag
- Learn how to stay safe in the sun
- Learn about your favourite animal
- Make a poster about something you're interested in
- Make a mask
- Learn how to carve or whittle a tekoteko
- Do a science experiment
- Create a sculpture
- Any other activity you can think of!



ADVENTURE PROGRAMME AREA

Activity Ideas

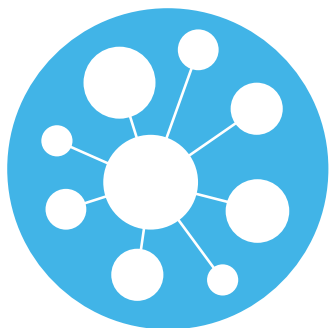
- Attend a Cub camp
- Visit a beach, lake, or other water area
- Learn how to light a fire
- Play laser tag
- Go kayaking
- Climb a hill
- Try geocaching
- Build and test out a raft
- Create and fly a hot air balloon
- Go fishing
- Cook something outdoors
- Visit a climbing wall
- Make an outdoor shelter
- Try mountain biking
- Visit a natural hot spring
- Take part in a scavenger hunt
- Go ice skating
- Do a nature survey
- Make and use an aquascope
- Explore somewhere you've never been before
- Build a bridge over a body of water
- Make your own treasure map
- Perform on a stage
- Have a go at a confidence course
- Take a virtual trip to a world monument
- Any other activity you can think of!



COMMUNITY PROGRAMME AREA

Activity Ideas

- Take part in a trapping project
- Visit a local place of worship
- Learn about Leave No Trace
- Visit another Section
- Find out about the history of a place near you
- Learn about how civil defence works in your area
- Take part in a conservation project
- Connect with Cubs in a different country
- Visit your local Marae
- Learn about a culture different from your own
- Learn about what it means for a place to be accessible
- Play a game from another country
- Collect donations for a local charity
- Visit a community organisation and learn about what they do
- Share an international food with other Cubs
- Invite a friend to visit Cubs
- Attend a Mudslide Day
- Take part in a community event
- Attend a Group, Zone, or National event
- Visit a local art gallery or museum
- Any other activity you can think of!



FOR PARENTS AND WHĀNAU

A big welcome to you and your Cub!

Cubs is a special place, where your child will experience exciting opportunities to grow and develop as a person while making new friends, begin exploring the world around them and testing personal boundaries. The Cub Section builds on the foundations of self-discovery, learning, and independence through learning and practising new skills, as well as building their confidence and leadership skills. Cubs have fun and go on adventures, exploring the world around them while helping others and making a difference in their own communities.

Cubs work in small teams. This allows for your child to participate, assist, or lead depending on where they are on their personal journey through the Cub programme. Even if your child is new to the group, don't be surprised if they take the lead on something they really enjoy!

Working through the programme, your child will learn new skills that will serve them on their journey through life. Through their journey through Cubs they will have the opportunity to build on these skills, and as their skills become greater, so does the adventure!

Cubs seek out the answers to the big questions, and to the smaller questions that don't seem to matter but really should. Most importantly, they say yes more often than they say no - whether they're taking part in their first ever camp away from home or accepting the last of the toasted marshmallows.

While parents are not expected to stay for sessions, if you would like to stay you are most welcome, there are also many opportunities to support your Cub and the Scout Group. If you can spare any time, there is always something that needs doing. It might be joining your Scout Group's committee, acting as a parent helper at Cubs, helping the group fundraise, or even becoming a Kaiārahi! There are so many ways you can offer your support to Scouting.

SUSTAINABILITY / MOST RECENT VERSION

Save the planet. Download a digital version by using the QR Code below. The QR Code will take you to the most recent version of the Cub Handbook.





SCOUTS[®]
Aotearoa