

# SCOUT

## SECTION HANDBOOK



SCOUTS<sup>®</sup>  
Aotearoa

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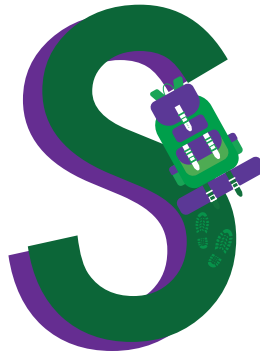
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## WELCOME TO SCOUTS!

In this Section, you will have the opportunity to experience a wide range of new activities and explore new places. This book has been designed to help you on your journey through the Scout Section. It doesn't matter if this is your first time in Scouting or you're moving up the ladder.

On behalf of the National Scout Team, welcome!

**Name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

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# INTRODUCTION

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

## About Scouts

The Scout Section is about planning your own success, developing leadership in small teams, and having fun throughout your journey.

Scouting provides adventurous, challenging, and fun opportunities for you. Outdoor activities such as camping, hiking expeditions, water activities, and other adventures are still very much at the heart of Scouting.

Your Team Leader and Youth Leadership Team (YLT) will play a significant part throughout your time in Scouts; they will pass on tips and tricks and give you opportunities to lead.

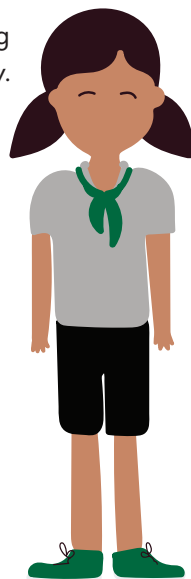
We hope you enjoy your time in this Section and take up any opportunities that come your way!

## Youth Leadership Team

The Youth Leadership Team is a team generally composed of experienced Scouts who help run and support the Section. They usually consist of the Team Leaders and Assistant Team Leaders from each Home Team. Their role is to help you create, run, and review your programme (encompassing the Plan, Do, Review process, SPICES, and using the Scout Method).

They are also responsible for signing off and approving activities run by the Section - including completing risk assessments and contingency plans. This process is done in conjunction with a Kaiārahi to ensure all members of the Section and public are kept safe.

For more information on the roles in the Youth Leadership Team, see page 89.



## Kaiārahi

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



# 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**



# THE SCOUT PROGRAMME

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

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.

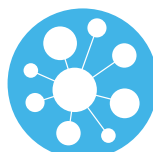
A balanced programme of activities and learning opportunities gives you opportunities to learn new things, test your limits, and go on exciting adventures!



Personal



Adventure



Community

# SAFE FROM HARM

Safe From Harm is how we keep you safe in Scouting.

You should always feel safe in everything you do in Scouting, and make sure that everyone around you also feels safe. From time to time you should also be prepared to push yourself outside your comfort zone, and encourage others to push outside of theirs, as this is healthy for personal development. The Code of Ethics, Scout Law, and your Scout Section’s Code of Conduct outline these expectations.

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**



**Listened to**



**Well Supported**

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

## 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**  
Hānonga

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

 **The Best They Can Be**  
Whāia te Ihi Kahurangi

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

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

**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](mailto:scouthelp@scouts.nz)
- Visit: [report.scouts.nz](http://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](http://www.youthline.co.nz)
- For more info go to our website [www.scouts.nz](http://www.scouts.nz)

 **Do What is Right**  
Kia Tikia

- be trustworthy
- have integrity

 **Be Positive**  
Kia Ngākau Poi

- accept challenges with courage
- be a friend to all



PLEASE KEEP THIS WITH YOU.

# 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 Scouts.

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 94.



**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 Scouts, with the support of your Kaiārahi, to build your programme to involve activities from each of these areas.

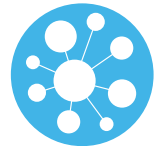
For some ideas on activities you might do in these areas, take a look at pages 96-98.



**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 Scouts 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 Scouts!



# 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



Having a plan helps you achieve what you want and keeps you focussed. Here are some points to think about that can help you plan:

- What am I planning to do?
- What skills and knowledge will be developed (SPICES)?
- Where will it happen; do I have/need permission?
- What resources and gear do I need?
- Who can do what to make it happen?
- What do I need to think about for everyone's health, safety and hauora/wellbeing?



## Do Mahi



Put your plan into action!

- Follow the plan
- Try out new things
- Learn new skills
- Challenge yourself

## Review Arotake



This is where you get to learn from your experiences; the doing part. To help you to review, here are some questions to consider:

- Did the activity go well?
- What did I learn from the experience?
- Did others take part as expected and what did they think?
- What would I change if I was to do it again?
- Did I enjoy the activity and was it fun?

# SCOUT ACHIEVEMENT PATHWAYS

The Scout achievement pathways are designed to help you plan your Scouting experiences around a variety of different experiences.

Whilst badges are fun to earn, it's important to remember that they are a recognition of your progression, not the goal itself. Having fun and engaging with the programme is the most important part!

## Membership Badge

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



There are three main parts to this:

- Introduction to Scouting
- Introduction to the Scout 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.



## 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.

## Chief Scout's Rimu Award

The highest award you can earn as a Scout is the Chief Scout's Rimu Award. This is the Capstone Award for the Scout Section.

To achieve the Chief Scout's Rimu Award, you will need to:

- Achieve your Gold Scout Award
- Complete 10 Adventure Skills progressions
- Complete 4 Better World projects, across at least 2 different programmes
- Plan and lead a 3 day, 2 night Adventurous Journey
- Take part in 25 Community Engagement hours
- Complete a peer-led review of your time in Scouts

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.

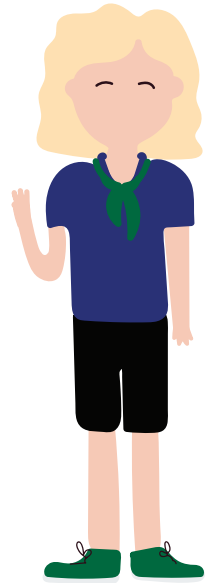
Whenever we do things, in Scouting, and in the rest of our lives, we should always think about how we are impacting the world around us.

## 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 Scout, you should have a discussion with your Kaiārahi or another Scout 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



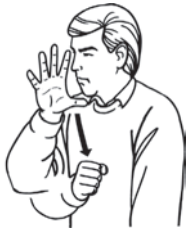
best



(to) develop



(my) spiritual



beliefs



(to contribute to)  
include



(my) community



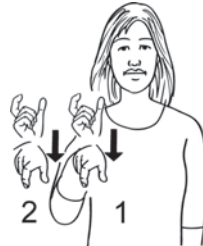
country



world



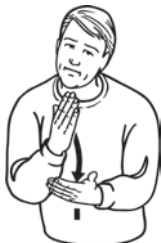
(to) help



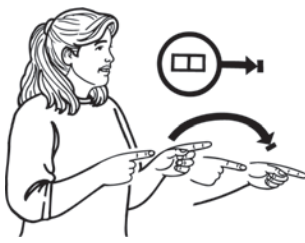
(other) people



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 the 'Introduction to Scouting'. This will help you to understand what Scouting is all about.

You can talk with your Kaiārahi or another Scout 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 the Scout Section' at the same time.

We have discussed	Date	Initials
The World Organisation <ul style="list-style-type: none"> <li><input type="checkbox"/> Who started Scouting</li> <li><input type="checkbox"/> Fun facts about Scouts around the world</li> </ul>		
Scouting in Aotearoa New Zealand <ul style="list-style-type: none"> <li><input type="checkbox"/> When Scouting started in Aotearoa</li> <li><input type="checkbox"/> Fun facts about Scouts Aotearoa</li> </ul>		
Our Scout Group		
Some of the traditions and symbols of Scouting <ul style="list-style-type: none"> <li><input type="checkbox"/> Why do we wear a scarf?</li> <li><input type="checkbox"/> What is the Scout sign?</li> <li><input type="checkbox"/> Why do we do ceremonies?</li> <li><input type="checkbox"/> Why do we shake with the left hand?</li> </ul>		
What is investiture and when does it happen?		
What does Plan, Do, Review mean?		

# INTRODUCTION TO THE SCOUT SECTION

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

This will help you to:

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

You can talk with your Kaiārahi or another Scout about what it means to be a Scout 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 92 to help you.

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

**SCOUT**

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

We have discussed	Date	Initials
What is the Scout 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 Scouts? <input type="checkbox"/> What are the key activities of Scouts? <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 Scouts?		
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 Scouts? <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 Scouts?		
What does Plan, Do, Review look like in Scouts?		

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

# INTRODUCTION TO SCOUTS

## About Me!

My Team Leader is: \_\_\_\_\_

My Home Team is: \_\_\_\_\_

My interests are: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In Scouts I want to: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My goals for my time in Scouts are: \_\_\_\_\_

\_\_\_\_\_

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# BRONZE, SILVER, AND GOLD AWARDS

You gain your Bronze, Silver, and Gold awards by participating, assisting, and leading activities in Scouts. 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 Scout 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
<p><b>Participate</b></p> 	<p><b>8</b> different activities from <b>each</b> Programme Area</p>	<p><b>6</b> different activities from <b>each</b> Programme Area</p>	<p><b>5</b> different activities from <b>each</b> Programme Area</p>
<p><b>Assist</b></p> 	<p><b>3</b> different activities from across at least <b>2 different</b> Programme Areas</p>	<p><b>4</b> different activities from across at least <b>2 different</b> Programme Areas</p>	<p><b>5</b> different activities from across at least <b>2 different</b> Programme Areas</p>
<p><b>Lead</b></p> 	<p><b>1</b> activity from <b>any</b> Programme Area</p>	<p><b>2</b> activities from <b>any</b> Programme Area</p>	<p><b>4</b> activities from across at least <b>2 different</b> Programme Areas</p>



# PARTICIPATE, ASSIST, LEAD

Participate, Assist, Lead is the way you measure how involved you are in the Scout programme. Your involvement and experience in the programme 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 Scouts, Participate, Assist, and Lead look like this:



**Participate:** Active participation in a Programme Area related activity, and reviewing your learning.



**Assist:** Assisting the Scout who is leading, to organise a Programme Area related event (like a Section night or camp), including the delivery of at least one part or activity.



**Lead:** Organising the programme for a Programme Area related event (like a Section night or camp) and leading the running of it, including arranging multiple activities.

This may also include acting as a Project Team Leader for a Programme Area or Better World based project.

# BRONZE - Participate



Participate in 8 activities from each Programme Area



## Personal

<b>Personal Activity 1</b> Activity Description:	Date:
<b>Personal Activity 2</b> Activity Description:	Date:
<b>Personal Activity 3</b> Activity Description:	Date:
<b>Personal Activity 4</b> Activity Description:	Date:
<b>Personal Activity 5</b> Activity Description:	Date:
<b>Personal Activity 6</b> Activity Description:	Date:
<b>Personal Activity 7</b> Activity Description:	Date:
<b>Personal Activity 8</b> Activity Description:	Date:



## Adventure

<b>Adventure Activity 1</b> Activity Description:	Date:
<b>Adventure Activity 2</b> Activity Description:	Date:

<b>Adventure Activity 3</b> Activity Description:	Date:
<b>Adventure Activity 4</b> Activity Description:	Date:
<b>Adventure Activity 5</b> Activity Description:	Date:
<b>Adventure Activity 6</b> Activity Description:	Date:
<b>Adventure Activity 7</b> Activity Description:	Date:
<b>Adventure Activity 8</b> Activity Description:	Date:



## Community

<b>Community Activity 1</b> Activity Description:	Date:
<b>Community Activity 2</b> Activity Description:	Date:
<b>Community Activity 3</b> Activity Description:	Date:
<b>Community Activity 4</b> Activity Description:	Date:
<b>Community Activity 5</b> Activity Description:	Date:
<b>Community Activity 6</b> Activity Description:	Date:
<b>Community Activity 7</b> Activity Description:	Date:
<b>Community Activity 8</b> 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

<b>Personal Activity 1</b> Activity Description:	Date:
<b>Personal Activity 2</b> Activity Description:	Date:
<b>Personal Activity 3</b> Activity Description:	Date:
<b>Personal Activity 4</b> Activity Description:	Date:
<b>Personal Activity 5</b> Activity Description:	Date:
<b>Personal Activity 6</b> Activity Description:	Date:



## Adventure

<b>Adventure Activity 1</b> Activity Description:	Date:
<b>Adventure Activity 2</b> Activity Description:	Date:
<b>Adventure Activity 3</b> Activity Description:	Date:

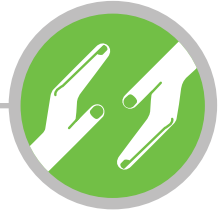
<b>Adventure Activity 4</b> Activity Description:	Date:
<b>Adventure Activity 5</b> Activity Description:	Date:
<b>Adventure Activity 6</b> Activity Description:	Date:



## Community

<b>Community Activity 1</b> Activity Description:	Date:
<b>Community Activity 2</b> Activity Description:	Date:
<b>Community Activity 3</b> Activity Description:	Date:
<b>Community Activity 4</b> Activity Description:	Date:
<b>Community Activity 5</b> Activity Description:	Date:
<b>Community Activity 6</b> 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

<b>Personal Activity 1</b> Activity Description:	Date:
<b>Personal Activity 2</b> Activity Description:	Date:
<b>Personal Activity 3</b> Activity Description:	Date:
<b>Personal Activity 4</b> Activity Description:	Date:
<b>Personal Activity 5</b> Activity Description:	Date:



## Adventure

<b>Adventure Activity 1</b> Activity Description:	Date:
<b>Adventure Activity 2</b> Activity Description:	Date:
<b>Adventure Activity 3</b> Activity Description:	Date:
<b>Adventure Activity 4</b> Activity Description:	Date:
<b>Adventure Activity 5</b> 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



To be assessed, you must have each requirement signed off by a “qualified” person. This might be another youth member who has achieved the Skill two levels above the level you are being assessed on, or an adult who holds the relevant skills/qualifications in that field.

For some Skills your Kaiārahi will be able to assess you, however at the higher levels of some Skills you may need to talk to an industry expert or other qualified outsider.

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

To complete your Chief Scout’s Rimu Award, you will need to complete 10 Adventure Skills progressions during your time in Scouts.

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
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 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
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 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
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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
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 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

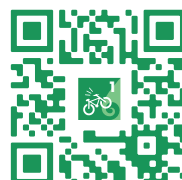
8.1	8.2	8.3	8.4	8.5
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Date:

## 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
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Date:

## Level 4

4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10
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 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
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5.17
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 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
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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
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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
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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
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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
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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
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4.17	4.18	4.19	4.20	4.21
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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
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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
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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
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4.17	4.18	4.19	4.20
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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
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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
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6.17	6.18	6.19	6.20	6.21	6.22	6.23	6.24	6.25
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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
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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
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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
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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 Scout Section, by yourself, or with another group.

To complete your Chief Scout’s Rimu 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.




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 Scout. Your Adventurous Journey should take place while you're working on your Gold Scout Award.

## Plan

Plan a journey of at least 3 days and 2 nights 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)
- Select appropriate equipment
- Plan an appropriate menu
- Recruit other Scouts to join you
- Choose a suitably qualified mentor
- Complete risk management documentation
- Plan for contingencies
- Comply with all Government and Scouting rules and regulations
- Complete your planning and discuss it with your mentor
- Gain approval from 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 Scout 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 Chief Scout's Rimu Award, you need to complete 25 Community Engagement hours over at least 6 months.

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

These can be done as one big project, or as several different activities, depending on what you want to do. The most important thing is that you are spending time engaged with your wider community.

Here are some examples of activities you could do:

- Visit a nursing home
- Deliver groceries and meals to elderly neighbours
- Get involved with a local conservation initiative
- Take part in a community planting day
- Attend a community gathering
- Volunteer at a soup kitchen
- 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 Chief Scout's Rimu Award. The purpose of this is to give you a chance to reflect on your time as a Scout and what you have achieved and learnt along the way.

You should organise your peer-led review in consultation with your Youth Leadership Team and Kaiārahi when all of you are confident you have completed the criteria for the Award. It should happen in a comfortable and relaxed location, and take no more than an hour.

Ideally the people involved in your peer-led review should be those who are familiar with either your work in completing the Award, the Scout programme, or youth development as a whole. This should be a maximum of 5 people, and have a balance of youth and adults. We recommend the following:

- Your Team Leader (or representative as chosen by the Section)
- A recent recipient of the Chief Scout's Rimu Award (from any Section)
- A person of your choosing (ideally a youth member)
- One of the Section's Kaiārahi
- The Zone Scout Leader (or National Scout Leader/Zone Leader if previous are not available)

The panel should select one amongst them to chair, with the responsibility to make sure all areas are covered as needed and keep the conversation moving.

During the review you should reflect on and demonstrate your development in the SPICES Areas of Personal Growth throughout your time working on the Award. You do this by talking through the major items in the Award, and the development you found through completing them.

This includes any planning, how it went, what you learnt from it, and things you might do differently next time.

You should talk about your:

- Adventurous Journey
- Community Engagement
- Better World projects
- Any other particularly notable experiences and/or learnings

You could do this in two different ways:

1. A short presentation on each of the items above, giving the details of each and some of the things you learnt while completing them. Following (or during if you prefer) the presentation, the panel can ask follow-up questions based on any insights or themes they would like to explore further.
2. The panel can lead the conversation, discussing one of the major items at a time, using open questions to begin; i.e. "Tell us about your Adventurous Journey".

Following questions on the main parts of the Award, you will have an opportunity to reflect more generally on your development as a whole.

Date:	
Signed:	

# CHIEF SCOUT'S RIMU AWARD

## Summary Page

Mark off each section once complete

Requirement				Date	
Gold Scout 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

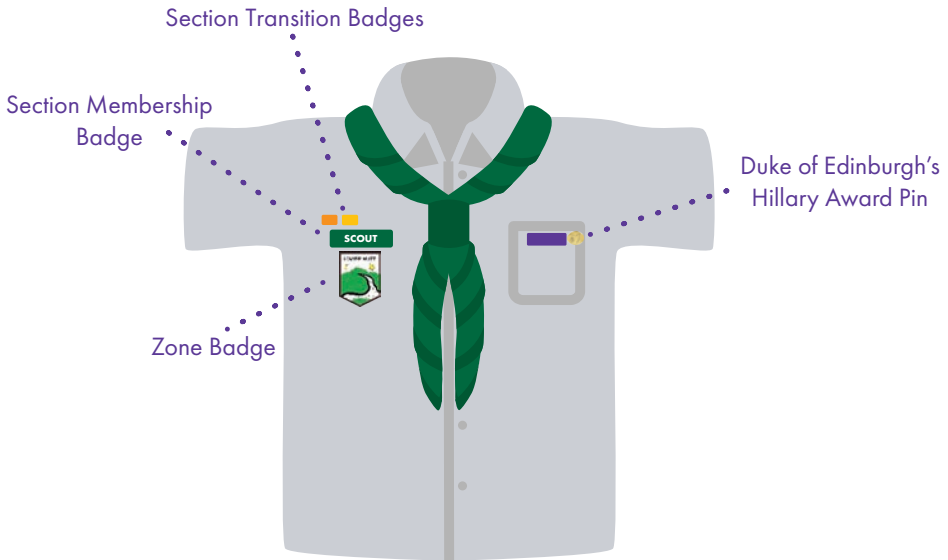
As you come to the end of your journey through Scouts, it's time to think about your next steps in Scouting. The Venturer Section is an exciting place to take ownership of your Scouting journey and challenge your boundaries.

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

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



# UNIFORM AND BADGE LAYOUT



## Right Sleeve

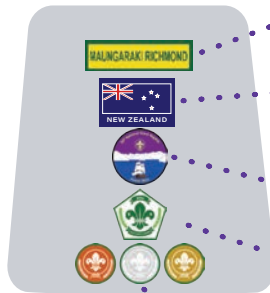
- Youth Training Course Badges
- Naval/Air Recognition
- Better World Badges



Adventure Skills Badges

## Left Sleeve

- Group Nametape
- New Zealand Ensign (International Contingents Only)
- Event Badges
- Capstone Award



Bronze, Silver, Gold Badges

# YOUTH LEADERSHIP TEAM

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

## Team Leader

### Role Description

The Team Leader leads their Team. This includes helping the Scouts 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 Team meetings and activities
- Keep Team members informed of important information
- Assign Team members specific duties
- Represent the Team at Leadership Team meetings
- Prepare the Team to participate in Section activities
- 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 Scouts

## 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 steer Team meetings and activities
- Help the Team Leader keep Team members informed
- Represent the Team at Leadership Team meetings if the Team Leader is unavailable
- Help to prepare the Team to participate in Section activities
- 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 Scouts

## CODE OF CONDUCT

A code of conduct is a tool for your Scout Section to ensure all members have the same expectations for the Section and each other. One should be collaboratively completed and reviewed by the Section at least once per year.

Your Code of Conduct should be made up of three components:

1. The ground rules - some universal rules that apply to all Scouts based on the Scout Law
2. What/how you want the Section to be
3. What you contribute to the Section



## The Ground Rules

These are grounded in the Scout Law and apply to all Scouts:

Have Respect	Do What Is Right	Be Positive
Be respectful of boundaries of others at all times	Follow the New Zealand Law	Have fun
Practise active kaitiakitanga	Ensure all activities are completed with the safety and wellbeing of others in mind	Be inclusive of everyone
Demonstrate kindness and consideration		Actively participate in the programme

## What/how you want the Section to be

This is where you consider the culture of your Section, and decide what you want the Section to be. Every Section has a different culture, and there is no singular correct way to do this. Every Scout will want something different out of their Section and contribute to the culture in different ways. So, your Section will need to continue to adapt its culture and look at what works best for its members.

Discuss what you believe a good culture is, taking into account everyone's perspectives. After this discussion, come up with a set of expectations you would like everyone to meet in order to build a positive culture.

## What You Contribute to the Section

Everyone has different strengths and contributes different things to a Scout Section. When you create your Code of Conduct, also consider what things you bring to the Section, and the part that you play. When writing your Code of Conduct, have each person share the personal strengths that they will contribute to the Section's culture.

A Code of Conduct is about more than setting rules, it's about acknowledging strengths, personal contributions, and taking accountability for how you can best improve the experience of all those around you.

# INTRODUCTION TO SCOUTS

## Frequently Asked Questions

### **How does the Scout Section operate?**

Each Scout Section is made up of young people aged 10½ to 14, supported by trained adult volunteers (Kaiārahi) who are on hand to share their skills and keep everyone safe.

### **How does the programme operate?**

The term programme is designed by Scouts for Scouts. The Team Leaders and Assistant Team Leaders will ask for ideas from their Teams and take these ideas to the Youth Leadership Team where they will discuss with the other Team Leaders and Kaiārahi to devise a term programme.

### **How do small teams work?**

Within the Scout Section, Scouts are in small teams of normally six members where Scouts learn skills together, share responsibilities, take on leadership roles, look out for one another, and help each other grow. Scouts usually gather in their Teams at the beginning and end of meetings. They might also stick together on expeditions or trips away, or during certain activities.

### **What is the role of the Youth Leadership Team?**

The Youth Leadership Team is made up of the Team Leaders and Assistant Team Leaders from each Home Team. They are there to help and guide you through your Scout journey, and work with you and your Kaiārahi to create an awesome programme.

### **How can I develop my leadership skills?**

You can develop your leadership skills through activities within your Scout Section as well as attending youth leadership courses in your Zone (ask your Kaiārahi about these opportunities).

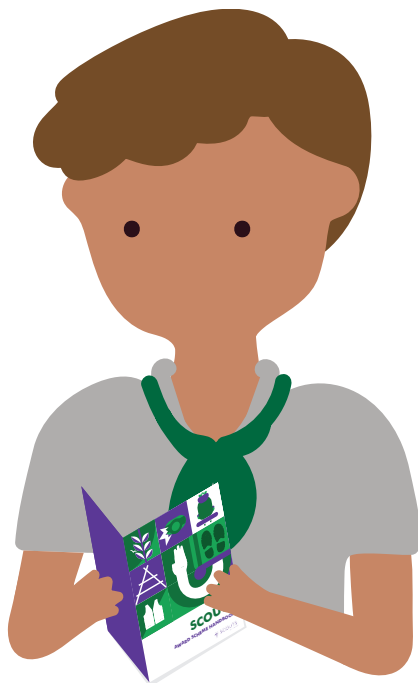
### **How are achievements recorded in Scouts?**

Achievements for Scouts are recorded in either your Scout Handbook or online through Mahi Tahi.

### **Who signs off achievements?**

A Team Leader or Kaiārahi can sign these off.

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



# THE SPICES

## "I" Statements



### Social Development

#### Interpersonal Development

I will develop my interpersonal skills by understanding the importance of seeking a variety of opinions, and by communicating with a diverse range of people.

#### Civic Engagement

I will develop an understanding of the communities I belong to and learn how I can be actively involved in making a difference.

#### Leadership and Co-operation

I will develop the ability to co-operate with others and take on responsibility.

#### Global Citizenship

I will develop an understanding of important global issues that affect me and I am empowered to take local action to help address these issues.



### Physical and Mental Health Development

#### Keeping Healthy

I will understand factors which affect my physical and mental health; I am aware of the changes happening to my mind and body, and I am learning to make good choices.

#### Understanding Capabilities

I will develop an appreciation of my capabilities, and those of others; I can recognise the changes happening in my body, and will make the most of challenges to grow my capabilities.



### Intellectual Development

#### Finding and Processing Information

I will be able to investigate new and unfamiliar concepts, collate information, and interpret it in a manner appropriate to the situation.

#### Applying Information

I will be able to evaluate options and develop creative and safe solutions.

#### Reflecting Critically

I will be able to reflect on information and experiences, make judgements about their value, and identify how improvements to plans can be made.



## Character Development

### Values for Life

#### (The Scout Law and Promise)

I know, practise and exhibit the values of the Scout Law and Scout Promise.

### Personal Identity

I will develop a sense of personal identity, and will demonstrate the ability to form and share an informed opinion on matters important to me.

### Social Identity

I will develop confidence to present myself within a variety of social contexts, I respect the diverse identities of other people.



## Emotional Development

### Awareness

I will have an awareness of my emotions and I am learning to control the way I react in different situations.

### Expression

I will learn how to moderate my reactions according to different situations.

### Empathy

I will begin to demonstrate empathy and acceptance of others, and I will learn through doing so.

### Balance

I will value the importance of, and actively work towards, maintaining a positive emotional balance for myself.



## Spiritual Development

### Exploring Beliefs

I will explore what beliefs are and have confidence in my own.

### Respect for Others

I will acknowledge and respect other people's beliefs, and will value spiritual diversity.

### Reflection

I will pause for reflection upon the Scout Promise and Law, and my individual beliefs, and consider the role they play in my life and my connection with others.

### Gratitude

I will express the value of and my gratitude for my family and both the natural and human community.

# PERSONAL PROGRAMME AREA

## Activity Ideas

- Learn the Scout Promise in New Zealand Sign Language or te reo Māori
- Visit an observatory
- Cook a banquet
- Take part in a Scouts' Own
- Learn some first aid
- Learn to play a musical instrument
- Bake and decorate a cake
- Play a game or sport
- Try meditation
- Host a talent night
- Make a movie
- Sew your own ditty bag
- Learn how to carve or whittle a tekoteko
- Build your own drone
- Learn about budgeting
- Take part in a Gang Show
- Hold a hairstyling night
- Try yoga
- Learn a new language
- Reflect on your beliefs and values
- Weave a kete
- Read a book that challenges you
- Cook something over a fire
- Learn some leadership skills
- Learn about your personal biases
- Design a video game
- Do a science experiment
- Create a sculpture
- Learn about mental health, and how to care for your own wellbeing
- Any other activity you can think of!



# ADVENTURE PROGRAMME AREA

## Activity Ideas

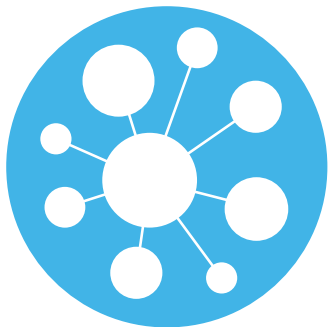
- Attend a camp
- Learn how to adventure safely
- Take part in an amazing race
- Go kayaking
- Go geocaching
- Build and test out a raft
- Visit another country
- Go fishing
- Take part in a Gang Show
- Make an outdoor shelter
- Go horse trekking
- Stay overnight in a bivvy
- Build a snow cave
- Go bouldering
- Eat something that scares you
- Participate in a high ropes course
- Go snorkelling
- Go ice skating
- Do a nature survey
- Canoe down a river
- Try skydiving
- Explore somewhere you've never been before
- Attend a Jamboree
- Take part in a midwinter ocean swim
- Make your own treasure map
- Perform on a stage
- Attend a National Scout School
- 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
- Work with another youth organisation on a project
- Learn about how civil defence works in your area
- Take part in a conservation project
- Connect with Scouts 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
- Meet your local MP
- Visit a community organisation and learn about what they do
- Invite a guest speaker to visit
- Take part in a community event
- Create a project to improve a part of your community
- Attend a Group, Zone, Territory, or National event
- Visit a local art gallery or museum
- Learn about how your local government works
- Explore a part of your local community you've never visited before
- Host an event for your community to connect with each other
- Raise awareness for a cause
- Adopt a park, stream, or other area
- Any other activity you can think of!





# FOR PARENTS AND WHĀNAU

A big welcome to you and your Scout!

Scouts is a special place, where your young person will experience exciting opportunities to grow and develop as a person, have lots of adventurous, fun, challenging, active, and inclusive activities, and meet new friends along the way.

Scouts have a tradition of helping your child to succeed in life by learning and practising new skills, as well as building their confidence and leadership skills. Scouts have fun and go on adventures, at home and abroad, they explore the world around them, help others, and make a difference - in their own communities and beyond.

Alongside new friends, they will master the skills that will help them weather the storms of life, and try things they might never get the chance to do at home or at school, working with trained volunteers to achieve whatever they set their mind to.

In a society that can often feel increasingly isolated and inward facing, Scouts build bridges and break barriers.

Scouts 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 Scout 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 Scouts, 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 Scout Handbook.





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Aotearoa