



Rowing Adventure Skill

Requirements

Each of the skill requirements are presented as a statement of competency - I know how, I can do, etc. These Competency Statements outline the knowledge, abilities and experience that the young person must display. Each Competency Statement is further broken down into a set of Skills Requirements. The Competency Statements and Skills Requirements for Rowing are listed later in this document.

Reference Material

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

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

The Sea Scout Book - The Scout Shop

Sea Scout Leaders Handbook – The Scout Shop

Special consideration for Water Based Adventure skills

Each Scout participating in activities on the water should have completed the swimming standard as laid down in the Scouting Ireland Boating guidelines. This swimming standard has different levels and the Scout should ensure that they have completed the appropriate level of swimming ability and the Scouter should know this before undertaking a Stage Badge.

The Scouting Ireland Boating Guidelines present Rules and Guidelines related to water based activity. These guidelines should be referenced when setting out to achieve Stage Badges to ensure that best practice is maintained and to ensure a safe experience on the water.

The Scouting Ireland Boating Guidelines can be viewed on the www.scouts.ie website.

Ropework

Ropework describes the various skills required in working with rope.

Knotting, splicing and coiling are important Ropework skills. Many of the same knots are used ashore and afloat but it is particularly important to use the correct knot when in and around water.

These knots have been chosen because hundreds of years of experience tell us they are the best knot for a task.

As you progress through the adventure Skills you will find yourself in circumstances when

knowledge of a particular knot is useful. We have attempted to introduce the knots in a progressive way here so that you will know them when you need them.



Competency Statements

Stage 1

- I can assist in the launching of a small punt.
- I know about the buddy system.
- I know the importance of a Personal Flotation Device.
- I know the correct clothing to wear when going afloat.
- I can row a small punt.
- I can point out the bow, stern, transom, port and starboard of a boat.
- I know how to contact the emergency services.
- I know why it is important to stay with a capsized boat.
- I know why I should follow directions from my instructor.
- I know not go afloat if the wind is greater than Force 4.
- I can show the limits of where I may go each time I go afloat.
- I have taken part in two half-day exercises afloat consisting of at minimum of two hours afloat

Stage 2

- I can assist in the launch and recovery of a small punt.
- I can explain what impact I may have on local vegetation when launching and retrieving a punt.
- I have discussed “Weil’s disease” and the precautions necessary to take part in open water activities.
- I can put on my own Personal Flotation Device and adjust it properly.
- I know why I should wear suitable footwear.
- I can make a recognised distress signal.
- I know how to raise the alarm if I see somebody in difficulty on the water.
- I know what hypothermia is.
- I know that I should keep clear of channels and fairways.
- I can get a weather forecast.
- I can tie the following knots; round-turn-and-two-half-hitches, figure of eight, bowline.
- I have taken part in four half-day exercises afloat consisting of a minimum of two hours afloat.

Stage 3

- I can take a leading part in the launch and recovery of a small rowing punt.

- I know why wearing layers of clothing is a good idea.
- I can embark, manoeuvre and disembark from a rowing punt safely.
- I can point out the main parts of a boat.
- I can use a small anchor from a punt.
- I can get into the water from a punt in a safe way.
- I can help to right a capsized rowing punt.
- I know how to do CPR and place the casualty in the recovery position.
- I know that I should follow the instructions of the person in charge of the boat.
- I understand the terms used in a maritime weather forecast.
- I have taken part in three full day exercises afloat consisting of a minimum of 4 hours afloat

Stage 4

- I can assist in the launch and recovery of a rowing boat.
- I know the main principles of “Leave No Trace”.
- I know that there are different types of Personal Flotation Device and know when and where each should be used.
- I can explain why wearing the correct outerwear is important.
- I can demonstrate how to manoeuvre a boat as a member of the crew in a rowing boat.
- I can pick up a mooring from a punt.
- I can help another person safely into a punt from the water.
- I can coil a line and heave it to a casualty to affect a simulated rescue.
- I know the safety precautions required for water based activities.
- I know the Beaufort wind scale up to Force 6.
- I can describe how often high and low tides take place, and the implications these might have when going afloat.
- I know that where I may go boating may change in different conditions.
- I have taken part in six full-day exercises afloat consisting of a minimum of 4 hours afloat.

Stage 5

- I know the standard rowing commands used in my group and can use them to helm a rowing boat on a straight course.
- I can take a leading role in mooring and unmooring a rowing boat.
- I can assist in the anchoring of a rowing boat.
- I can identify and name the main parts of



common anchor types.

- I know why it is important to have some training in first aid and can show how to care for someone who is very cold.
- I know the parts of the International Regulations for the Prevention of Collisions at Sea which apply to my boat and local boating waters.
- I can obtain a weather forecast and know how the information might affect planned activities afloat.
- I know how currents and the ebb and flow of the tide affect my local boating waters.
- I know how to use Channel 16 on marine VHF and have an understanding of the use of distress flares.
- I have taken part in six full-day exercises afloat.
- I have taken part in one expedition afloat.

Stage 6

- I can take a leading part in the launch and recovery of a rowing boat.
- I can carry out the routine inspection of a Personal Flotation Device.
- I can take the helm of a rowing boat and carry out the required manoeuvres including steering with a compass.
- I can take a leading part in anchoring a rowing boat including knowing how and when to use a tripping line.
- I have taken part in Man-Over-Board exercises.
- I know what causes tides and how spring and neap tides might affect sailors.
- I can recognise the main weather patterns illustrated by a synoptic chart and can interpret the forecast.
- I can identify common weather conditions and describe how they may affect boating activities.
- I am familiar with the main features of restricted waters as defined for my group.
- I know how and when to make distress and urgency calls and 'Safety Announcements' on Marine VHF.
- I have taken part in eight full-day exercises afloat.
- I have taken part in one expedition afloat
- I have instructed at least four people in four of the areas up to Stage 3.

Stage 7

- I can take a leading part in the manual handling of a rowing boat ashore ensuring safe handling procedures.

- I can take a leading part in preparing a rowing boat for safe transportation by road including identifying a suitable trailer/vehicle and secure the boat safely.
- I know under which circumstances different Personal Flotation Devices are appropriate.
- I can take charge of a rowing boat and carry out the required manoeuvres, including towing, to a high standard.
- I can take a leading part in selecting a good anchorage.
- I can take charge of a boat and respond efficiently to a (simulated) emergency.
- I know what lights should be shown by the most common vessels in my area and know what lights should be shown by a rowing boat.
- I know the International regulations for the Prevention of Collisions at Sea.
- I can interpret the current forecast and make sound decisions on planned activities in view of expected weather and sea conditions and tidal effects.
- I know the hazards and how the weather may affect "Restricted Waters" for my group.
- I know how to get suitable information for "Safe Enclosed" boating waters that are not my groups local waters (e.g. For camp).
- I can assist in developing a passage plan for a day trip.
- I know how to read and set a chart, plot and estimate positions.
- I have a working knowledge of GMDSS (Global Maritime Distress Safety Systems) as it applies to EPIRBs (Emergency Position-Indicating Radio Beacons) and DSC (Digital Selective Calling).
- I have taken part in ten full-day exercises afloat.
- I have taken part in one overnight expedition afloat outside my normal boating waters.
- I have instructed at least four people in at least six of the areas up to Stage 5.

Stage 8

- I can take a leading part in organising the off-season storage of rowing boats.
- I understand the different safety precautions that must be taken when a group of boats is operating together.
- I have a good understanding of the merits of different anchor types for different locations and conditions .
- I know what sound signals the most common types of vessel in my area should make.
- I have researched at least five pieces of weather lore.

- I am familiar with 'Day Cruising Waters' for my group
- I can use the information from a charts etc., to plan an expedition in restricted waters.
- I have an understanding of the 'capture effect' as it applies to marine VHF.
- I have taken part in ten full-day exercises afloat.
- I have taken part in one overnight expedition involving more than one boat.
- I have instructed at least four people in at least seven of the areas up to Stage 7.

Stage 9

- I can anchor a boat efficiently to two anchors.
- I can improvise and deploy a sea-anchor and know what spares and tools should be carried aboard.
- I have completed the requirement for the Emergencies Skills Stage 7
- I know how to interact with the emergency services.
- I can identify the type aspect and behaviour of vessels by day or night from lights, shapes and sounds.
- I know the procedure for entry to and departure from a harbour and understand the requirement to file a passage plan under SOLAS regulations.
- I can complete a rough synoptic chart from a maritime weather forecast or similar data and use this information to make sound decisions on planned activities in view of expected weather and sea conditions.
- I am familiar with any local rules and bylaws that apply to Day Cruising Waters for my group.
- I can devise a pilot/passage plan and programme that plan into a GPS .
- I have taken part in ten full-day exercises afloat.
- I have taken part in an overnight expedition in coastal waters.
- I have instructed at least four people in at least five of the areas up to Stage 8.



Stage 1

I can assist in the launching of a small punt

The Scout should assist in the launching in an age appropriate way. The scout should be aware of the need to be careful around water.

I know about the buddy system.

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

I know the importance of a personal flotation device.

The Scout should know that wearing a personal flotation device is important around water and how they should not go near any boat without first having a personal flotation device on them.

I know the correct clothing to wear when going afloat.

The Scout should be able to show footwear and layers of light clothing suitable for boating. A windproof jacket of some sort should also be worn.

I can row a small punt.

Depending on the age of the Scout it may be considered prudent to have a competent person in the boat too. The Scout should be able to propel the punt with some directional control.

I can point out the bow, stern, transom, bowline, port and starboard of a boat, rudder, oar.

The Scout should be able to name the parts when pointed to and point to the named parts.

I know how to contact the emergency services.

The Scout should know the emergency number 112 (or 999) and say what kind of help is needed (Garda/Police, lifeboat, ambulance, fire brigade).

I know why it is important to stay with a capsized boat.

A capsized boat is easier to see in the water than a head and the hull will help you stay afloat.

I know why I should follow directions from my instructor.

The Scout should understand how to behave on a boat and that there may be safety reason why an instructor doesn't have time to explain a direction in advance.

I know not go afloat if the wind is greater than Force 4.

I can show the limits of where I may go each time I go afloat.

A Scout should know that for safety reasons they should stay within a defined area. They should know how far they can go.

I have taken part in two half-day exercises afloat.

A half day is at least two hours on or around the water.



Stage 2

I can assist in the launch and recovery of a small punt.

This should include making sure there is no water in the punt when it is put away.

I can explain what impact I may have on local vegetation when launching and retrieving a punt.

Use a slipway where possible, avoid launching in or near nesting sites and where vegetation will be trampled down and damaged.

I have discussed “Weil’s disease” and the precautions necessary to take part in open water activities.

Avoiding stagnant water and canal banks, proper personal hygiene before and after going afloat and covering open wounds with a water-proof plaster.

I can put on my own personal floatation device properly.

This should include securing all fastenings and using a crotch strap where it is fitted.

I know why I should wear suitable footwear.

The Scout should be able to explain that it offers better grip, warmth and protection from sharp protrusions as well as debris in the water.

I can make a recognised distress signal.

The Scout should be able to make one of the signals described in the International Regulations for the Prevention of Collisions at Sea.

I know how to raise the alarm if I see somebody in difficulty on the water.

The Scout should know how to make a call to the emergency services and give clear information as to what was seen and where.

I know what hypothermia is.

The Scout should have a knowledge of the signs and symptoms of hypothermia and have an understanding of why it is a problem.

I know that I should keep clear of channels and fairways.

The Scout should be able to identify channels and fairways in their local boating waters and understand why other boats may not be able to avoid a scout in a punt.

I can get a weather forecast.

The Scout should be able to get a local or national weather forecast suitable for outdoor activity.

I can tie the following knots; Round-turn-and-two-half-hitches, Figure of eight, Bowline.

The Scout should be able to tie the named knots on request.

I have taken part in four half-day exercises afloat.

A half day is at least two hours on or around the water.



Stage 3

I can take a leading part in the launch and recovery of a small rowing punt

The Scout should be able to direct other Scouts as to how and where to launch and recover the boat including ensuring that the boat is bailed fully before being stored.

I can put on my personal floatation device and adjust it properly.

Many PFDs are adjustable. The Scout should be able to make appropriate adjustments in order that the PFD fits the scout correctly.

I know why wearing layers of clothing is a good idea.

The Scout should be able to explain the benefit of a layered approach and identify clothing best suited as a base, mid or top layer.

I can embark, manoeuvre and disembark from a rowing punt safely.

The Scout should be able to demonstrate an ability to get in and out of a punt safely, row in a straight line and demonstrate an ability to turn, stop, reverse and come alongside in a controlled manner. The Scout should be able to carry out these manoeuvres alone or with others onboard.



I can point out the parts of a boat

The Scout should be familiar with and be able to name and point out thwarts, gunwale, spur/oarlock and rowlock as well as those parts previously mentioned.

I can use a small anchor from a punt.

The Scout should be able to set up, tie in, deploy and recover a suitably sized anchor.

I can get into the water from a punt in a safe way

The Scout should demonstrate a suitable technique which is safe for the type of craft in use. The transom would usually be considered the safest place to do this.

I can help to right a capsized rowing punt.

The Scout should be able to follow direction to assist in the righting of a capsized rowing punt.

I know how to do CPR and place the casualty in the recovery position.

The Scout should be able to demonstrate an up-to-date CPR technique on a suitable mannequin and demonstrate how to put an adult or child in the recovery position (also known as the safe-airway position).

I know that I should follow the instructions of the person in charge of the boat.

The Scout may be asked to explain what a charge certificate is and why it is important that the person in charge of activities afloat should be suitably qualified.

I understand the terms that are used in a maritime weather forecast.

The Scout should be able to explain the following terms and what they mean in the context of a maritime weather forecast; small craft warning, gale warning, imminent, soon, later.

I have taken part in three full day exercises afloat.

A full day afloat shall involve not less than four hours in or around a boat. This may include a lunch break. The scout will not be expected to be rowing all the time.

At this stage a Scout would be expected to row as a member of the crew of a suitable rowing boat such as the Sea Scout standard boat (BP18). Oars should be of a size suitable for the crew rowing.



Stage 4

I can assist in the launch and recovery of a rowing boat.

The Scout should now be able to take a useful place as a member of the larger team needed to launch and recover a larger rowing boat. They should be aware of the need for care when lifting heavy objects and the importance of co-ordinated action to avoid injury.

I know the main principles of “Leave No Trace”.

I know that there are different types of personal floatation device and know when and where each should be used.

The Scouting Ireland Boating Guidelines recommend different standards of PFD (50N, 100N, 150N, 275N) for use in different circumstances.

I can explain why wearing the correct outerwear is important.

The Scout should be able to explain that outerwear protects from both getting wet in rain and from the effects of wind-chill.

I can carry out boat manoeuvres as a member of the crew in a rowing boat.

As a member of the crew a Scout should be able to embark and disembark safely and react appropriately to the various commands; sight spur/ oar, toss oars, ship oars, boat oars, give way, back water, hold water, trail oars.

I can point out the parts of a boat .

As in previous stages plus, yoke, tiller, pintle, gudgeon, strake, rib.

I can pick up a mooring from a punt.

Rowing in a punt unaccompanied the scout should be able to approach a mooring appropriately, pick up the mooring and secure it to the boat in a safe and seamanlike manner.

I can help another person safely into a punt from the water.

The Scout should be able to approach the casualty in the water and, by using a combination of lifting and moving their own body weight, assist another person in to the punt from the water.

I can coil a line and heave it to a casualty to affect a simulated rescue.

This should be done with a suitable weighted, floating line over a distance of at least 10m, bringing the casualty safely to shore.

I know the safety precautions required for water based activities.

The Scout should be able to explain Weather, Area, Tides, Clothing, Hull, Inventory, Tell Someone.

I know the Beaufort wind scale up to force 6.

The Scout should know the wind speeds related to the Beaufort scale, estimate the force from visual clues (waves, trees, smoke) and understand the significance of a "Small Craft Warning" in the weather forecast.

I can describe how often high and low tides take place, and the implications these might have when going afloat.

The Scout should be able to explain the impact of the tide on the local boating waters. Such concerns as strong tidal flow and inaccessible moorings are relevant here.

I know that where I may go boating may change in different conditions.

The Scout should understand that different areas may be safer in different wind directions and strengths.

I have taken part in six full-day exercises afloat.

A full day could involve a journey such as on a river or canal, for example during a summer camp.



Stage 5

I know the standard rowing commands used in my group and can use them to helm a rowing boat on a straight course.

The Scout should be able to use a range of commands such as "Easy, Port" or "Hard, together" rather than being overly reliant on large rudder movements or "Hold water" turns.

I can take a leading role in mooring and unmooring a rowing boat.

The Scout should be able to direct a crew to safely pick up and cast off a mooring.

I can assist in the anchoring of a rowing boat.

The Scout should be capable of setting up the anchor, ensuring it is secured to the boat and deploying it overboard as directed by the coxswain.



I can identify and name the main parts of common anchor types.

The Scout should be able to name the principle parts of a Fisherman or Admiralty anchor, a ploughshare style anchor and a fluke style anchor.

I know why it is important to have some training in first aid and can show how to care for someone who is very cold.

The Scout should be able to explain the importance of having first aid training and demonstrate an ability to treat a casualty showing signs of hypothermia. It is desirable that a scout have some formal training in first aid.

I know the parts of the International Regulations for the Prevention of Collisions at Sea which apply to my boat and local boating waters.

The Scout should be able to explain which is the stand on vessel and which is the give way vessel in situations involving overtaking, crossing tracks and head on situations between rowing boats, rowing and sailing boats and between rowing boats and power boats. The Scout should also be able to explain correct procedure in and around channels and fairways.

I can obtain a weather forecast and know how the information might affect planned activities afloat.

The Scout should be able to obtain a suitable, up to date marine weather forecast for the relevant area and interpret how that forecast might alter plans.

I know how currents and the ebb and flow of the tide affect my local boating waters.

I know the use of Channel 16 on marine VHF and have an understanding of the use of distress flares.

I have taken part in 6 full-day exercises afloat.

I have taken part in one expedition afloat
An expedition is an extended journey afloat involving either camping ashore or sleeping aboard. The inland waterways of Ireland offer many opportunities for such expeditions.



Stage 6

At this stage the Scout should be capable of taking the helm in a rowing boat and conducting it safely and efficiently in Safe enclosed water.

I can take a leading part in the launch and recovery of a rowing boats

The Scout should be able to direct others in launching and recovering a rowing boat. This may be with or without the use of a trailer or trolley. The Scout should ensure proper manual handling procedure is observed and that care is taken to prevent strain and crushing injuries.

I can carry out the routine inspection of a personal floatation device.

The Scout should demonstrate how to inspect a PFD for visual flaws such as tears, failed stitching, defective fastenings.

I can take the helm of a rowing boat and carry out manoeuvres including steering with a compass.

The Scout should be able to take the helm of a multi-oared rowing boat and get underway, demonstrate control of the boat and crew and turn to port and starboard, pick up a mooring, pass between obstacles such as moored boats, make way astern and come alongside safely.

I can take a leading part in anchoring a rowing boat including knowing how and when to use a tripping line.

The Scout should be able to direct another Scout in ensuring the anchor is correctly set up, that the line is secured to the boat and not fouled and that they are anchoring in a suitable place. The Scout should explain the use of a tripping line.

I have taken part in Man-Over-Board exercise.

The Scout will have taken part in a Man-Over-Board exercise with a live casualty or a suitable substitute. They should have experience as a crew member, and possibly as casualty so that they will better understand the difficulties in locating and recovering a casualty.

I know what causes tides and how spring and neap tides might affect sailors.

The Scout should be able to explain the interaction of the sun and moon and explain the increase in both tidal range and tidal rate during spring tides.

I can recognise the main weather patterns illustrated by a synoptic chart and can interpret the forecast.

The Scout should be able to look at a synoptic weather chart and use it to make their own weather forecast. For a given verbal weather forecast they should be able to interpret the terms used and describe the weather to be expected especially in terms of wind speed and direction and visibility.

I can identify common weather conditions and describe how they may affect boating activities.

The Scout should be able to describe the main weather features to expect with high or low pressure and with warm and cold fronts.

I am familiar with the main features of restricted waters as defined for my group.

The Scout should be able to describe the extent of Restricted Waters as defined for their group and identify headlands and any ports of refuge that might exist.

I know how and when to make Distress and Urgency calls and Safety Announcements on Marine VHF.

I have taken part in eight full-day exercises afloat.

I have taken part in one expedition afloat.

I have instructed at least four people in four of the areas up to stage 3.



Stage 7

At this stage a scout should be aiming for an Intermediate Rowing Charge Certificate. The completion of the requirements of this badge does not confer an entitlement to a charge certificate but it does indicate that a Scout has sufficient experience and technical knowledge to be considered for one.

I can take a leading part in the manual handling of a rowing boat ashore ensuring safe handling procedures.

The Scout should demonstrate an ability to direct a group of scouts handling a rowing boat ashore. The boat may be on a trailer or trolley or it may be carried. The scout should show an awareness of potential risk to the boat, the scouts and members of the public who may be in the area.

I can take a leading part in preparing a rowing boat for safe transportation.

The Scout should be able to direct others in putting the boat on the trailer and securing it with rope or straps. Ultimately responsibility for trailer suitability and load security must still lie with the driver of the towing vehicle.

I know under which circumstances different Personal Flotation Devices are appropriate.

The Scout should be able to explain where and when the Scouting Ireland Boating Guidelines advise the use of different types of PFD.

I can take charge of a rowing boat and carry out the required manoeuvres, including towing, to a high standard.



The Scout should demonstrate an ability to act as coxswain of a multi-oared rowing boat and carry out all the manoeuvres required in the previous stage. A greater degree of control is to be expected and the Scout should be able to manoeuvre between obstacles that require the trailing of oars. The Scout should also demonstrate an ability to take another similarly sized boat under tow and tow it to safety.

I can take a leading part in selecting a good anchorage.

The Scout should demonstrate an ability to select a suitable anchorage given due acknowledgement to sea bed, scope, shelter and sea.

I can take charge of a boat and respond efficiently to a (simulated) emergency.

The Scout should demonstrate an ability to react calmly and efficiently to a simulated emergency such as MOB or the loss of an oar ensuring a safe and orderly recovery. The Scout should make it clear that they understand they are in charge of the crew as well as the boat.

I know what lights should be shown by the most common vessels in my area and know what lights should be shown by a rowing boat.

The Scout should be able to identify from sight or pictures, the nature of a vessel showing particular lights and describe what the vessel is doing. (crossing, head-on, overtaking...) The Scout should also be able to describe what lights are required on a rowing boat according to the International Regulations for the Prevention of Collisions at Sea.

I know the relevant sections of the International regulations for the Prevention of Collisions at Sea.

I can interpret the current forecast and make sound decisions on planned activities in view of expected weather and sea conditions and tidal effects.

The Scout should demonstrate their ability to use weather forecasting information in planning activities afloat including knowing when to cancel an activity.

I know the hazards and how the weather may affect "Restricted Waters" for my group.

The Scout should be able to describe hazards such as rocks, tidal races, shipping lanes and overfalls which may exist in Restricted Waters as defined for their group. The Scout should also be able to describe how different wind directions may affect the area. Onshore and offshore winds may be of particular importance here.

I know how to get suitable information for "Safe Enclosed" boating waters that are not my groups local waters (e.g. for camp).

The Scout should be able to identify suitable people to ask for information such as lifeboat crew, fishermen and the coast guard and know what type of information they need to get.

I can assist in developing a passage plan for a day trip.

The Scout should be able to help others to make a plan bearing in mind wind, tides and currents, the ability of the crew, the nature of the craft and availability of rescue cover and suitable stopping places. Lights, landmarks and hazards along the route would be considered an essential part of the plan.

I know how to read and set a chart, plot and estimate positions.

The Scout should demonstrate an ability to use maritime charts and demonstrate an understanding of position marking conventions.

I have a working knowledge of GMDSS as it applies to EPIRBs and DSC.

I have taken part in ten full-day exercises afloat.

I have taken part in 1 overnight expedition afloat outside my normal boating waters. I have instructed at least four people in at least six of the areas up to Stage 5

The Scout should choose six of the twelve topics listed for Stage 5 of the Rowing Adventure skills and instruct them to the required standard.



Stage 8

I can take a leading part in the safe manual handling of rowing boat ashore including turning them over.

The Scout should demonstrate an ability to direct others in all areas of handling rowing boats ashore. When turning a boat over the scout should demonstrate due caution for the Scouts doing the lifting as well as the boat and surrounding property.

I can take a leading part in organising the off- season storage of rowing boats.

The Scout should demonstrate how best to store boats in the off season. This should include suitable covers for boats stored outdoors, placing boats so as not to obstruct access and emergency walkways and appropriate support of the boat to prevent damage to the boat.

I understand the different safety precautions that must be taken when a group of boats is operating together.

The Scout should demonstrate an understanding of the different problems that can arise with multi-craft activities. This might include differences in performance or crew ability and the additional communications requirements to ensure boats do not become too far separated.

I have a good understanding of the merits of different anchor types for different locations and conditions.

The Scout should explain the merits of different types of anchor in different circumstances and identify the type of anchor best suited to local waters. This may require identifying more than one type of anchor if different seabed conditions exist in various parts of the groups Day Cruising waters.

I know what sound signals the most common types of vessel in my area should make.

The Scout should demonstrate knowledge of the various sound signals (fog signals and general sound signals for manoeuvring) that may be used by the types of vessels the Scout is likely to encounter in the groups Day Cruising Waters.

I have researched at least five pieces of weather lore.

The Scout should demonstrate knowledge of at least five pieces of weather lore (Red sky at night..., spiders spinning webs...). Their knowledge should include an evaluation as to how useful any piece of weather lore might be in predicting the local weather.

I am familiar with 'Day Cruising Waters' for my group

The Scout should demonstrate a knowledge of the extent of Day Cruising Waters for their group and the various features of it including, but not limited to; ports of refuge, man-made and natural hazards, shipping lanes and channels.

I can use the information from a charts etc., to plan an expedition in restricted waters.

The Scout should use information from published and informal sources to produce an expedition plan. This plan would include launch and recovery sites, camp sites, sources of fresh water and supplies, tidal streams and ranges, ports of refuge, emergency plans, inventory lists etc.

I have an understanding of the 'capture effect' as it applies to marine VHF.

The Scout should explain their understanding of the Capture effect and how it may impact on communications.

I have taken part in 10 full-day exercises afloat.

I have taken part in one overnight expedition involving more than one boat.



I have instructed at least four people in at least seven of the areas up to Stage 6.



Stage 9

I can take a leading part in preparing a rowing boat for transportation by road including identifying a suitable trailer/vehicle and secure the boat safely.

The Scout should demonstrate some awareness of legal issues regarding road trailers (lights, brakes) as well as the weight capacity of the trailer. If a commercial vehicle is to be used the Scout should demonstrate an ability to give consideration to suitable cradling of the boat to ensure its safe transportation.

I have knowledge of the organising of rowing races for boats of the type used by my group.

The Scout should demonstrate knowledge of how to go about organising a rowing race. Consideration should be given to a fair start and turns, adequate rescue cover, equal lanes and a straight finish line. The Scout should also demonstrate a knowledge of any class rules concerning design, dimensions and modifications.

I can anchor a boat efficiently to two anchors.

The Scout should demonstrate an ability to lay a boat to two anchors either for added security or to reduce scope.

I can improvise and deploy a sea-anchor and know what spares and tools should be carried aboard.

The Scout should explain what spares and tools should be carried aboard in safe enclosed, restricted or day cruising waters. The Scout should also

demonstrate an ability to improvise a sea-anchor from materials which could be expected aboard a rowing boat. The Scout should explain when and why to use a sea-anchor.

I have completed the requirement for the Emergencies Skills Stage 7.

I know how to interact with the emergency services.

The Scout should demonstrate knowledge of how to communicate with the emergency services using both communications technology and visual signals. The Scout should demonstrate an understanding of what information the emergency services might need in an emergency situation.

I know what sound signals the most common types of vessel in my area should make. I can identify the type aspect and behaviour of vessels by day or night from lights, shapes and sounds.

The Scout should demonstrate their knowledge of lights, day shapes and sounds and what information they give regarding the vessel.

I know the procedure for entry to and departure from a harbour and understand the requirement to file a passage plan under SOLAS regulations.

I can complete a rough synoptic chart from a maritime weather forecast or similar data.

I can complete a rough synoptic chart from a maritime weather forecast or similar data and use this information to make sound decisions on planned activities in view of expected weather and sea conditions.

The Scout should demonstrate an ability to construct an approximate synoptic chart from the data given in the wide area shipping forecast broadcast by the BBC. This chart should give the approximate position of any cyclones and anti-cyclones as well as any weather fronts.

I am familiar with any local rules and bylaws that apply to Day Cruising Waters for my group.

The Scout should demonstrate their knowledge of any rules any bylaws concerning boating in Day Cruising Waters. This may include areas of restricted activity, speed limits, restrictions on times of operation and craft given stand-on privilege, among others.

I can devise a pilot/passage plan and programme that plan into a GPS.

I have taken part in ten full-day exercises afloat.

I have taken part in an overnight expedition in coastal waters.

I have instructed at least four people in at least five of the areas up to stage 8.