Foreword

In New Zealand we are lucky enough to live in a large adventure playground. We have easy access to rivers, lakes, the sea, mountains, bush, the conservation estate and farmland – allowing us to explore and challenge ourselves in the great outdoors.

Recreation is one of five key pillars outlined in Sport and Recreation New Zealand’s (SPARC’s) strategic plan 2009-2015. We want to see a recreation sector that is delivering quality experiences to those taking part, so that more people are encouraged to participate.

SPARC’s first priority in recreation is to outdoor recreation, to deliver on the investment we have made in this area.

We will encourage and enable more people to participate by supporting a diverse range of formal and informal opportunities in recreation. We want to see more young people participating in recreation, especially outdoor recreation.

Helping in this work is the Sir Edmund Hillary Outdoor Recreation Council. The experts that make up the council have wide-ranging skills, and the enthusiasm for the task ahead as the council looks to advise SPARC on strategic and investment decisions relating to outdoor recreation.

The 2007 SPARC-led outdoor recreation review highlighted the importance of maintaining skills and understanding of outdoor etiquette and knowledge about the environment.

Much of the participation in outdoor recreation is unstructured and informal, making it important for good information to be readily available.

This is where this resource Outdoor Activities – Guidelines for Leaders is proving valuable. It is for outdoor instructors, teachers, youth group leaders and guides who are aiming to ensure participants in outdoor recreation enjoy the experience.

It outlines accepted practice for running a wide variety of outdoor activities.

I congratulate the individuals and organisations which have collaborated to produce this document. It is an important resource for the outdoor recreation sector.

Peter Miskimmin
Chief Executive, Sport and Recreation New Zealand
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People go into the outdoors for various reasons: recreation, health and well-being, education, conservation, and appreciation of the environment.

Outdoor activities are an exciting means of providing opportunities for huge learning and personal growth.

These opportunities involve risk, which is an integral and positive part of outdoor activities. Managing the balance of risk and safety is a dilemma for those people who govern, manage and instruct outdoor activities. Keeping up to date with current, accepted practice in managing this balance is a challenge which this resource addresses.

Who are these guidelines for?
These guidelines are for New Zealand outdoor leaders, including volunteer and employed instructors, aspiring instructors, teachers, youth group leaders, club trip leaders, and guides. Governors, managers and participants of outdoor programmes may also find the guidelines useful.

The resource outlines guidelines for a wide variety of outdoor activities, including some activities that people commonly access through commercial providers. You should also refer to:

- Ministry of Education, (2002). Safety and EOTC. A good practice guide for New Zealand schools. (From September 2009, this publication will be replaced by EOTC Guidelines: Bringing the Curriculum Alive.)

Current, accepted practice
These guidelines document current, accepted practice. However, accepted practice evolves. Accepted practice in the past may not be current, accepted practice, and these guidelines may not be future, accepted practice.

Current, accepted practice in outdoor activities is often difficult to define. Not only are practices and standards evolving, practitioners often debate the merits of different ways of conducting activities. It is not always appropriate to take a prescriptive approach to leading outdoor activities. Sometimes, codes of practice exist with a legislative basis. These codes mandate practices rather than provide guidelines. Usually, national organisations agree on a range of acceptable practices to run an activity safely and the guidelines in this resource outline these practices.

Organisations should be able to demonstrate that their activities follow relevant codes of practice or current, accepted practice.

If there are no formal, national guidelines for specific activities, e.g. canyoning, organisations should establish that their practices are consistent with those of their professional peers.

Some publications use the term ‘best practice’ to describe current, accepted practice.

Are qualifications required?
Safe practices are based on quality systems and the competence of outdoor leaders. Qualifications, coupled with logged, recent experience, are a measure of such competence.

Increasingly, qualifications are available for outdoor leaders. Depending on the activity, qualifications are regulated and mandatory, qualifications are standard but have no regulatory body or, in some activities, they are uncommon.

Despite these variations, there is a trend towards outdoor leaders holding qualifications that provide an independent assessment of competence to current, accepted practice. These include generic risk management, first aid, and activity-specific qualifications. This trend is likely to continue. Organisations and individuals should prepare for a future where there are higher expectations of training and qualification requirements.

The qualifications referred to in these guidelines are usually recommended outdoor leader requirements, although some are mandatory. Sometimes people can demonstrate equivalent knowledge and skills (see Definitions: Equivalence).
How were the guidelines compiled?

National organisations usually contributed each activity’s guidelines.

When an activity has no national organisation, local organisations and practitioners provided information. Sometimes, public documents were the source of information and, whenever possible, practitioners reviewed the drafts.

The result is that, thanks to many people’s time and expertise, this resource attempts to reflect the various New Zealand outdoor communities’ accepted practice in 2005.

The first printing of Outdoor Activities: Guidelines for Leaders (2005) was very well received by the outdoor community. Hard copies of the publication sold out in January 2009. With the need for a reprint, the decision was made to conduct a review. You will find updated contact details, changes to qualifications and unit standards and minor amendments to text.

Thanks to Lawrie Stewart, SPARC and to all those who freely gave of their time in the course of this review.

This is a ‘living document’, so if you have any feedback please inform Outdoors New Zealand: www.outdoorsnz.org.nz

Garth Gulley
Outdoor Safety Programme Manager
Outdoors New Zealand
October 2009

To order copies of this publication, go to the Resources page of the Knowledge Centre at: www.outdoorsnz.org.nz

This publication can also be downloaded from the SPARC website: www.sparc.org.nz by searching for the publication title.
Definitions

Assistant Leader
A person who leads, or supervises, an activity whilst under the direct supervision of a more senior person and operating within organisational guidelines. Immediate support and intervention is available.

Competencies
Qualifications, knowledge and skills of outdoor leaders to deal effectively with the demands placed on them by the activity, people, equipment and environment.

Currency
Outdoor leaders use current, accepted practices.

One measure of currency is membership of a professional association, e.g. Education Outdoors New Zealand (EONZ), New Zealand Mountain Safety Council (NZMSC), or New Zealand Outdoor Instructors Association (NZOIA).

Equivalency
An alternative to a qualification which indicates that an outdoor leader meets the requirements listed in the relevant qualification’s syllabus.

Emergency plan
A set course of actions to respond to an incident.

Guidelines
Recommended practices that outdoor leaders should follow.

When an organisation or outdoor leader departs from guidelines, you should document the reasons and seek peer review.

Incident
An undesired event that could or does result in a loss.

The loss may involve harm to people, damage to property or the environment and/or loss to process.¹ The loss may be a fatality, injury, illness, near miss, or a combination of these events.


Outdoor leader
This is a generic term to describe someone who leads, or supervises, an activity. There are various levels of outdoor leadership ranging from those who are closely supervised through to independent instructors and guides. This person has the relevant qualifications and/or competence and experience to facilitate participants in gaining knowledge, attitude and skills in or through those activities.

Policy
Established practices or rules that outdoor leaders must follow. Policies are often formed from legislation but they are usually specific to an organisation.

Qualification
A competency award in a specific outdoor activity.

Risk
The potential to gain or lose something of value. The presence of risk creates uncertainty. Potential losses may include physical, environmental, mental, social or financial losses; potential gains may include knowledge, skills and attitudes to assist people to achieve their potential. (Haddock, C. 2004).

Safety plan
A set of actions to manage risk.

This should be a written document. It may have other names, e.g. safety management plan, safety action plan (SAP), safe operating procedures (SOP), risk analysis management system (RAMS), and health and safety manual. Depending on what they contain, these documents may be one part only of the risk management plan.

Health and safety legislation requires organisations to:

> Take all practicable steps to ensure safety.
> Identify hazards and mitigate them.
> Develop emergency procedures.
> Train employees.
> Register incidents.
Operating values

Code of ethics
Numerous codes of ethics or conduct are applicable to outdoor leaders. You should check the codes relevant to you and work to them.

The following organisations have examples of these codes:

- New Zealand Mountain Safety Council
  www.mountainsafety.org.nz
- New Zealand Outdoor Instructors Association
  www.nzoia.org.nz
- New Zealand Teachers Council
  www.teacherscouncil.govt.nz
- Outdoor Safety Institute
  www.risk.net.nz
- Tourism Industry Association New Zealand
  www.tianz.org.nz

Cultural values
Māori
In Māori creation stories, the earth is Papatuanuku: the Earth Mother.

Like a mother, the earth supports and nourishes us. Māori identity is linked to the land, including the mountains, rivers, lakes and seas. Māori genealogy or whakapapa begins with the land.

The significance of land revolves around the word ‘whenua’, which can be defined in the physical sense as the placenta.

In the physical sense, as the placenta nourishes our development in the womb, so does the land nourish our development in the natural world. Whenua can therefore be defined as land, and the people who guard and protect it are tangata whenua – people of the land.

In the Māori world view, the unbreakable bond between mother and child is exactly the same between the land and the people. The responsibility to protect the land is a responsibility that is taken seriously to ensure that Papatuanuku continues to be able to support and nourish life through her rivers, forests and oceans, which are regarded as taonga (treasures). They therefore command respect.

The key to outdoor leaders incorporating Māori cultural values into their work is to build relationships with their local Māori community. The following resource details organisations involved in Māori development www.takoa.co.nz

Other cultures
Some participants may have beliefs around clothing, food and mixed gender activities that you should respect.

Outdoor leaders may need to assure parents that their children will follow their faith on outdoor trips, particularly concerning meals, or the parents may not permit them to go.

This is just one example of numerous, diverse cultural elements that outdoor leaders may need to consider.
Environmental management
Standards of environmental care are evolving and outdoor leaders should lead this evolution. What was acceptable once is often unacceptable today, and what is acceptable today may be unacceptable tomorrow.

The following guidelines are adapted from the New Zealand Environmental Care Code.

Protect plants and animals
Treat New Zealand’s plants and birds with care and respect. They are unique and often rare.

Remove rubbish
Litter is unattractive, harmful to wildlife, and can increase vermin and disease. Plan your trips so that you reduce rubbish and carry out what you carry in.

Take care with toilet waste
In areas without toilet facilities, you must do one of the following:

> Carry out your toilet waste, particularly from snow country and caves.
> Agree on a single toilet place for a large group, and dig a hole deep enough for the length of your stay.
> Bury your toilet waste in a shallow hole well away from waterways, tracks, campsites and huts if the above situations do not apply.

Keep streams and lakes clean
When cleaning and washing, take the water and wash well away from the water source. Soaps and detergents are harmful to water-life, so drain used water into the soil to filter it.

Avoid fires
Dead wood is an important part of a forest’s health, so cooking on portable stoves is preferable. In high-use areas, use a fire only in an emergency. Keep it small, use only dead wood, and pour water on it to ensure that it’s out.

Camp carefully
When camping, leave no trace of your visit. Will the next visitor know that you have been there?

Keep to the track
By keeping to the track, you lessen the chance of damaging fragile plants.
Consider others
People visit the backcountry and rural areas for many reasons. Be considerate of other visitors who also have a right to enjoy the natural environment.

Respect our cultural heritage
Many places in New Zealand have a spiritual and historical significance. Treat these places with consideration and respect.

Enjoy your visit
Enjoy your visit and protect the environment for your own sake, for the sake of those who come after you, and for the environment itself.

*Toitu te whenua*
*Leave the land undisturbed*

For more detailed information on environmental management, see:
> [www.tianz.org.nz](http://www.tianz.org.nz)
> [www.caves.org.nz](http://www.caves.org.nz)

For information on environmental education, see:
> [www.tki.org.nz](http://www.tki.org.nz)
Empowering an outdoor leader

Before you employ an outdoor leader, you should consider their competencies and attributes, and the level and currency of their qualifications.

**Competencies and attributes**
The Ministry of Education recommends that leaders of outdoor programmes in schools have certain core competencies and personal attributes. These competencies and attributes apply to outdoor leaders of most groups, whether or not they are school-based.


**Core competencies**
- Ability to teach/instruct.
- Outdoor pursuit skills: a qualification or equivalency.
- Current first aid certificate.
- Ability to identify and manage risks.
- Crisis management skills.
- Outdoor leadership skills.
- Group management skills.
- Environmental awareness and appreciation.
- Cultural values.

**Personal attributes**
- Empathy.
- Communication skills.
- Flexibility.
- Motivation.
- Positive self-concept.
- Sound judgement.
- Problem-solving ability.
- Physical fitness.
- Safety consciousness.
- Approachability.
- Assertiveness.
- Ability to say no.

**Risk management**
Foundation training in risk management is essential for all outdoor leaders.

This training should cover the material on the New Zealand Mountain Safety Council (NZMSC) Risk Management CD-ROM. It may be a specific course, e.g. with NZMSC and the Sir Edmund Hillary Outdoor Pursuits Centre, or outdoor activity training may include it.

The National Award in Outdoor Activity Supervision (Skills Active) covers the core competencies at a foundation level.

**First aid**
Current first aid training is essential for all outdoor leaders.

This training should be for at least 16 hours and, preferably, it should focus on outdoor first aid.

Outdoor leaders should follow the principle that participants must always have access to a person trained in first aid and to a first aid kit. This principle will help determine how many leaders trained in first aid you require for an activity.

**Specific activity competencies**
Specific activity competency is essential.

In addition, each activity requires specific competencies. The challenge for aspiring outdoor leaders is to develop a training plan to gain these competencies and attributes. This may include extensive personal recreation, training courses, and working alongside an experienced outdoor leader as an assistant.
Qualifications

Most outdoor activities have aligned qualifications.

The following table outlines some of those qualifications. Some qualifications offered by New Zealand Mountain Safety Council (NZMSC) and New Zealand Outdoor Instructors Association (NZOIA) vary slightly between the organisations in name and scope.

In general, the focus of the levels is:

- Leader: lead groups in lower technical environments.
- Instructor Level I: instruct skills and lead groups in more technical environments.
- Instructor Level II (Advanced Instructor/Coach): instruct skills and lead groups in higher technical environments; train the instructors/leaders; may work as assessors and moderators of qualifications.

Qualifying organisations usually, but not always, offer their qualifications to members only. For NZMSC, these people are primarily volunteers; for NZOIA, they are primarily vocational workers.

Designated person in charge

There should be a designated person in charge and a contingency plan in the event that this person is injured or must leave. With a large group, it may be better if the person in charge oversees the programme but has no direct supervision responsibility.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Scope</th>
<th>Recommended Minimum Qualification</th>
<th>Qualifying Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abseiling</td>
<td>Instructing safe and effective abseil techniques, excluding placement of specialised rock protection.</td>
<td>Abseil Leader Abseil I</td>
<td>NZOIA / Skills Active NZMSC / NZOIA</td>
</tr>
<tr>
<td></td>
<td>Instructing safe and effective abseil techniques, including placement of specialised rock protection.</td>
<td>Rock I Nat. Cert. Inst. (Rock) Abseil II</td>
<td>NZOIA Skills Active NZMSC</td>
</tr>
<tr>
<td>Activity Supervision</td>
<td>Supervising an outdoor activity in a relatively low risk environment.</td>
<td>National Award in Outdoor Activity Supervision</td>
<td>Skills Active</td>
</tr>
<tr>
<td>Alpine</td>
<td>Instructing in non-technical terrain, that is, terrain that does not generally require a rope.</td>
<td>Alpine I Nat. Cert. Inst. (Mountain)</td>
<td>NZOIA NZMSC Skills Active</td>
</tr>
<tr>
<td></td>
<td>Instructing in technical and non-technical terrain, but not glaciated terrain.</td>
<td>Alpine II</td>
<td>NZOIA NZMSC</td>
</tr>
<tr>
<td>Avalanche</td>
<td>Introduction to hard observation skills and group travel in avalanche terrain.</td>
<td>Backcountry</td>
<td>NZMSC</td>
</tr>
<tr>
<td></td>
<td>Training people to work in and contribute to a professional avalanche programme.</td>
<td>Avalanche I</td>
<td>NZMSC</td>
</tr>
<tr>
<td></td>
<td>Training professionals to make independent decisions, to manage professional avalanche programmes, to oversee the training of stage I professionals, and to manage a search and rescue.</td>
<td>Avalanche II</td>
<td>NZMSC</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td><strong>Scope</strong></td>
<td><strong>Recommended Minimum Qualification</strong></td>
<td><strong>Qualifying Organisation</strong></td>
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</tr>
<tr>
<td><strong>Bush</strong></td>
<td>Leading day bush walks in simple, easily accessible terrain.</td>
<td>Bush Walking Leader</td>
<td>NZOIA / Skills Active</td>
</tr>
<tr>
<td></td>
<td>Leading two or three-day trips, either on tracks or within easy access of tracks or routes below the bushline, or on tracks above the bushline where snow is not normally encountered.</td>
<td>Bush I, Nat. Cert. Inst. (Tramping)</td>
<td>NZOIA, NZMSC, Skills Active</td>
</tr>
<tr>
<td></td>
<td>Leading multi-day trips into remote, untracked terrain extending above the bushline, in all weathers and seasons, where ropes are not usually required but may be carried and snow could be encountered.</td>
<td>Bush II</td>
<td>NZOIA, NZMSC</td>
</tr>
<tr>
<td><strong>Bush / Camping</strong></td>
<td>Leading overnight fixed camps close to road ends and/or leading day trips.</td>
<td>Outdoor Leader</td>
<td>EONZ, NZMSC, NZOIA</td>
</tr>
<tr>
<td><strong>Canoeing</strong></td>
<td>Taking participants tandem open canoeing on placid or moving water up to and including grade I. This includes estuaries, river deltas, sheltered beaches, lakes, and coastal inlets with no tidal speed.</td>
<td>Canoe I</td>
<td>NZOIA 4</td>
</tr>
<tr>
<td><strong>Caving</strong></td>
<td>Leading groups in a simple cave environment.</td>
<td>National Award Cave in Streamway Cave Guiding</td>
<td>Skills Active</td>
</tr>
<tr>
<td></td>
<td>Instructing participants in easier caves with short pitches that can be negotiated using ladders and lifeline techniques.</td>
<td>Cave I</td>
<td>NZOIA 2</td>
</tr>
<tr>
<td></td>
<td>Instructing all aspects of caving, including single rope technique (SRT) and organising and supervising caving programmes.</td>
<td>Cave II, Nat. Cert. Inst. (SRT Cave Guiding Instruction)</td>
<td>NZOIA 2, Skills Active</td>
</tr>
<tr>
<td></td>
<td>Guiding clients in caving environments where single rope technique (SRT) is required.</td>
<td>National Award in SRT Cave Guiding</td>
<td>Skills Active</td>
</tr>
<tr>
<td><strong>Glacier</strong></td>
<td>Guiding walking trips and instructing ice climbing on the lower-level, hard-ice areas of glaciers.</td>
<td>Glacier Guide</td>
<td>NZMGA</td>
</tr>
<tr>
<td><strong>Hunting</strong></td>
<td>Instructing hunting skills across a broad spectrum of bushcraft, camp craft, firearms safety, and environmental considerations.</td>
<td>HUNTS Instructor</td>
<td>NZMSC 3</td>
</tr>
<tr>
<td><strong>Kayaking</strong></td>
<td>Introducing participants to kayaking in swimming pools and placid waters. This includes estuaries, river deltas, sheltered beaches, lakes, and coastal inlets with no tidal speed.</td>
<td>Kayak Leader</td>
<td>NZOIA / Skills Active</td>
</tr>
<tr>
<td></td>
<td>Instructing kayaking on moving water up to and including grade 2.</td>
<td>Kayak I, Nat. Cert. Inst. (Kayak)</td>
<td>NZOIA 4, Skills Active</td>
</tr>
<tr>
<td></td>
<td>Instructing white-water kayaking, developing kayaking programmes, and supervising these programmes up to and including grade 3.</td>
<td>Kayak II</td>
<td>NZOIA 4</td>
</tr>
<tr>
<td><strong>Rafting</strong></td>
<td>Guiding clients on grade 1 and 2 rivers under the supervision of a National Senior Raft Guide.</td>
<td>National Raft Guide Grade 2</td>
<td>Skills Active 6</td>
</tr>
<tr>
<td></td>
<td>Guiding clients on rivers up to and including grade 3 under the supervision of a National Senior Raft Guide Grade 4/5.</td>
<td>National Raft Guide Grade 3</td>
<td>Skills Active 6</td>
</tr>
<tr>
<td></td>
<td>Guiding clients on rivers up to and including grade 4/5 under the supervision of a National Senior Raft Guide Grade 4/5.</td>
<td>National Raft Guide Grade 4/5</td>
<td>Skills Active 6</td>
</tr>
<tr>
<td>Discipline</td>
<td>Scope</td>
<td>Recommended Minimum Qualification</td>
<td>Qualifying Organisation</td>
</tr>
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</tr>
<tr>
<td>Risk Management</td>
<td>Instructing in the principles and practices of risk management.</td>
<td>Outdoor Safety Management</td>
<td>NZMSC / NZOIA</td>
</tr>
<tr>
<td>Rock</td>
<td>Leading groups on single pitch top rope rock climbs where haul lines are in place and regular checks of anchors are completed by the organisation managing the venue.</td>
<td>Rock Leader</td>
<td>NZOIA / Skills Active</td>
</tr>
<tr>
<td></td>
<td>Instructing participants in top-roping and abseiling situations on single pitch crags, with easy access from base to top.</td>
<td>Rock I Nat. Cert. Inst. (Rock)</td>
<td>NZOIA / Skills Active</td>
</tr>
<tr>
<td></td>
<td>Instructing all aspects of rock climbing, including lead climbing, supervising rock climbing programmes, and developing new sites.</td>
<td>Rock II</td>
<td>NZOIA</td>
</tr>
<tr>
<td></td>
<td>Guiding and instructing all climbing activities (mountaineering, rock climbing, sport climbing and abseiling).</td>
<td>Climbing Guide</td>
<td>NZMGA</td>
</tr>
<tr>
<td>Sailing</td>
<td>Instructing up to Level 2 of the National Learn-to-Sail Dinghy Scheme.</td>
<td>Dinghy Learn-to-Sail Instructor</td>
<td>Yachting NZ</td>
</tr>
<tr>
<td></td>
<td>Instructing up to Level 1 of the National Learn-to-Sail Keelboat Scheme.</td>
<td>Keelboat Learn-to-Sail Instructor</td>
<td>Yachting NZ</td>
</tr>
<tr>
<td>Sea Kayaking</td>
<td>Guiding clients on commercial kayaking trips involving coastal, lake or open water paddling.</td>
<td>Guide</td>
<td>SKOANZ / NZOIA</td>
</tr>
<tr>
<td></td>
<td>Instructing participants to become competent sea kayakers, including the skills and knowledge contained in the Proficiency Award.</td>
<td>Sea Kayak I</td>
<td>NZOIA ^5</td>
</tr>
<tr>
<td></td>
<td>Instructing sea kayaking, developing and supervising programmes. It sets a benchmark for leaders of multi-day expeditions in remote coastal areas.</td>
<td>Sea Kayak II</td>
<td>NZOIA ^5</td>
</tr>
<tr>
<td>Skiing</td>
<td>Teaching beginners and advanced beginners.</td>
<td>Ski Level 1 Nat. Cert. Snowsport</td>
<td>NZSIA / Skills Active</td>
</tr>
<tr>
<td></td>
<td>Teaching up to advanced intermediates.</td>
<td>Ski Level 2</td>
<td>NZSIA</td>
</tr>
<tr>
<td></td>
<td>Teaching advanced and expert skiers.</td>
<td>Ski Level 3</td>
<td>NZSIA</td>
</tr>
<tr>
<td>Snowboarding</td>
<td>Teaching first turns on beginners’ slopes.</td>
<td>Snowboard Level 1 Nat. Cert. Snowsport</td>
<td>NZSIA / Skills Active</td>
</tr>
<tr>
<td></td>
<td>Teaching carving on intermediate terrain.</td>
<td>Snowboard Level 2</td>
<td>NZSIA</td>
</tr>
<tr>
<td></td>
<td>Instructing in all mountain elementary terrain.</td>
<td>Snowboard Level 3</td>
<td>NZSIA</td>
</tr>
</tbody>
</table>
Qualifying organisations
EONZ Education Outdoors New Zealand
www.eonz.org
NZMGA New Zealand Mountain Guides Association
www.nzmga.co.nz
NZMSC New Zealand Mountain Safety Council
www.mountainsafety.org.nz
NZOIA New Zealand Outdoor Instructors Association
www.nzoia.org.nz
Skills Active Aotearoa www.skillsactive.org.nz
SKOANZ Sea Kayak Operators Association of New Zealand www.skoanz.org.nz

Partner organisations
1 Christchurch Polytechnic Institute of Technology
www.cpit.ac.nz
Otago Polytechnic www.tekotago.ac.nz
Tai Poutini Polytechnic www.taipoutini.ac.nz
2 NZSS New Zealand Speleological Society
www.caves.org.nz
3 NZDA New Zealand Deerstalkers Association
www.deerstalkers.org.nz
4 NZRCA New Zealand Recreational Canoeing Association
www.rivers.org.nz
5 KASK Kiwi Association of Sea Kayakers
www.kask.co.nz
6 NZ Raft Association www.nz-rafting.co.nz

Other organisations
> Tertiary education organisations, polytechnics in particular, as well as universities, colleges of education, wānanga, and private training establishments offer degrees, diploma and certificates, often incorporating some of the qualifications listed above.

Developments
> NZMSC, NZOIA and EONZ are working to establish common syllabi and a unified approach to the assessment process.
> Skills Active is finalising new awards.

Equivalency
See Definitions. Organisations should be able to justify any equivalency decisions they make, including the documentation that have considered in making their decisions.

Outdoor leaders may indicate equivalency by one or more of the following:
> Attestation.
> Referees’ statements.
> Logged, recent experience comparable to the qualification requirements.
> Training record.
> Incident record.
> Other relevant qualifications.
> Observation.
> Field check.
> Appraisals.
> A similar overseas qualification.

Logbooks
Leaders should be able to demonstrate their currency to an employer through their logbook.

Logbooks are particularly useful when the outdoor leader does not hold a relevant qualification, or holds a qualification that does not have stringent currency or revalidation requirements.

Purposes
Logged, recent experience has various purposes:
> Reflection, which helps with:
  > Processing the experience.
  > Planning professional development.
> Recording accomplishments and time in the field in a particular role.
> Providing evidence for people such as a prospective employer or qualifications assessor.

You should include documents such as completed risk management forms.

Format
The content is the important part. Information could include type of activity, date, role, location, weather, group, length of time, any incidents, peer review of safety plan, and learning points.

You could record it in:
> An exercise book or electronic record.
> Printed logbooks, such as those available from:
  > Education Outdoors New Zealand
  > New Zealand Mountain Safety Council
  > New Zealand Outdoor Instructors Association
Before the activity

Planning
Health and safety legislation requires sound planning. Incident analysis usually reveals planning shortfalls. The risk management guidelines at www.standards.co.nz are one tool to help in programme planning.

Safety and EOTC (2002), developed by the sector, focuses on school programmes but is largely applicable to all outdoor activities. The checklist below for outdoor safety systems is adapted from this resource (page 21).

Checklist
> Approval of the activity from the governing authority.
> Clearly stated objectives and learning outcomes.
> Assessment of staff and volunteers’ competence.
> A check of any outdoor provider and a contract for services.
> Preparation of assistant leaders and other accompanying adults.
> Preparation of participants.
> Individual cultural needs.
> A risk management assessment, including a venue check. See Outdoor Safety: Risk management for outdoor leaders (2004), page 133 for a summary of how to complete a risk management form.
> Health and fitness forms plus swimming competence and parental consent if appropriate.
> Equipment logs.
> A contingency plan.
> Emergency procedures.
> Review processes.

It is critical that a plan is realistic because the activity must follow the plan or there must be clear justification for any departures.

Contracting an outdoor provider
For examples of a checklist and agreements, see Safety and EOTC (2002) pages 75–79.

Who are you contracting with?
Write down the correct name of the party that you are contracting. Note whether it is a company, an incorporated society, a charitable trust, or an individual person.

Sometimes the contractor may use a trading name, e.g. ‘Outdoor Adventure Expeditions’, but you need to know who it is that uses the name and who is ultimately responsible for the contractor’s obligations.

What are the outdoor provider’s credentials?
> Make sure that you obtain and assess all relevant information and reference or marketing material. Check their website.
> Check the qualifications of the staff.
> Check the credentials of the outdoor provider, including references from other clients and any accreditations from recognised industry or training organisations, e.g. OutdoorsMark.
> Assess the specific work experience of the outdoor provider in the activity. Ask questions if you have any concerns about their qualifications and experience.

What does the outdoor provider agree to do?
> It is strongly recommended that you have a written agreement or contract which records all the important aspects of the arrangements. Any changes to the arrangements should be agreed beforehand and should maintain the specified standard.
The contract should specify what it is that the contractor will do. This may be expressed in terms of the outcome or result that you require. If there are a number of components, these should be described in the services or activities to be provided. It is important that both parties know what is required and who is responsible for what. The best record is one that is agreed and is in writing.

The contract should state the term or duration of the contract or the activity and, if necessary, the hours that the outdoor provider will undertake. Sometimes you may enter into a contract that might apply for a longer period and which then applies to all arrangements during that period.

If a longer-term contract does apply, you can specify and record that:
- The parties will meet to assess performance during the period.
- The continuance of the contract is subject to the outdoor provider meeting the recorded performance requirements.

What equipment will the outdoor provider use? Is the equipment supplied by the outdoor provider or do you need to hire or provide it? Does the equipment meet any relevant New Zealand standards? Who pays the cost of any hire?

Specify a quality standard for the services, e.g. by reference to an industry standard or of a general high-quality standard.

Who is responsible for the health and safety of the participants?
- Ensure that the outdoor provider has a safety plan and ask to review it if you think that is necessary.
- The contract should state that the outdoor provider will be responsible for implementing and supervising the health and safety requirements. Often there are factors in the outdoors which are beyond their control, but it is reasonable to expect that the safety plan will include arrangements if such factors do occur.
- Are you satisfied that the levels of safety and supervision are sufficient? If not, or if you have any doubts, then ask.

Beware of any attempts by the contractor to limit their liability or to require you or the participants to sign waivers. Indemnities for penalties are legally prohibited.

Ensure that the contractor discloses the risk to the participants.

What do you agree to do under the contract?
- Check your obligations. Be in no doubt as to what is required of you.
- Who is responsible if equipment is damaged? Are you insured?
- Do you have to provide a minimum number of participants for the activity to proceed?
- What competence does the contractor require of the participants, e.g. swimming ability or general fitness?
- Record how, and through whom, the parties will communicate with each other, and include all their contact details.

Payment
- Record the activity fee or charge-out rate of the outdoor provider. Is GST included in the fee? Is a deposit to be paid in advance? In what circumstances is it refundable?
- Record when the fee and/or any deposit is due to be paid.
- Are there any cancellation or termination charges? Specify what will happen if weather or other circumstances require a postponement.
- Who pays for other costs such as permits for entering any land or passes to access another provider’s equipment, e.g. ski passes?

Disputes
- Where any dispute arises, ideally it should be worked out by agreement between the parties.
- If the differences cannot be resolved within a reasonable time, then you can provide that the parties use mediation to assist them to resolve it before they pursue any disputes tribunal or other legal avenues.
What are the legal responsibilities of instructors?

There are three main sources of responsibilities of instructors:

1. Statutory obligations
   Examples include the:
   > Health and Safety in Employment Act 1992. The object of this Act is to promote the safety of people at work, visitors to the workplace, and of other people in the vicinity of the workplace. Employers have numerous obligations, including a general obligation to take all practicable steps:
     - To ensure the safety of employees while at work.
     - To ensure that an employee is adequately trained or supervised if necessary.
   An employee must also take all practicable steps to ensure their own safety at work. For further information about this Act refer to the Department of Labour website www.dol.govt.nz
   > Crimes Act 1961. This imposes a duty on anyone who undertakes, operates, or is in charge of any activity or thing which, in the absence of care, is potentially dangerous to human life, to take reasonable steps to safeguard people from that danger. If a person does not do so, and knows that what they did or failed to do would endanger any individual, then they could be convicted of criminal nuisance.
   > Other Acts that may apply include the Fair Trading Act, Human Rights Act, Consumer Guarantees Act, Privacy Act, Maritime Transport Act and Land Transport Act.
   For a detailed reference to legislation which affects risk management of people involved in the sport and recreation sector and which relates to event organisers, see the SPARC website www.sparc.org.nz

2. Contractual obligations
   Instructors can enter into various types of contracts which can specify their obligations, e.g. an employment contract, a contract to provide services to a third party, or an insurance contract. In most cases, it is not possible to exclude the application of statutes. However, parties can specifically address obligations and the consequences of any problems that arise, provided that what they agree is not contrary to law or public policy.
   There is a large degree of freedom to enter into contracts but there are a number of statutes which affect enforcement of contracts. Courts will generally enforce a valid contract because they usually regard it as the best record of how the parties intended to regulate their relationship.

3. Common law obligations
   Under the common law (judge-made law, as distinct from Parliament-made law), an instructor is obliged to take reasonable care to avoid causing injury or harm to people and property. A failure to do so may result in a claim of negligence.
   The consequences of a breach, in respect of personal injury, are limited by the New Zealand Accident Compensation Scheme under the Injury Prevention, Rehabilitation, and Compensation Act 2001. For further information, see www.acc.co.nz
   The consequences of damage to property are not limited, but the monetary effects can be included in a contract or can be lessened by having appropriate insurance.

Briefing
   One responsibility of outdoor leaders is to brief everyone involved. Usually, there are separate briefings for:
   > Assistant leaders and volunteer helpers.
   > Participants.
   You should plan these briefings, including notifying people of the time and place. You should ensure that the briefings are consistent, link them to your safety plan, and document them. Checklists ensure consistency across the programme and among staff.

Assistant leaders
   Assistant leaders must know what their roles will be: what they must do and what they must not do. Ensure that roles are clear to avoid dangerous and inexcusable incidents, e.g. what first aid and survival equipment do you expect them to carry?
   These people should know the activity plan and the logistics that will make it operate smoothly, e.g. if transport is arranged for an early pick-up on the last day, they need to know that before the day’s activity begins.
Volunteer helpers
Volunteer helpers must know their roles throughout the activity. Unless they have specific, verified knowledge and skills, you must categorise them as participants.

Their responsibilities are likely to involve logistics and supervision outside course time. A supervisory role requires a briefing on participants’ medical needs.

You should also attain relevant information on medical conditions and fitness of volunteer helpers.

Participants
Briefing of participants serves various functions.

> It’s the beginning of the sequential learning, in that it should allay many concerns about what they might experience. You need to brief the participants on their responsibilities for safety and risk management; that is, safety is not something that is done to them by leaders – they have responsibilities for their own safety and that of others as well.

> It should communicate or agree on the intended learning or outcomes.

> It may also be part of a two-way disclosure where the outdoor leader provides information about the activity and the participants provide information about themselves. This participant information may have been gathered earlier, e.g. through an enrolment form, but it’s important that it does occur.

> ‘Challenge by Choice’. This is about supporting the participants to set their own goals and participate at a level of their choice. Participants should be encouraged, but not forced, to push themselves beyond their comfort zone, e.g. by choosing the height that they climb to or by choosing to belay. This lack of compulsion has educational and safety benefits.

Alcohol and other drugs
Responsibility for young people
When outdoor leaders are responsible for people less than 18 years old, their responsibility usually extends through recreation time and during the night. This means that outdoor leaders must avoid alcohol and other drugs that might impair their ability to:

> Provide a high level of supervision.

> Respond in an emergency.


Responsibility for adults
When outdoor leaders are responsible for adults, they may not be legally responsible for them out of course time. However, they must still take all reasonable steps to safeguard their clients. This includes avoiding alcohol and other drugs that might affect their performance and judgement, as well as advising participants to do the same.

Ratios
A ratio compares the number of skilled and experienced leaders with the number of participants. It is important that the ratio is adequate to ensure a high-quality, safe experience. Although it is not ideal, sometimes you may have to adapt the activity for the number of participants that you have.

The accepted ratio of leaders to participants depends on a range of factors, which you should identify during your risk assessment. There is no simple answer applicable to all situations.

Ratios are hard to prescribe because they vary according to the factors listed below.

What factors might apply to setting ratios?

> Competence:

  – Outdoor leaders.

  – Assistant leaders.

  – Volunteer helpers (who may have the skills and knowledge to act as assistant leaders or who may need to be counted as participants).

> Participants:

  – Ability and experience.

  – Fitness.

  – Age.

  – Special considerations, e.g. behaviour, participants’ physical size, equipment, medical needs, and learning needs.
> Programme goals.
> Activity:
> – Type, e.g. the degree of technicality and risk.
> – Duration.
> – Site, e.g. nature, remoteness, and permits.
> Weather:
> – Season.
> – Forecast.
> Contingency options:
> – Access to emergency services.
> – Access to a person trained in first aid.

Who do I count as a leader?

Before an activity, you must determine the appropriate status of each person, including teachers, parents and senior students. Depending on their competence, they may potentially be:

> An outdoor leader.
> An assistant leader.
> A participant.

If a person is skilled in supervising the activity, you may count them as a leader or assistant leader. If they are not skilled in supervising the activity, you should count them as a participant when calculating your ratio.

You must not assume that accompanying adults always improve the leader to participant ratio.

Ratios are just one factor of many to consider in risk management. The following examples illustrate that different ratios apply for different activities and conditions.

Example: Rock climbing

A high school contracted an instructor to lead their three-day rock climbing trip to a complex set of crags. There was a three-hour walk-in to a hut under the crags. There were seven students, two teachers and a parent.

> The instructor held the New Zealand Outdoor Instructors Association Rock II qualification and knew the crags well.
> One teacher was competent in rock climbing and abseiling safety systems, holding the New Zealand Mountain Safety Council Abseil II qualification. The other teacher had had some rock climbing training, but neither rock climbed regularly. The parent was a keen tramper but was not a rock climber.
> The students had had regular training at local crags, including lead climbing, and had been tramping.

The risk assessment by the teachers and the instructor decided that:

> Another assistant leader was desirable for the rock climbing. This would enable the instructor to retain an overview by not taking ongoing responsibility for individual students. One teacher persuaded a friend with similar experience to come.
> The students wouldn’t lead climb on this trip. This decision enabled three adults (the two teachers and the friend) to be designated as assistant leaders. After the instructor set up the belay ropes, the assistant leaders would take responsibility for supervising the belaying and lowering – a ratio of 4:8 (the parent would be a participant). They chose to run the rock climbing activity with one group rather than smaller, independent groups because the assistant leaders felt more comfortable supervising climbs that the instructor set up, and one group exposed all students to the instructor’s expertise.
> As a group of 12, they would take a longer access route to the crags to minimise the rockfall risk. They agreed that the teachers, the friend and the parent would lead students on this route. Four people were designated assistant leaders for this part of the activity – a ratio of 4:7.
> They would assign specific students to specific assistant leaders on the walk-in and walk-out. There would be one designated leader and three assistant leaders (including the parent). The instructor would not take any responsibility during these stages, remaining independent to prepare the climbs and sort out equipment – a ratio of 4:7.
> After the instructor reviewed the abseil set-up, the teacher with the Abseil II qualification would run the abseil activity with support from a teacher at the bottom – a ratio of 2:10.
The fourth volunteer helper to support the child who uses callipers. This child will be part of a subgroup that walks at a slower speed.

All the volunteer helpers know the children and have an ability to supervise children.

Before the trip, Jenny will brief Ian, the volunteer helpers and the teacher aide on their roles and responsibilities. This briefing will include behaviour expectations, group details and organisation, road-crossing procedures, and expected times of departure, lunch and return.

Jenny will make all volunteer helpers aware of the children with asthma and ask them to monitor those children. They will be told what to do in the event of an asthmatic attack. They will check that the children have their own medication.

Ratio summary
The ratio is just one of a number of factors considered in the risk management of the activity. Who was considered able to take a leadership role depended on the activity and each person’s knowledge and skills. It is important to know, at all times, who is leading at any time.

See the article Ratios – More Than Just Numbers by Cathye Haddock at www.tki.org.nz

Group size
Irrespective of the leader to participant ratio, large groups may:

Be unsafe, unless you split them into small, semi-independent groups, or use a buddy system.

Have a major environmental impact.

Compromise the aims of the outdoor activity.
There is much to consider when you lead an outdoor activity but, now that you have planned carefully, it is critical that you follow that plan or you will be in breach of your responsibilities.

Warm-up
Many injuries occur because participants have not warmed up first. See www.acc.co.nz

Sequencing
Sequencing is about setting challenges at the appropriate level for each participant in a ‘Challenge by Choice’ framework. This involves checking out each participant’s skills and experience and progressively building on the knowledge and skills learnt. It’s a ‘shallow end’ approach, where participants gain confidence before venturing into a more challenging environment.

This is not only sound educational practice, it’s safer in outdoor activities because participants are more likely to achieve each successive task within a ‘Challenge by Choice’ framework. Their confidence enables them to put their technical skills into practice, have a sense of achievement, and enjoy the experience.

Example
Preparing participants for whitewater kayaking is a classic example of sequencing. The learning outcome may be that the students can safely negotiate grade III rapids, but that is not usually tested until the students have learnt to reliably roll their kayaks upright after a capsize.

That learning progression usually involves:
1. Rolling instruction in a warm swimming pool, shallow enough to stand in.
2. Rolling from awkward positions in the pool.
3. Rolling in shallow river eddies.
4. Rolling in deep eddies.
5. Rolling in laminar currents.
6. Rolling in turbulent currents.

In parallel, participants also learn a progression of paddling strokes on increasingly difficult water, so that, by the end of the course, they are equipped both mentally and physically to test their learning in a grade III rapid.

Activity levels
All outdoor activities have varying levels of difficulty and adventure and, usually, varying entry levels. For example, tramping can range from a one-hour walk on a nature trail to a multi-day tramp in rugged, mountainous terrain.

Choosing the most appropriate level is not easy when participants arrive with varied personal experience. This requires outdoor leaders to think of ways to meet a range of participants’ goals, including non-physical challenges, e.g. leadership challenges.

These are generic guidelines and outdoor leaders need to customise the guidelines to suit their own competence, the level of the activity, the environment and the needs of the group.

Communications
Communication devices are no substitute for training and experience. They can help avoid emergencies by accessing weather forecasts and communicating changes to plans, as well as being invaluable during an emergency.

You will need to waterproof most devices. Risk homeostasis theory argues that people often take more risks if they have a safety device.

Radios
You can hire portable radios for both land and sea.

> Mountain radios communicate with base stations and other mountain radios from almost anywhere in New Zealand at pre-arranged times.

> Marine VHF radios are able to receive weather forecasts anywhere but can only communicate with a base station or another marine VHF radio if it is in line of sight.
Cellphones
Cellphones may be an alternative to radios but they don’t function in all backcountry areas and, for many people, they detract from the wilderness experience.

Satellite phones
Backcountry users are increasingly using satellite phones, but they are still heavy and expensive.

Personal locator beacons
You can hire a personal locator beacon (PLB) that transmits a signal to a base-receiving station, enabling rescuers to pinpoint a location.

Whistle
A whistle is small and light.
For more information, see Bushcraft (2005), chapter 6.
After the activity

Debriefing
Debriefing can benefit participants, the organisation, and the outdoor leaders and assistants.

Participants
Outdoor leaders can maximise programme benefits for the participants by facilitating discussion of the experience. Most outdoor leaders agree that debriefing is a valuable opportunity. For information on debriefing, see www.reviewing.co.uk

Skilful facilitation enables participants to understand better:

> Their strengths and weaknesses, both mental and physical.
> How well the group met its goals.
> Their roles in assisting the group to meet its goals.
> How well they met their own individual goals.

You should also debrief incidents, including any near misses, to assist participants’ learning. Sometimes, the outdoor leader may recommend follow-up by a professional trauma counsellor.

Organisation
Debriefing also enables participants to contribute to improving the programme. Participants have an important role in developing safe practices as reflected in health and safety legislation. This works best in an open and safe forum.

Asking participants what did and didn’t work well is a good start. The organisation should consider participants’ feedback when they evaluate the programme and any incidents.

Leaders
An element in professional development for outdoor leaders and assistant outdoor leaders is evaluating what worked well, what incidents occurred and why, and what improvements are needed. In an environment of mutual trust, this can be a powerful learning experience for outdoor leaders as well as aspiring outdoor leaders.

It is useful to record personal reflections in a logbook, along with feedback from colleagues.

Reporting
Reporting is a current accepted practice in outdoor leadership.

Mandatory
> Health and safety legislation requires:
  – Maintaining a hazard register with known hazards.
  – Reporting incidents to the organisation, recorded on an incident register.
  – Notifying Dept of Labour (if incident occurred on land) or Maritime NZ (if incident occurred on a vessel) of serious harm as soon as possible and reporting within seven days. (You can send reports directly to Dept of Labour from the National Incident Database – see below.)
  – Reporting fatalities to the police.

To notify serious harm, see www.dol.govt.nz and www.maritimenz.govt.nz

Recommended
> Trip reports, including updating specific hazards in the register and communicating it to all parties who may be affected.
> Logging experience, including reflection on leadership and risk management (see Logbooks above on page 12).
> Updating equipment usage records.
> Incident reporting to:
  – Your professional body.
  – Parents/caregivers, next of kin and person/s involved following an incident.

National Incident Database
This is a partnership among New Zealand Mountain Safety Council, Ministry of Education, Outdoors New Zealand, and Education Outdoors New Zealand.

The project promotes best practice to manage risk and safety in the outdoors with a standard method for collecting and analysing incidents and near misses. It encourages organisations to collect and view their own data from this database.
All data remains the property of each organisation. An annual report will analyse generic data and trends; specific organisations and individuals will not be identified. See www.incidentreport.org.nz

Evaluating

It’s important to evaluate a programme on a regular basis, from both educational and safety viewpoints.

> Educational practices evolve and programmes should reflect current, accepted practice.

> Health and safety legislation requires organisations to review safety plans on a planned and regular basis. Commonly, organisations will plan to do this regularly and after an incident.

Evaluating can take the form of a self-review, peer review, or external review (audit). The following timeframes are recommended:

> Self-review: annually or after an incident. You must analyse incidents and incorporate learnings into a new version of your safety plan.

> Peer review: every two or three years or after a serious incident.

> External review: every three to five years.

Ideally, you should plan a mix of these reviews.

Safety audit

Current, accepted practice involves planned auditing by an external safety auditor, e.g. OutdoorsMark. This is not a requirement of the health and safety legislation, although the Department of Conservation requires their concessionaires to seek external audits.

The Register of Outdoor Safety Auditors (ROSA) details registered outdoor safety auditors. See www.outdoorsnz.org.nz

Version control

There should be one version of the safety plan in use and on an organisation’s computer system. It should include a record of changes and when the changes were made. You should retain paper copies of outdated plans in your archives.
A team effort

Reference group
Thanks to the members of the original reference group who worked together so well to steer the writing of this resource:

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Hang gliding and paragliding

Hang gliding and paragliding are adventure sports that people can experience either in a tandem flight with qualified pilots or by learning to fly with qualified instructors.

You should read the following information in conjunction with Section A of this resource.

Qualifications

The following qualifications are relevant:

**Hang Gliding**
- Beginner
- Novice
- Intermediate
- Advanced
- Assistant Instructor
- Instructor
- Recreational Tandem
- Tandem

**Paragliding**
- PG1 (Beginner)
- PG2 (Novice)
- PG3 (Intermediate)
- Assistant Instructor
- Instructor
- Recreational Tandem
- Tandem

Beginner, Novice and PG1 pilots are required to fly with a red streamer attached to the king post (hang gliding) or the harness (paragliding).

See [www.nzhgpa.org.nz](http://www.nzhgpa.org.nz)

Competencies of assistant leaders

Not applicable.

Responsibilities of outdoor leaders

**Before the activity**

> Ensure that:
  - The hang glider or paraglider has a current warrant of fitness.
  - Approval has been granted for takeoff and landing zones.
  - They use a documented NZHGPA-accepted procedure or system over and above the standard pre-flight check to ensure ‘clip-in’.

> Ensure that participants:
  - Have been briefed correctly and understand what they have to do on the tandem flights.
  - Wear hard-shell, protective helmets.
  - Wear sturdy footwear with good ankle support.
  - Have a tandem reserve parachute fitted and a back protector fitted to their harness.
During the activity

> Maintain a lookout to see and avoid aircraft.
> Maintain a minimum height of 500 feet (except when ridge soaring) or 1,000 feet over any populous area or open air assembly of people.
> When flying near an aerodrome that operates a radio control service, maintain two-way radio contact and obtain clearance before landing at the aerodrome or entering its control zone.
> Show the participant interesting features on the ground.

After the activity

> Return equipment.
> Report where appropriate, e.g. the National Incident Database.

Key risks and potential losses

Leaders must consider ways to eliminate, isolate or minimise fatalities or injuries due to participants not following instructions.

Environmental management

Country code

> Hang gliding and paragliding depend on good relations with farmers. Always check with local pilots before flying at new sites.
> Always ask permission to fly unless you are absolutely certain that the landowner allows use of the site without asking.
> Check again in spring as most farms have pregnant and newborn stock that can easily be frightened and injured.
> Do not show displeasure or abuse a landowner if permission is refused. This could hamper getting permission in the future.
> Always get permission to take a vehicle onto a property. Ensure that vehicles without gliders are not taken onto the property. Put all gliders on one car rather than have a convoy crossing the property. If stock is nearby, drive slowly.

> Leave gates as you find them – gates may be closed to keep stock in or open to allow stock to feed. Ensure that all pilots and drivers understand.
> Uses stiles and gates wherever possible – if you need to cross a fence, cross at a post or strainer post.
> Avoid hay, standing or cut, unless permission has been given.
> Avoid landing in paddocks containing crops or stock. Carefully move off crops to avoid damage.
> Do not light fires at any time.
> Do not take dogs onto farms or property.
> Do not smoke during fire risk times.
> Do not disturb plant or machinery – move around them.
> Leave no rubbish.

Emergency plan

All hang gliding and paragliding organisations carry first aid equipment. In the event of an emergency, follow the commands of your instructor.

> Instructors are trained in first aid and emergency procedures.
> Participants are fully briefed on emergency procedures.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates and appropriate driving licences if they are driving the group.
> Logged, recent experience of the instructor or tandem pilot.
> The instructor or tandem pilot must be a member of the NZHGPA and is appropriately qualified.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).
**Organisations**

Civil Aviation Authority of New Zealand (CAA). The CAA establishes civil aviation safety and security standards, and monitors adherence to those standards.  
[www.caa.govt.nz](http://www.caa.govt.nz)

New Zealand Hang Gliding and Paragliding Association (NZHGPA). NZHGPA sets the rules and regulations, upholds safety standards, and oversees hang glider and paraglider qualifications, equipment maintenance, and procedures.  
[www.nzhgpa.org.nz](http://www.nzhgpa.org.nz)

**Resources**

**Texts**


National Incident Database  
[www.incidentreport.org.nz](http://www.incidentreport.org.nz)

NZHGPA. *Airborn.* Magazine. One issue each year focuses on learning to fly. Order back issues from Bill Degen aero@xtra.co.nz

**Film**

NZHGPA. *Never Ending Thermal.* DVD. Order from Ewen Tonar etonar@xtra.co.nz
Skydiving & parachuting

Skydiving and parachuting is an extreme adventure sport that individuals can experience by taking:

> A ‘learn to skydive’ course where the individual is trained by qualified instructors in AFF (accelerated freefall) or SL (static line) descent courses.
> A skydive in tandem (tandem skydive) with a qualified TM (tandem master).

You should read the following information in conjunction with Section A of this resource.

Qualifications

The following qualifications are relevant:

> A Licence (novice).
> B Licence (intermediate).
> C Licence (advanced).
> D Licence (experienced).
> DZSO – Drop Zone Safety Officer.
> CSO – Chief Safety Officer.
> AFF JM – Accelerated Free Fall Jump Master.
> SL JM – Static Line Jump Master.
> TM – Tandem Master.
> IE – Instructor Examiner.
> PT – Parachute Technician.

Competencies of assistant leaders

Not applicable.

Responsibilities of outdoor leaders

Before the activity

> The skydiver has received the correct instruction covering the type of descent.
> A tandem skydive requires instruction on exit positions, freefall positions, and landing procedure. A ‘learn to skydive’ course (AFF or SL) requires both classroom and outdoor ground training of approximately four to six hours.
> The skydiver has the correct equipment issue, including helmet, goggles, jumpsuit, altimeter, parachute/harness container and/or tandem pair harness, and sturdy footwear with good ankle support.
> All equipment checks have been completed. These checks are carried out before boarding the aircraft and also before exiting the aircraft.
> Aircraft briefing is covered.

Outdoor leaders in skydiving are qualified and hold ratings issued in accordance with New Zealand Parachute Industry Association (NZPIA) regulations, which abide by Civil Aviation Authority of New Zealand (CAA) rules.

Rating holders providing instruction or commercial tandem skydives must:

> Hold an appropriate New Zealand Parachute Industry Association (NZPIA) qualification.
> Have a current rating.
> Be a member of the New Zealand Parachute Federation (NZPF). This also applies to rating holders visiting New Zealand.

Photo by: Daron Brinddon
During the activity

> Weather conditions are continually monitored. Undesirable weather conditions may delay the skydive.

> The skydiver must follow the commands of the instructor.

> During the aircraft ride to altitude, ranging from 9000 feet to 16,000 feet above ground level (AGL), the instructor ensures that the skydiver is familiar with the drop zone (DZ) landing area or parachute landing area (PLA).

> The skydiver receives further instruction covering the type of descent. A tandem skydiver receives further instruction on exit positions, freefall positions and landing procedure.

> All equipment checks are completed again. These checks are carried out before boarding the aircraft, and also before exiting the aircraft.

After the activity

> Return equipment.

> Debrief participants.

> Report where appropriate, e.g. the National Incident Database.

Key risks and potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Death or injuries from:
  - Incorrect use of equipment.
  - Incorrect landing.

> Emotional trauma.

Environmental management

Not applicable.

Emergency plan

All skydive organisations carry first aid equipment. In the event of an emergency, follow the commands of your instructor.

> Instructors are trained in first aid procedures, and aircraft and equipment emergency procedures.

> Participants are fully briefed on emergency procedures.

> Drop zone operators carry first aid equipment and have emergency plans in place.

> Communications equipment is on-site at all drop zones.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> The drop zone operator must hold an Operators Certificate issued by the NZPIA.

> There is an operations manual covering each drop zone operator. These manuals are externally audited and approved, and available on request.

> OutdoorsMark or Qualmark certification.

> The organisation supplies referees’ contact details (and ensure that you check them).

Organisations

Civil Aviation Authority of New Zealand (CAA). Establishes and monitors civil aviation safety and security standards [www.caa.govt.nz](http://www.caa.govt.nz)

New Zealand Parachute Industry Association (NZPIA). Regulates skydiving and parachuting operations [www.nzpia.co.nz](http://www.nzpia.co.nz)

New Zealand Parachute Federation (NZPF)*

Administers sport development and competitions, including national and international championships. Membership provides public liability insurance and validates you as an internationally recognised skydiver under the World Air Sports Federation [www.nzpf.org](http://www.nzpf.org)

* Contributor or reviewer of this information.

Resources


National Incident Database [www.incidentreport.org.nz](http://www.incidentreport.org.nz)
Cycle touring

Cycle touring in New Zealand allows participants to explore large distances using public and private roads and trails. Cycle touring is similar to tramping and sea kayaking in that participants are able to journey self-sufficiently. Cycling on public roads requires great care in sharing the road with other users.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

There are no specific qualifications, although defensive driving qualifications are relevant.

Knowledge and skills

> Bike maintenance and repair.
> Understanding of common causes of incidents.
> Group management skills.
> Traffic flow and volumes in the touring area.

Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant outdoor leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant outdoor leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants’ and assistant outdoor leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
> May provide a fitness programme for the participants.
> Obtain all group members’ emergency contact details.
> Consider the weather forecast when reviewing the trip plan.
> Check that participants have:
  - Suitable clothing, including high-visibility vests, footwear, and waterproof outerwear. An alternative to high-visibility vests is a high-visibility flag. They must have lights and reflective clothing if they are riding at night.
  - Spare clothing.
  - Approved cycle helmets.
  - Suitable panniers or day bags.
  - Suitable spare bike parts and repair equipment
  - Suitable food and drink.
> Teach participants:
  - Road rules.
  - Defensive riding, including how to ride safely as a group, e.g. keeping left, riding in single file, and retaining spacing between subgroups to allow vehicles to pass.

Competencies of assistant leaders

> Bike maintenance and repair.
> Group management skills.
- Basic cycle maintenance and repair.
- How to minimise their environmental impact.

> Ensure that all participants know exactly where they are going and what to do if they become injured, lost, or separated from the group.

> Check bikes for tyre pressure and condition, effective brakes with sufficient pad for the duration of the trip, functioning cables, gear operation, chains, and their general condition and suitability for the planned trip.

> Check that bikes are the correct size for each participant, e.g. seat and handlebar height.

> Brief assistant outdoor leaders and helpers.

### During the activity

> Keep the group together.
> Monitor safe riding practices and correct wearing of helmets.
> Have planned stops to regroup, rest, eat, make repairs, and get assistance from the support vehicle if necessary.
> Review the plan if conditions are unfavourable or if participants are unfit or unwell.
> Ensure that there is minimal environmental impact.

### After the activity

> Sign out with the reliable person you left your intentions with.
> Debrief the trip with the participants and the assistant outdoor leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.
> Report where appropriate, e.g. National Incident Database.

### Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Hypothermia.
> Hyperthermia.

> Dehydration.
> Death or injury due to:

  - Collisions with vehicles, other bikes and pedestrians.
  - Falling off the bike due to poor maintenance, loss of control, excessive speed, a slippery surface, inconsiderate motorists, or getting blinded by mud thrown up by other road users.

### Environmental management

Ensure that the group follows the Environmental management guidelines in Section A of this resource.

### Emergency plan

The group:

> Carries:

  - Emergency equipment, including shelter, a first aid kit, food and a communication device.

  The group should have the capacity to re-warm riders who become cold and provide shelter for the whole group. This is particularly important in remote locations and if adverse weather is forecast.

  - Repair equipment and spare parts suitable for the duration and type of trip.

> Leaves intentions with a reliable person, including expectations regarding calling for help if necessary.

> Has a plan of who to contact in an emergency and in what order.

> Is prepared for an emergency.

> Has a support vehicle to accompany the group.

  - Consider having the capacity to carry all participants and their bikes. This may be useful too on shorter trips where the age or ability level of participants may necessitate full vehicle back-up in case of fatigue or adverse weather.

  - A support vehicle should be behind the group to assist riders in difficulty. A warning sign attached to the rear of the vehicle or its trailer is highly recommended.

  - If a second vehicle is available, this should travel in front of the group.
How do I judge the quality of an outdoor provider?

Measures of quality include:

- A safety plan, externally audited and approved, and available on request.
- Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
- Logged, recent experience of the outdoor leaders.
- OutdoorsMark or Qualmark accreditation.
- Referees’ contact details (and ensure that you contact them).

Organisations

BikeNZ www.bikenz.org.nz
Cycling New Zealand www.cyclingnz.com

Resources

National Incident Database www.incidentreport.org.nz
Mountain biking

Mountain biking has become a common activity for organised groups as a wealth of varied and terrain is easily accessible to most towns and cities. Like cycle touring, mountain biking enables participants to explore and journey large distances relatively self-sufficiently. There are a number of distinct activities that are collectively known as mountain biking. These include:

- Competitive downhill and cross-country racing.
- Multi-day mountain bike tours where equipment is carried either on the bike or by support vehicle. These tours are normally on a combination of sealed and gravel roads, four-wheel drive tracks, and sometimes single track. They often cross private land.
- Day rides on any combination of gravel roads, four-wheel drive tracks, or single tracks on both private and public lands. In addition, there is a growing number of purpose-built tracks and mountain bike parks that offer graded rides.

You should read the following information in conjunction with Section A of this resource.

Outdoor Leader:
- Day or multi-day trips on gravel roads or four-wheel drive tracks where a support vehicle is present at all times.
- Day or short duration trips on routes without vehicle support but where emergency assistance is readily available due to proximity to urban areas.

Bush I:
- Any trips into remote terrain where communications are difficult and emergency assistance is not readily available.
- Any route where river crossing and/or navigation skills are required.

Leaders should have logged experience from recent trips and preferably be familiar with the planned route.

Due to the speed and terrain involved, mountain biking crashes pose a high injury risk. Outdoor leaders must have current first aid training and be confident in applying it, as they may need to improvise until help is available.

Knowledge and skills

- Mountain bike riding skills.
- Navigation.
- Weather forecasting.
- River crossing when applicable.
- Survival.
- Bike maintenance and repair.
- Understanding of common causes of incidents.
- Access requirements.

Knowledge of:
- The Mountain Bikers’ Code.
- The environmental management guidelines in Section A of this resource.

Competencies of outdoor leaders

Qualifications

The nature of the activity and the terrain used means that the following qualifications are relevant:

- Mountain Bike Leader:
  - Day trips up to and including MTBNZ grade 3. NZOIA/Skills Active.
Competencies of assistant leaders

- Mountain bike riding skills.
- Knowledge of:
  - Basic bike maintenance and repair.
  - Emergency procedures.
  - Environmental management guidelines.
  - The Mountain Bikers’ Code.
- Group management skills.

Responsibilities of outdoor leaders

Before the activity

- Ensure that there are sufficient assistant outdoor leaders with suitable skills for the needs, abilities and number of participants.
- Disclose the nature of the risks and management strategies to the assistant outdoor leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
- Obtain information on participants’ and assistant outdoor leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
- Obtain all group members’ emergency contact details.
- Prepare an emergency plan, including packing a group first aid kit and communications device, and leave intentions with a reliable person.
- Obtain any necessary permission to enter land.
- Obtain a weather forecast and, if appropriate, river level information. Consider this information in reviewing the trip plan.
- Warn participants where there are obstacles blocking the track, especially on descents and blind corners.
- Ensure support vehicle drivers have current and appropriate licences and vehicles have a current warrant/certificate of fitness and registration.
- Confirm pick-up and drop-off points.
- Prepare participants for the trip:
  - Ensure participants build sufficient fitness and skill levels.
  - Check that participants have suitable clothing and footwear, spare clothing, and waterproof outerwear. Eye protection and gloves may also be appropriate.
  - Check that participants have approved cycle helmets.
  - Check that participants have suitable food and drink.
  - Check that participants have suitable spare parts and repair equipment for their bike.
  - Ensure that participants know exactly where they are going and what to do if they become injured, lost or separated from the group.
  - Teach participants how to minimise their environmental impact.
- Brief assistant outdoor leaders and helpers.
- Check all bikes for tyre pressure and condition, effective brakes with sufficient pad for the duration of the trip, gear operation, and general condition and suitability for the planned trip.

During the activity

- Clearly communicate:
  - Where participants can and can’t go.
  - Speed limits.
- Start the activity on flat terrain and progress to steeper terrain as the participants’ skills develop.
- Keep the group together and monitor participants for confidence and fatigue.
- Monitor the correct wearing of helmets.
- Plan regular stops to regroup, rest, eat, attend to any repairs and get assistance from the support vehicle if necessary.
> Review the plan if conditions are unfavourable or if participants are unfit or unwell.
> Ensure that there is minimal environmental impact.
> Secure vehicles and belongings if they are left at a road end or base camp.

After the activity
> Sign out with landowners or land managers, and the reliable person you left your intentions with.
> Debrief the trip with the participants and the assistant outdoor leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.
> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses
Leaders must consider ways to eliminate, isolate or minimise:
> Hypothermia.
> Hyperthermia.
> A participant or the group becoming lost or separated.
> Death or injury due to:
  - Collisions with other bikes, pedestrians, vehicles, and objects such as trees.
  - Poor maintenance of bike.
  - Falling off the bike due to loss of control, excessive speed, technically difficult terrain or a slippery surface.

Environmental management
Ensure that the group:
> Follows the Environmental management guidelines in Section A of this resource.
> Follows the Mountain Bikers’ code.
> Respects property and stock.
> Respects other outdoor users, particularly pedestrians.

The Mountain Bikers’ Code
> Ride mountain bike (MTB) and multi-use tracks only. Ask permission from landowners before heading out.
> Respect other users; always give way to walkers.
> Leave no trace; never skid or drop rubbish.
> Keep your bicycle under control.
> Never spook animals; leave the gates as you find them.

Emergency plan
If the group is planning a trip, it should:
> Carry emergency equipment, including shelter, food, and a communication device. The group should have the capacity to re-warm riders who become cold and provide shelter for the whole group. This is particularly important if you are in remote locations or adverse weather is forecast.
> Carry a first aid kit suited to the activity and the types of injuries frequently experienced by mountain bikers.
> Carry repair equipment and spare parts suitable for the duration and type of trip.
> Leave intentions with a reliable person, including expectations regarding calling for help if necessary.
> Have a plan of who to contact in an emergency and in what order.
> Be prepared for an emergency.
> Consider organising a support vehicle to accompany the group on touring trips.
  - It should have sufficient capacity to transport all group members and their bikes. This is also a wise precaution on shorter trips where the age or ability level of participants may necessitate full vehicle back-up in case of fatigue or adverse weather.
  - On roads and four-wheel drive tracks, a support vehicle should be behind the group to assist riders in difficulty and to warn other motorists that riders are ahead.
  - A warning sign attached to the rear of the vehicle or its trailer is recommended.
How do I judge the quality of an outdoor provider?

Measures of quality include:

- A safety plan, externally audited and approved, and available on request.
- Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
- Logged, recent experience of the outdoor leaders.
- OutdoorsMark or Qualmark accreditation.
- Referees’ contact details (and ensure that you contact them).

Organisations

BikeNZ www.bikenz.org.nz

Mountain Bike New Zealand (MBNZ)*
www.mtbnz.org.nz

* Contributor or reviewer of this information.

Resources


National Incident Database
www.incidentreport.org.nz

www.kennett.co.nz

www.mountainbike.co.nz

Thanks to Matt Cant, NZOIA, for assisting with this information.
Adventure Based Learning

Adventure Based Learning (ABL) is the deliberate use of sequenced adventure activities for specific personal and social development outcomes. They involve co-operative games, trust activities, and problem-solving activities. ABL provides opportunities for challenge and development of communication, co-operation and trust building.

Competencies of leaders

Qualifications

The following qualifications and standards are relevant:

> National Certificate in Outdoor Recreation (Instruction) Adventure Based Learning. Skills Active.

> Unit standard 24665: Facilitate adventure programmes for personal and social development of the participants.

Knowledge and skills

> Identify programme objectives that reflect the needs of the client group.

> Design a programme that meets identified programme objectives.

> Incorporate ABL principles into the programme design.

> Plan and prepare, including establishing requirements for equipment, venue, briefing, debriefing, safety, group management and time management as relevant to the activities, the programme and the group.

> Set up the equipment and venue to meet the participants’ needs and activity objectives.

> Brief activities effectively by giving clear instructions on participants’ roles and relevant risk management procedures.

> Communicate effectively: be clear, concise and constructive; listen and clarify.

> Facilitate effectively, e.g. through timely interventions, affirming participants’ contributions, and providing opportunities for all to participate.

> Manage the group appropriately as relevant to the activity, environment and group well-being, including establishing and managing boundaries, and adjusting group size and mix.

> Establish, monitor and model safe and appropriate behaviours such as the use of a group contract and codes of behaviour.

> Debrief activities effectively: consider the objectives of the programme, the goals of the individuals and

Key principles in an ABL programme include:

> Contract setting.

> Goal setting (individual and group).

> ‘Challenge by Choice’.

> Sequencing.

The Experiential Learning Cycle: processing the experience/debriefing to maximise learning opportunities.

An ABL programme may take the form of a specific unit of work and/or be a philosophical approach forming the base of a multi-disciplinary course.

You should read the following information in conjunction with Section A of this resource.
the group, and the process used to achieve the outcomes of the activity, and assist participants to identify what has been learnt.

> Manage the risks appropriately, including identifying and reducing hazards and risks to an acceptable level or alternatively modifying the programme/activity accordingly.

> Review the programme in relation to its goals.

> Review facilitation.

**Competencies of assistant leaders**

> Knowledge of and recent experience of ABL activities and facilitation.

> Knowledge of programme objectives and client needs.

> Risk management skills.

> Group management skills.

> Ability to work effectively with other leaders.

**Responsibilities of leaders**

**Before the activity**

> Establish participant needs and programme objectives.

> Ensure that there are sufficient leaders and assistant leaders with specific knowledge of the activities involved for the needs, abilities and number of participants.

> Incorporate ABL principles into a programme design, including:
  - Appropriate sequencing.
  - Following the Experiential Learning Cycle.
  - Allowing for ‘Challenge by Choice’.
  - Incorporating group contract setting.
  - Using individual and group goal setting.

> Obtain health information and emergency contact details.

> Disclose the nature of the risks and management strategies to the assistant outdoor leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Organise the logistics, including timeframes, numbers, the appropriate make-up of groups, the venue, and equipment.

> Consider weather conditions and review programme if required.

> Brief assistant leaders.

> Ensure access to first aid equipment.

> Set up equipment and/or check that the existing apparatus is in safe working condition.

> Brief participants on:
  - Roles.
  - Risk management procedures.
  - Appropriate ‘framing’ of the activity where appropriate.
  - Boundaries.

> Check the participants’ understanding of the briefing.

**During the activity**

> Manage and supervise the group relevant to the activity, environment and group well-being, including establishing and managing boundaries, and adjusting the group size and mix.

> Establish, monitor and model safe and appropriate behaviours such as the use of a group contract and codes of behaviour.

> Manage the risks, including identifying and reducing hazards and risks to an acceptable level, or modifying the programme/activity.

> Facilitate effectively, e.g. through timely interventions, affirming participants’ contributions, and providing opportunities for all participants.

> Observe interactions to obtain material for possible processing and debriefing.

> Ensure that there is minimal environmental impact.

> Review the planned programme and amend it if it does not meet the participants’ needs.

> Monitor safety, both physical and emotional.

> Intervene when appropriate but watch out for unnecessary interventions, that is, avoid taking the experience away from the participants by giving unnecessary advice or solutions.
After the activity

> De-rig and put away equipment and resources.
> Debrief the programme, ensuring that participants have the opportunity to identify learnings.
> Review the programme in relation to its goals and consider:
  - What worked well?
  - What could be improved?
  - What changes could be implemented next time?
> Consider a review of facilitation:
  - What was ineffective and unnecessary?
  - What else could be introduced to improve facilitation?
  - What was effective and should be kept?
> Debrief the activity effectively by considering:
  - The objectives of the programme.
  - The goals of the individuals and the group.
  - The process used to achieve the outcomes of the activity.
  - Assisting participants to identify what has been learnt.
> Report where appropriate, e.g. the National Incident Database.

Environmental management

> Consider the venue guidelines.
> Ensure that there is minimal environmental impact.

Emergency plan

The leader has:

> A first aid kit.
> Knowledge of and access to phone, vehicle and emergency services.
> Prepared the participants for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
> Logged, recent experience of the outdoor leaders.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).

Organisations

Project Adventure New Zealand Associates (PANZ)*
www.panz.org.nz

Skills Active Aotearoa www.skillsactive.org.nz

* Contributor or reviewer of this information.

Resources

General


National Incident Database
www.incidentreport.org.nz
Activity


Theory

Flying fox

Flying foxes usually involve a cable rigged between poles or trees with the start point being higher than the finish point. A participant rides the cable via a pulley system. They must comply with a code of practice. See Resources.

You can use a flying fox as a stand-alone activity or you can integrate it into an Adventure Based Activity /low ropes/high ropes programme. Flying foxes can provide opportunities for challenge and development of communication, co-operation and trust building.

Flying foxes can be supervised and unsupervised.

You should read the following information in conjunction with Section A of this resource.

Supervised flying foxes

Supervised flying foxes involve attaching the participant directly and securely to the pulley for the duration of the ride. They involve one or more of the following:

> Allowing the pulley to be removed from the cable or locked to a fixed point when not in use.
> Being supervised by at least one competent attendant during operation.
> Prohibiting unauthorised access.
> Requiring the passenger attachment on the seat to be higher than 1800 mm from the ground.

You must also manage the participants’ safety from ground to ground to avoid falls from height.

Unsupervised flying foxes

These are mostly suitable for play or recreation as opposed to education. They involve one or more of the following:

> The pulley remains available for use at all times.
> They can be used without supervision.
> Access to the flying fox remains available at all times.
> The passenger seat is no higher than 1800 mm from the ground.

The use of a flying fox in a programme may follow Adventure Based Learning (ABL) principles. See Adventure Based Learning.

Note: Safe practices must meet the guidelines and regulations in the health and safety legislation. You may find this information in the code of practice, operations manual, or similar documentation of the organisation delivering the programme.

Competencies of outdoor leaders

Note: These guidelines are written primarily for the use of supervised flying foxes to be used within an educational programme.

Qualifications

The following qualifications and standards are relevant:

> National Certificate in Outdoor Recreation (Instruction) Adventure Based Learning. Skills Active.
> Unit standard 24667: Instruct a programme using high ropes course activities
> Unit standard 24664: Respond to non-routine situations and perform rescues when using high ropes courses.
> Association for Challenge Course Technology Practitioner Certification Level 2
> Rock I and Sportclimbing I. New Zealand Outdoor Instructors Association (NZOIA).
> + logged high ropes course experience
> + Unit Standard 24664
Knowledge and skills

> Plan and prepare, including establishing requirements for equipment, venue, briefing, debriefing, safety, group management and time management as relevant to the flying fox, the programme and the group.

> Set up the equipment and venue to meet the participants’ needs and activity objectives.

> Brief the activity effectively: give clear instructions on participants’ roles, belaying and spotting requirements, and relevant risk management procedures.

> Communicate effectively: be clear, concise and constructive; listen and clarify.

> Facilitate effectively, e.g. through timely interventions, affirming participants’ contributions, and providing opportunities for all to participate.

> Manage the group appropriately including establishing and managing boundaries, adjusting group size and mix; as relevant to the activity, environment, and group well-being.

> Establish, monitor and model safe and appropriate behaviours, e.g. the use of a group contract, codes of behaviour, and physical safety in accordance with policies and practices.

> Debrief effectively: consider the objectives of the programme, the goals of the individuals and the group, and the process used to achieve the outcomes of the activity, and assist participants to identify what they have learnt.

> Manage the risks appropriately, including identifying and reducing hazards and risks to an acceptable level or modifying the programme/activity accordingly.

> Instruct and coach safe practices including communication, participants’ responsibilities, belayers’ and safety spotters’ techniques and responsibilities, and care and use of equipment.

> Competency in rescue and evacuations, e.g. the ability to deal with a ‘stuck’ participant. Competency means the retrievals and rescues are timely and efficient; are completed confidently; without any risk to self, others, the equipment or environment; and include correct and safe use of equipment.

Competencies of assistant leaders

> Knowledge of flying foxes and their specific safety requirements.

> Knowledge of programme objectives and client needs.

> Risk management skills.

> Group management skills.

> Ability to work effectively with other leaders.

Responsibilities of outdoor leaders

Before the activity

> Establish client needs and programme objectives.

> Establish staff requirements. Ensure there are sufficient leaders and assistant leaders for the needs, abilities and number of participants, and that their skills include specific knowledge of the flying fox to be used.

> Ensure that the flying fox to be used meets accepted industry standards.

> Ensure familiarity with site-specific policies and procedures for the flying fox to be used.

> Obtain health information and emergency contact details.

> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Organise the logistics, including timeframes, numbers (consider appropriate make up of groups), venue and equipment.

> Consider weather conditions and review the programme if necessary.

> Brief assistant leaders.

> Ensure access to first aid and rescue equipment.

> Conduct pre-use activity and equipment checks, including the setting up of belay equipment, tying knots, and assembling removable components. Look for hazards and the soundness of equipment, and check the condition of surrounding ground and that ‘clearway’ is not obstructed. Set up rescue equipment as required.
> Ensure that participants are wearing appropriate clothing, including closed footwear, and are able to secure long hair. Brief participants to remove objects from their body and clothing that could cause injury.

> Give clear instructions associated with the care and use of ropes, harnesses, helmets, karabiners, belay devices, knots, ladders, and self-belay lanyards; and appropriate techniques.

> Ensure that belayers are technically competent.

> Brief activity:
  - Give clear instructions on participants’ roles.
  - Give clear instructions for belaying and pulley retrieval requirements.
  - Explain management procedures.
  - Give ‘framing’ of the activity.
  - Establish boundaries.

> Check that the participants understand the briefing.

**During the activity**

> Manage and supervise the group relevant to the activity, environment and group well-being, including establishing and managing boundaries, and adjusting group size and mix.

> Establish, monitor and model safe and appropriate behaviours such as the use of a group contract and codes of behaviour. Monitor both physical and emotional safety. Remind participants about ‘Challenge by Choice’.

> Manage the risks, including identifying and reducing hazards and risks to an acceptable level, or modifying the programme/activity.

> Facilitate effectively, e.g. through timely interventions, affirming participants’ contributions and providing opportunities for all participants.

> Coach appropriately when required.

> Observe interactions to obtain material for possible processing.

> Ensure that there is minimal environmental impact.

> Review the planned programme and alter if it does not meet the participants’ needs.

**After the activity**

> Debrief the activity effectively by considering:
  - The programme objectives.
  - The goals of the individuals and the group.
  - The process used to achieve the outcomes of the activity.
  - Assisting participants to identify what has been learnt.

> De-rig and put away equipment as required.

> Complete user logs and belay ropes logs as required.

> Report where appropriate, e.g. the National Incident Database.

**Key risks or potential losses**

Leaders must consider ways to eliminate, isolate or minimise:

> Physical injuries:
  - Impact injuries with the ground, other participants and equipment.
  - Strains and sprains.

> Emotional trauma caused by:
  - Peer pressure.
  - Fear or anxiety.
  - Inappropriate level of physical and/or emotional challenge.
  - Inappropriate sequencing.

> Equipment failure/damage.
Environmental management

> Consider the venue guidelines.

> Ensure minimal impact to the environment. If the flying fox is built in trees, monitor soil compaction to minimise damage to root system. This may include aerating ‘bark’ ground cover by raking.

> Ensure that the environmental hazards are managed.

Emergency plan

The leader has:

> A first aid kit.

> Knowledge of and access to phone, vehicle and emergency services.

> Immediate access to appropriate rescue equipment.

> Prepared the participants for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Evidence through an inspection report that the flying fox has been audited annually by an external body.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Instructors have logged recent experience and can provide evidence of comprehensive training, e.g. Project Adventure New Zealand Associates’ five-day Safety Skills and Standards course, self and peer assessments, and have regularly participated in technical skills refresher trainings.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

Project Adventure New Zealand Associates (PANZ)*
www.panz.org.nz

Skills Active Aotearoa www.skillsactive.org.nz

* Contributor or reviewer of this information.

Resources

Association of Challenge Course Technology.
Challenge course standards. MI, USA: ACCT.


National Incident Database
www.incidentreport.org.nz


Also see Adventure Based Learning: Resources.
High ropes course

A high ropes course usually involves a series of cables, ropes and other apparatus rigged between poles or trees. A belay system safeguards participants.

Individual and group challenges require a combination of teamwork and individual commitment. High ropes programmes can provide opportunities for challenge and development of communication, co-operation and trust building.

It is common for a high ropes programme to follow Adventure Based Learning (ABL) principles. See Adventure Based Learning.

Safe practices must meet the health and safety legislation. You may find this information within the code of practice, operations manual, or similar documentation of the organisation delivering the programme.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

The following qualifications and standards are relevant:

> National Certificate in Outdoor Recreation (Instruction) Adventure Based Learning. Skills Active.

> Unit standard 24667: Instruct a programme using high ropes course activities

> Unit standard 24664: Respond to non-routine situations and perform rescues when using high ropes courses.

Knowledge and skills

> Identify programme objectives that reflect the needs of the group.

> Design a programme that meets identified programme objectives.

> Incorporate ABL principles into a programme design.

> Plan and prepare, including establishing requirements for equipment, venue, briefing, debriefing, safety, group management and time management as relevant to the activities, the programme and the group.

> Set up the equipment and venue to meet the participants’ needs and activity objectives.

> Brief high ropes activities effectively by giving clear instructions on participants’ roles, safety spotting requirements, and risk management procedures.

> Communicate effectively by being clear, concise, and constructive; and by listening and clarifying.

> Facilitate effectively, e.g. through timely interventions and affirming participants’ contributions, and providing opportunities for all participants.

> Manage the group relevant to the activity, environment and group well-being by establishing and managing boundaries, and adjusting group size and mix.

> Establish, monitor and model safe and appropriate behaviours such as the use of a group contract, codes of behaviour, and physical safety in accordance with policies and practices.

> Debrief effectively by considering the objectives of the programme, the goals of the individuals and the group, the process used to achieve the outcomes of the activity, and by assisting the participants to identify what they have learnt.
> Manage the risks, including identifying and reducing hazards and risks to an acceptable level or modifying the programme/activity.

> Instruct and coach safe practices including communication, participants’ responsibilities, belayers’ and safety spotters’ techniques and responsibilities, and care and use of equipment.

> Retrieve belay equipment safely and efficiently from a belay cable in a number of situations, including a static element, a traversing element, an element accessible from both sides, and an element accessible from one side only.

> Rescue and evacuate safely and efficiently, e.g. able to deal with a stuck participant hanging on a fully tensioned rope or accidentally clipped into a cable, who is unable to be lowered and unable or unwilling to help themselves.

> Review the programme in relation to its goals.

> Review facilitation.

**Competencies of assistant leaders**

> Knowledge of high ropes activities and their specific safety requirements.

> Recent experience as an assistant leader of high ropes activities/programmes.

> Knowledge of programme objectives and participant needs.

> Risk management skills.

> Group management skills.

> Ability to work effectively with other leaders.

**Responsibilities of outdoor leaders**

**Before the activity**

> Establish participant needs and programme objectives.

> Ensure that there are sufficient skilled leaders and assistant leaders for the needs, abilities and the number of participants, and that they have knowledge of the activities involved.

> Ensure that the high ropes course meets accepted industry standards.

> Ensure that you are familiar with site-specific policies and procedures for the high ropes venue.

> Incorporate ABL principles into a programme design, including:
  - Appropriate sequencing.
  - Following the experiential learning cycle.
  - Allowing for ‘Challenge by Choice’.
  - Incorporating group contract setting.
  - Using individual and group goal setting.

> Obtain health information and emergency contact details.

> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Organise the logistics as required, including timeframes, the number of participants, the appropriate make-up of groups, the venue and equipment.

> Consider the weather conditions and review programme if required.

> Brief assistant leaders.

> Ensure access to first aid and rescue equipment.

> Plan a sequence of warm-up activities to:

  - Assist in the development of trust among participants.

  - Assist in the development of a co-operative environment.

  - Warm up participants physically for the challenges and safety roles.

  - Develop technical belaying and safety spotting skills.

  - Ensure that you introduce participants to appropriately challenging activities.

  - Establish participants’ readiness for the activities.

> Plan to provide a sequence of high ropes activities to allow for increasing challenge.

> Conduct pre-use activity checks, including setting up belay equipment, tying knots and assembling removable components to elements. Look for hazards and soundness of equipment, and check the condition of surrounding ground.

> Set up rescue equipment as required.
Ensure that participants are wearing appropriate clothing, including closed footwear, and are able to secure long hair. Ask participants to remove objects and clothing that could cause injury.

Brief the participants on:
- Participants’ roles as specific to the high ropes activity.
- Belaying and spotting requirements specific to the high ropes activity.
- Appropriate variations.
- Risk management procedures.
- Appropriate framing of the high ropes activity.
- Boundaries.

Check that the participants understand the briefing.

During the activity

Instruct the participants on the care and use of ropes, harnesses, helmets, karabiners, belay devices, knots, ladders, self-belay lanyards.

Instruct the participants on techniques, including belaying. Instruct sequentially, and consider:
- Horizontal or ‘on ground’ practice.
- Vertical practice from a static anchor.

Manage the group appropriately relevant to the activity, environment and group well-being, including establishing and managing boundaries, and adjusting group size and mix.

Establish, monitor and model safe and appropriate behaviours such as the use of a group contract and codes of behaviour. Monitor both physical and emotional safety. Remind participants about ‘Challenge by Choice’ as appropriate.

Manage the risks appropriately including identifying and reducing hazards and risks to an acceptable level or modifying the programme/activity.

Facilitate effectively, e.g. through timely interventions, affirming participants’ contributions, and providing opportunities for all participants.

Intervene when appropriate but watch out for unnecessary interventions, that is, avoid taking the experience away from the participants by giving unnecessary advice or solutions.

Look for opportunities to provide participants with variation options as appropriate to alter the level of challenge.

Observe interactions to obtain material for possible processing.

Ensure that there is minimal environmental impact.

Review the planned programme and alter it if it does not meet the participants’ needs.

After the activity

Debrief activities effectively considering:
- The objectives of the programme.
- The goals of the individuals and the group.
- The process used to achieve the outcomes of the activity.
- Assisting participants to identify what they learnt.

De-rig and put away the equipment.

Complete user logs and belay rope logs as appropriate.

Debrief the programme, ensuring that participants have the opportunity to identify learnings.

Review the programme in relation to its goals and consider:
- What worked well?
- What could be improved?
- What changes could be implemented next time?

Consider reviewing facilitation:
- What was ineffective and what was unnecessary?
- What else could be introduced to improve facilitation?
- What was effective and should be kept in place?

Report where appropriate, e.g. the National Incident Database.
Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Physical injuries:
  - Impact injuries with the ground, other participants and equipment.
  - Strains and sprains.

> Emotional trauma caused by:
  - Peer pressure.
  - Fear or anxiety.
  - Inappropriate level of challenge, both physical and/or emotional.
  - Inappropriate sequencing.

> Equipment failure or damage.

Environmental management

> Consider the venue guidelines.

> Ensure minimal impact to the environment. If the high ropes course is built in trees, monitor soil compaction to minimise damage to the root system. This may include aerating ‘bark’ ground cover by raking.

Emergency plan

The leader has:

> A first aid kit.

> Knowledge of and access to phone, vehicle and emergency services.

> Immediate access to appropriate rescue equipment.

> Prepared the participants for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> There is evidence through an inspection report that an external body has audited the high ropes course.

> Relevant and current outdoor leader qualifications, including first aid certificates and appropriate driving licences if they are driving the group.

> Instructors have logged recent experience and can provide evidence of comprehensive training, e.g. Project Adventure New Zealand Associates’ five-day ‘Safety Skills and Standards’ course, and have completed recent technical skills refresher training.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

Project Adventure New Zealand Associates (PANZA)*
www.panz.org.nz

Skills Active Aotearoa www.skillsactive.org.nz

* Contributor or reviewer of this information.

Resources


Association of Challenge Course Technology. Challenge course standards. MI, USA: ACCT.


National Incident Database
www.incidentreport.org.nz


Also see Adventure Based Learning: Resources.
Low ropes course

A low ropes course usually involves a series of cables and ropes rigged between poles or trees approximately 0.5 to one metre above the ground. Individual and group challenges require a combination of teamwork and individual commitment. Other participants act as spotters to safeguard participants on the course.

A low ropes programme can provide opportunities for challenge and the development of communication, co-operation, and trust building.

It is common for a low ropes programme to follow Adventure Based Learning (ABL) principles. See Adventure Based Learning.

Safe practices must meet the health and safety legislation. You may find this information within the code of practice, operations manual, or similar documentation of the organisation delivering the programme.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

The following qualifications and standards are relevant:

> National Certificate in Outdoor Recreation (Instruction) Adventure Based Learning. Skills Active.

> Unit standard 24666: Instruct a programme using low ropes course activities.

> Association for Challenge Course Technology Practitioner Certification Level 2.

Knowledge and skills

> Identify programme objectives that reflect the needs of the participants.

> Design a programme that meets the identified programme objectives.

> Incorporate ABL principles into a programme design.

> Plan and prepare, including establishing requirements for equipment, venue, briefing, debriefing, safety, group management and time management relevant to the activities, the programme and the group.

> Set up the equipment and venue to meet the participant needs and activity objectives.

> Brief low ropes activities effectively by giving clear instructions on participants’ roles, safety spotting requirements, and relevant risk management procedures.

> Communicate effectively by being clear, concise and constructive; and by listening and clarifying.

> Facilitate effectively, e.g. through timely interventions, affirming participants’ contributions, and providing opportunities for all participants.

> Manage the group relevant to the activity, environment, and group well-being by establishing and managing boundaries, and adjusting the group size and mix.

> Establish, monitor and model safe and appropriate behaviours such as the use of a group contract, codes of behaviour, and physical safety in accordance with policies and practices.

> Debrief effectively, considering the objectives of the programme, the goals of the individuals and the group, and the process used to achieve the outcomes of the activity, and assisting participants to identify what they have learnt.

> Manage the risks, including identifying and reducing hazards and risks to an acceptable level or modifying the programme/activity.
Instruct and coach safe practices including communication, participants’ responsibilities, and safety spotters’ responsibilities – stance, positioning, focus and technique.

Review the programme in relation to its goals.

Review facilitation.

Report where appropriate, e.g. the National Incident Database.

**Competencies of assistant leaders**

- Knowledge of low ropes activities and their specific safety requirements.
- Recent experience as an assistant leader of low ropes activities/programmes.
- Knowledge of programme objectives and participant needs.
- Risk management skills.
- Group management skills.
- Ability to work effectively with other leaders.

**Responsibilities of outdoor leaders**

**Before the activity**

- Establish participant needs and programme objectives.
- Ensure that there are sufficient leaders and assistant leaders for the needs, abilities and number of participants’ with suitable skills, including specific knowledge of the activities involved.
- Ensure that the low ropes course meets accepted industry standards.
- Ensure that you are familiar with site-specific policies and procedures for the venue.
- Incorporate ABL principles into the programme design, including:
  - Appropriate sequencing.
  - Following the Experiential Learning Cycle.
  - Allowing for ‘Challenge by Choice’.
  - Incorporating group contract setting.
  - Using individual and group goal setting.
- Obtain health information and emergency contact details.
- Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
- Organise the logistics as required, including timeframes, the number of participants, the appropriate make-up of groups, the venue and equipment.
- Consider the weather conditions and review programme if required.
- Brief assistant leaders.
- Ensure access to first aid equipment.
- Plan a sequence of warm-up activities to:
  - Assist in the development of trust among participants.
  - Assist in the development of a co-operative environment.
  - Warm up participants physically for the challenges and safety spotting.
  - Develop technical safety-spotting skills.
  - Ensure that you introduce participants to appropriately challenging activities.
  - Establish the participants’ readiness for the activities.
- Plan to provide a sequence of low ropes activities to allow for increasing challenge.
- Conduct pre-use activity checks looking for hazards and soundness of equipment, check the condition of surrounding ground, and set up equipment as required.
- Ensure that the participants are wearing appropriate clothing, including closed footwear. Ask them to remove objects and clothing that could cause injury.
- Brief the participants on:
  - Their roles specific to the low ropes activity.
  - Safety-spotting requirements as specific to the low ropes activity.
  - Appropriate variations.
  - Risk management procedures.
  - Appropriate framing of the low ropes activity.
  - Boundaries.
- Check that the participants understand the briefing.
During the activity

> Prepare participants for a safety-spotting role including:

- The differences between spotting, catching and assisting (what these functions involve and roles and responsibilities).

- The importance of focus, stance, technique and positioning (where to stand, including distance from the participant). Different techniques are required for different low elements.

> Manage and supervise the group relevant to the activity, environment and group well-being, including establishing and managing boundaries, and adjusting group size and mix.

> Establish, monitor and model safe and appropriate behaviours such as the use of a group contract and codes of behaviour. Monitor both physical and emotional safety. Remind participants about ‘Challenge by Choice’ as appropriate.

> Manage the risks, including identifying and reducing hazards and risks to an acceptable level or modifying the programme/activity.

> Facilitate effectively, e.g. through timely interventions, affirming participants’ contributions, and providing opportunities for all participants.

> Intervene when appropriate, but watch out for unnecessary interventions, that is, avoid taking the experience away from the participants by giving advice or solutions.

> Look for opportunities to provide participants with variation options, as appropriate, to alter the level of challenge.

> Observe interactions to obtain material for possible processing.

> Ensure that there is minimal environmental impact.

> Review the planned programme and alter it if it does not meet the participants’ needs.

After the activity

> Debrief activities effectively by considering:

- The objectives of the programme.

- The goals of the individuals and the group.

- The process used to achieve the outcomes of the activity.

- Assisting participants to identify what they learnt.

> De-rig and put away the equipment.

> Debrief the programme, ensuring that participants have the opportunity to identify learnings.

> Review the programme in relation to its goals and consider:

- What worked well?

- What could be improved?

- What changes could be implemented next time?

> Consider a review of the facilitation:

- What was ineffective and unnecessary?

- What else could be introduced to improve facilitation?

- What was effective and should be kept in place?

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Physical injuries:

- Impact injuries with ground, other participants and equipment.

- Strains and sprains.

> Emotional trauma caused by:

- Peer pressure.

- Fear or anxiety.

- Inappropriate level of challenge, both physical and emotional.

- Inappropriate sequencing.

> Equipment failure or damage.
Environmental management

> Consider the venue guidelines.

> Ensure minimal impact to the environment. If the low ropes course is built in trees, monitor soil compaction to minimise damage to the root system. This may include aerating ‘bark’ ground cover by raking.

Emergency plan

The outdoor leader has:

> A first aid kit.

> Knowledge of and access to a phone, a vehicle and emergency services.

> Prepared the participants for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Evidence through an inspection report that an external body has annually audited the low ropes course.

> Instructors have logged recent experience and can provide evidence of comprehensive training, e.g. Project Adventure New Zealand Associates’ five-day ‘Safety Skills and Standards’ course, and have completed recent technical skills refresher training.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

Project Adventure New Zealand Associates (PANZ)*
www.panz.org.nz

Skills Active Aotearoa www.skillsactive.org.nz

* Contributor or reviewer of this information.

Resources

Association of Challenge Course Technology. Challenge course standards. MI, USA: ACCT.


National Incident Database www.incidentreport.org.nz


Also see Adventure Based Learning: Resources.
Solo

Outdoor programmes sometimes include an experience where participants spend time on their own. The aim is to facilitate reflection, self-appraisal, and goal setting. Solos are also a time to discover the difference between solitude and loneliness, to explore independence and patience, and to watch the cycles of nature.

Knowledge and skills

> Recent developments in clothing, equipment and emergency procedures. See Bushcraft (2005), chapters 5, 6 and 16.
> Access requirements.
> The history and culture of the area visited.
> Environmental management.
> The New Zealand Water Care Code. See www.doc.govt.nz/Explore
> First aid.
> Facilitation skills. See http://reviewing.co.uk

Competencies of assistant leaders

Qualifications

The following qualifications are relevant:

> Outdoor Leader. New Zealand Mountain Safety Council (NZMSC), New Zealand Outdoor Instructors Association (NZOIA), and Education Outdoors New Zealand (EONZ).
> Bush I. NZOIA or NZMSC.
> National Certificate in Outdoor Recreation (Instruction) Tramping. Skills Active.

Responsibilities of outdoor leaders

Before the activity

> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants’ health and mental state, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain participants’ emergency contact details.
> Prepare an emergency plan, including leaving intentions with a reliable person.
> Obtain any necessary permission to enter land and pay any fees.
> Obtain a weather forecast and, if appropriate, river levels. Consider these in reviewing the plan.

> Prepare participants for the experience:
- Teach, demonstrate and supervise the correct use of clothing and equipment.
- Check that participants have suitable equipment, including a means of communication, e.g. a whistle.
- Check that participants have suitable food and drink.
- Ensure that participants know exactly where they are going and what to do if they become lost.
- Teach participants how to minimise their environmental impact, including toileting.

> Check the planned solo sites.

> Record participants’ names and their solo sites. Make this list available to staff in a central location.

> Plan alternative arrangements for participants who may be unable, or may not wish, to complete the solo experience.

> Brief assistant leaders and helpers.

**During the activity**

> Conduct regular verbal and visual checks, record them in a central location, and have them checked off by another person. For participants less than 18 years, it is current, accepted practice for the outdoor leader to camp in the solo area and be accessible to the participants.

> Review the plan if conditions are unfavourable or if participants are unwell.

> Ensure that there is minimal environmental impact, including not cutting vegetation for shelter or carving on tree trunks.

**After the activity**

> Sign out with landowners or land managers you left your intentions with.

> Debrief the experience with the participants and the assistant leaders:
- How the experience went.
- Incidents (and follow up on them).
- Suggestions for future solos.

> Clean, check and return equipment.

> Report where appropriate, e.g. the National Incident Database.

**Key risks or potential losses**

Leaders must consider ways to eliminate, isolate or minimise:

> Injuries, e.g. from inappropriate activities such as climbing trees or using knives.

> Emotional trauma from participants becoming lost due to leaving the designated site, e.g. to visit other participants, or from being left alone in the dark.

> Assault or abduction through contact with members of the public.

> Drowning.

> Hypothermia.

> Death or sickness due to medical emergencies, e.g. appendicitis, or severe allergic reactions to wasp and bee stings, insects, food, shellfish or poisonous berries.

> Sunburn.

> Emotional trauma from potential harassment allegations if the outdoor leader spends any length of time alone with a participant.

**Environmental management**

Ensure that your group follows:


> The Environmental management guidelines in Section A of this resource.
Emergency plan

> The group carries emergency equipment, including a first aid kit, a survival kit and a communication device, e.g. a whistle.
> The outdoor leader has left intentions with a reliable person, including rendezvous times and expectations regarding calling for help if necessary.
> The group has a plan of who to contact in an emergency and in what order.
> Participants are prepared for an emergency.

How do I judge the quality of an outdoor provider?

If a provider is involved, they are likely to offer a solo activity as part of a broader programme, e.g. a camp.

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
> Logged, recent experience of the outdoor leaders.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).

Organisations

Department of Conservation (DOC)
www.doc.govt.nz

Education Outdoors New Zealand (EONZ)
www.eonz.org

New Zealand Mountain Safety Council (NZMSC)
www.mountainsafety.org.nz

New Zealand Outdoor Instructors Association (NZOIA)
www.nzoia.org.nz

Skills Active Aotearoa www.skillsactive.org.nz

Resources


National Incident Database
www.incidentreport.org.nz

New Zealand Mountain Safety Council. Bushcraft resource kit. This includes a video, teaching notes, the Bushcraft manual, the Hypothermia manual, and outdoor safety pamphlets.

Thanks to David Mangnall, Outward Bound New Zealand, for assisting with this information.
Canoe polo

Canoe polo is an international, competition sport. In New Zealand, it is administered by the New Zealand Canoe Polo Association (NZCPA). While indoor pools are the preferred venues, outdoor venues are sometimes used.

Being a water sport, canoe polo shares many of the values and hazards associated with water activities in general.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

The following qualifications are relevant:

> Kayak I. New Zealand Instructors Association (NZIA).
> National Certificate in Outdoor Recreation (Instruction) Kayaking. Skills Active.
> Bronze Medallion. Royal Life Saving Society of New Zealand.

Knowledge and skills

> Rules of the game.
> Understanding of the limitations of canoe polo kayaks in changeable conditions when training on open water.
> First aid.
> Group management skills.
> Kayak paddling and rolling skills.

Competencies of assistant leaders

The ability to supervise a group.

Responsibilities of outdoor leaders

Before the activity

> Check the venue’s:
  - Water quality.
  - Boundaries and goals.
  - Shelter.
  - Availability of drinking water.
  - Spectator areas, including making it clear to parents that they are responsible for the supervision of their small children.

> Ensure that procedures are in place for:
  - Lifesaving, including a first aid kit.
  - Emergency services contact.
  - Transporting of people with minor injuries.
  - Scrutineering kayaks, paddles, helmets and personal flotation devices (PFDs).
  - Refereeing.
  - Scoring.

> Ensure that sunscreen is available (if applicable).

> Obtain information on participants’ and assistant leaders’ health and fitness, swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Ensure that the participants have secured optical glasses to their body.

> Collect emergency contact information from the participants.

During the activity

> Monitor that people are fulfilling the various roles.
> Monitor the weather and reschedule the activity if it becomes unsafe.
How do I judge the quality of an outdoor provider?

Measures of quality include:

- A safety plan, externally audited and approved, and available on request.
- Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
- Logged, recent experience of the outdoor leaders.
- OutdoorsMark or Qualmark accreditation.
- Referees’ contact details (and ensure that you contact them).

Organisations

New Zealand Canoe Polo Association*
www.canoepolonz.org.nz

Water Safety New Zealand (WSNZ)*
www.watersafety.org.nz

* Contributor or reviewer of this information.

Resources


National Incident Database
www.incidentreport.org.nz

NZCPA. 2005 NZCPA rules
www.canoepolonz.org.nz

NZCPA. NZCPA risk analysis and management system.

After the activity

- Return site to its usual state, including collecting rubbish.
- Follow up on injuries with a view to future prevention.
- Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

- Injuries through:
  - Kayak collisions.
  - Being hit by the paddle or the ball.
- Drowning, including unsupervised small children.
- Hypothermia.
- Dehydration.

Environment management

There need to be checks on:

- Slippery surfaces at pools.
- Water quality, shelter and weather when using outdoor venues.

Emergency plan

- There are available:
  - Qualified lifesavers and a first aid kit.
  - A phone to contact emergency services.
  - Transport and a driver to transport people with minor injuries.
- Officials are empowered to withdraw competitors who are at risk or who may be a risk to other competitors.
Dragon boating

Dragon boating has a 2000-year Chinese history. Traditionally, each boat carried a drummer to ward away evil spirits and spectators threw stones at rival boats. Legend has it that it was accepted that people drowned as a sacrifice to the evil spirits.

Qualifications

There are no formal qualifications although the following water lifesaving qualifications are relevant:

- Surf Lifeguard Award. Surf Life Saving New Zealand.
- Bronze Medallion. Royal Life Saving Society of New Zealand.

Knowledge and skills

- The rules of racing (regulations vary from venue to venue).
- Understanding of the emergency procedures.
- First aid.
- Leadership.
- Boat loading.
- Paddling skills.

Competencies of outdoor leaders

A boat marshal has responsibility for the festival, including training restrictions. Each dragon boat leader is usually called the crew captain. Commonly, crews have a coach.

Responsibilities of outdoor leaders

Before the activity

- Check that all team members:
  - Can swim. Non-swimmers are not permitted in dragon boats. Personal flotation devices (PFDs) are strongly recommended for those people who are not confident in deep water or seawater.
  - Are free of injuries that may be aggravated during training or racing.
  - Are suitably clothed, e.g. wearing polypropylene or wool, a lightweight windbreaker and light footwear.

Today, dragon boating has become a Western world festival too, often supported by organisations promoting teamwork. There are festivals throughout the world, including annual world championships.

Dragon boats are long, elaborately decorated canoes with a dragon head and tail. There are 10 benches for the crew, room at the helm for the drummer, and a space at the stern for the steersperson to stand. Dragon boats are steered with a long, extended paddle.

Teams comprise 22 people – 20 paddlers, a drummer and a steersperson. Dragon boat racing is a sprint race, which requires precise timing, technique and power. Racing distances vary from 250 to 1000 metres, but are usually 500 metres, and take two to three minutes to complete.

You should read the following information in conjunction with Section A of this resource.
- Have warmed up and stretched sufficiently.
- Have not consumed alcohol in the previous 24 hours.
- Know their seat number or boat position (the seat at the stern is seat 10; the seat at the bow is seat one).
- Are aware of their paddling buddy.
- Are familiar with capsize procedures.
- Have applied sunscreen (if applicable).
- Have provided health information and emergency contact information.

Ensure that:
- The boat is safe to use.
- You have correctly configured the team for a balanced boat.
- There are enough personal flotation devices (PFDs) for everyone on board.
- You are aware of any training restrictions given by the boat marshal, e.g. weather concerns or training boundaries.

**Environmental management**

Ensure that your group follows the New Zealand Water Care Code. See [www.doc.govt.nz/Explore](http://www.doc.govt.nz/Explore)

**Emergency plan**

> Consider whether the sweep should carry a two-way radio for communicating to boat control and whether the drummer should carry a whistle.

> After a capsize:
  - The crew captain must do a full head count as soon as possible.
  - Stay with the boat until a rescue craft arrives. Under no circumstances should you attempt to swim to shore.
  - If the boat is upside down, spread evenly around the outside and gently roll it over to ensure that no one is trapped underneath.
  - Spread evenly around both sides of the capsized boat holding onto the top edge (gunnels).
  - If someone is distressed, sit them in the centre of the boat with their buddy. The buddy should draw the attention of the rescue craft by raising their hand or waving their paddle.
  - On the arrival of the rescue craft, follow the instructions of the surf lifesavers.

**How do I judge the quality of an outdoor provider?**

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant instructor qualifications, including first aid certificates, and appropriate driving licences if the outdoor leaders are driving the group.
> Logged, recent experience of the outdoor leaders.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).
Organisations

International Dragon Boat Federation (IDBF)
www.dragonboat.org.uk

Maritime New Zealand www.maritimenz.govt.nz

Coastguard Boating Education www.cbes.org.nz

Royal New Zealand Coastguard Federation Inc.
www.nzcoastguard.org.nz

New Zealand Dragon Boating Association (NZDBA)*
nzdba@actrix.gen.nz

Water Safety New Zealand (WSNZ)*
www.watersafety.org.nz

* Contributor or reviewer of this information.

Resources


management for outdoor leaders. Wellington:
New Zealand Mountain Safety Council.

National Incident Database
www.incidentreport.org.nz

Rule 91 of the Maritime Transport Act 1994. This
specifies the rules for carrying personal flotation
devices (PFDs) www.maritimenz.govt.nz/

Tiedemann, D. (Undated). Ready to reach: a coach’s
guide to dragon boating. www.geocities.com/
dragonboatcoach/manual.doc

Wellington. Pamphlet.
Canoeing and kayaking are common activities in lakes and streams, enabling participants to have close contact with natural environments.

The traditional distinction between canoeing and kayaking is:

> Canoeing involves open boats, with the canoeist kneeling and using a single-bladed paddle.
> Kayaking involves sit-on-tops and closed boats, with the kayaker seated and using a double-bladed paddle.

It is now common in New Zealand for the distinction to be blurred with canoeists sitting in open canoes and using double-bladed paddles.

Open canoes have large storage space, are stable and are often paddled by two people. This makes them suitable boats for journeys, which is a strong element of their tradition in both Polynesia and Canada.

You should read the following information in conjunction with Section A of this resource.

**Competencies of outdoor leaders**

**Qualifications**

The following qualifications are relevant for instructors using swimming pools, estuaries, river deltas, sheltered beaches, lakes, and coastal inlets with no tidal speed.

> Canoe I. New Zealand Outdoor Instructors Association (NZOIA). For instructors who take students Tandem Open Canoeing.

**Knowledge and skills**

> Canoeing or kayaking techniques, including:
  > - Capsize and wet exits.
  > - Paddle strokes.
> Rescue techniques, including boat-assisted self-rescues.
> Canoe and kayak games.
> First aid.
> Group management skills.
> Competencies of assistant leaders.
> Canoeing or kayaking techniques.
> Rescue techniques.

**Responsibilities of outdoor leaders**

**Before the activity**

> Check the venue for hazards.
> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Obtain information on participants’ and assistant leaders’ health and fitness (including any history of dislocated shoulders), swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members’ emergency contact details.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and
the participants’ parents or caregivers when the participants are less than 18 years old.

> Obtain a weather forecast.

> Brief the assistant leaders on the activity and their responsibilities.

> Ensure that participants have:
  - Personal flotation devices (PFDs), and suitable clothing and footwear. Footwear should be free of buckles or other accessories that could catch.
  - Applied sunscreen.
  - Secured optical glasses or sunglasses to their body.

> Check equipment, particularly buoyancy, footrests and grab loops.

> Teach participants how to minimise their environmental impact, including toileting.

**Environmental management**


**Emergency plan**

> The group carries emergency equipment, including spare paddles, towing lines, first aid kits, spare clothes, a hot drink and a communication device.

> The group leaves intentions with a reliable person.

> People know who to contact in an emergency and in what order.

**How do I judge the quality of an outdoor provider?**

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

**Organisations**

Maritime New Zealand [www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)

New Zealand Recreational Canoeing Association (NZRCA) [www.rivers.org.nz](http://www.rivers.org.nz)

New Zealand Instructors Association (NZOIA)* [www.nzoia.org.nz](http://www.nzoia.org.nz)

Skills Active Aotearoa [www.skillsactive.org.nz](http://www.skillsactive.org.nz)

Water Safety New Zealand (WSNZ) [www.watersafety.org.nz](http://www.watersafety.org.nz)

* Contributor or reviewer of this information.
Resources

British Canoe Union. *Canoe & kayaking handbook* (3rd ed.).


National Incident Database
[www.incidentreport.org.nz](http://www.incidentreport.org.nz)

Rule 91 of the Maritime Transport Act 1994. This specifies the rules for carrying personal flotation devices (PFDs) [www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)

Sea kayaking varies from a one-hour trip in a city harbour to a multi-week expedition into a remote area. It is becoming increasingly popular in all waters: the open coast, fiords, sounds, inlets, estuaries, lakes, rivers and around islands. It uses specialised sea kayaks with two or three bulkheads and a cockpit fitted with a spray deck.

Because water and weather conditions are very changeable, sea kayaking can be hazardous in any season and location. A seemingly benign environment can become hazardous in a very short time due to other vessels, wind, fetch, swell and waves.

You should read the following information in conjunction with Section A of this resource.

**Competencies of outdoor leaders**

**Qualifications**

The following qualifications are relevant:

> Guides Award. Sea Kayak Operators Association of New Zealand (SKOANZ) and New Zealand Outdoor Instructors Association (NZOIA). It requires guides to be proficient in adverse conditions, which are defined as one or more of the following:
  - Wind up to 20 knots.
  - Surf to one metre.
  - Swell up to 1.5 metres.
  - A tidal stream up to four knots.

> Sea Kayak I is an extension of the Guides Award for those wanting to instruct.

> Sea Kayak II is for those who are overseeing sea kayak programmes, and/or training guides and instructors.

The above qualifications are joint awards offered by SKOANZ, NZOIA, and the Kiwi Association of Sea Kayakers (KASK).

> Sea Kayak Leader. NZOIA/Skills Active.

**Knowledge and skills**

> Sufficient sea kayaking experience to lead the group safely on the trip. While journeys on the exposed coast require higher levels of experience and skill, conditions can deteriorate suddenly on all bodies of water.

> Understanding of:
  - Wind fetch and the effects of wind against tide on sea conditions.
  - Surf landings and breakouts and how to judge when to land and break out of the surf zone.

> Trip planning.

> Communications, including use of VHF radio.

> Emergency procedures, including assisted and self-rescues.

> Marine weather interpretation and its effect on coastal conditions.

> Current knowledge of developments in kayaks, clothing, and equipment.

> Access requirements.

> Legal requirements, including relevant maritime law.

> The history and culture of the area visited.

> Environmental management.

> The New Zealand Water Care Code.


> First aid.

> Group management skills.
**Competencies of assistant leaders**

- Experience from recent sea kayaking in a range of conditions.
- Emergency procedures, including rescues.
- Environmental management.
- The ability to supervise a group.
- Responsibilities of outdoor leaders

**Before the activity**

- Conduct a map and marine chart study of the area that you plan to use to:
  - Establish travel times and areas of concern.
  - Identify and reduce risks.
  - Obtain a current marine weather forecast, tide times, and vessel movement timetables, if appropriate.
  - Obtain landing permission from land owners.
- Check all equipment and ensure that it is in safe working order.
- Check that kayaks are correctly fitted for individual paddlers.
- Obtain information on participants’ and assistant leaders’ health and fitness, swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.
- Ensure that participants:
  - Have the correct clothing and equipment, including protection from the sun.
  - Have secured optical glasses or sunglasses to their body.
  - Are briefed on potential risks and emergency responses.
  - Have completed consent forms.
  - Understand the POD rules (see the sidebar).
- Teach participants how to minimise their environmental impact, including toileting.
- Conduct a VHF radio check if you are carrying this equipment and submit a trip report.

**During the activity**

- Provide leadership, and maintain control of the group, as appropriate for the group and conditions.
- Check and interpret weather forecasts frequently, check local conditions and read the weather signs, e.g. cloud formations, wind direction and speeds.
- Check tides and tidal stream conditions, interpret these on the water, and take advantage of favourable effects or minimise adverse effects.
- Check swells and effects of waves reflecting off cliffs and rocks.
- Monitor participants to ensure that everyone is warm and coping with the pace and conditions. Ensure adequate rest stops, drink and food intake for people’s needs in the conditions.
- Aim to keep the group in audible and visual range at all times.
- Maintain morale within the group and ensure that the activity is fun, educational, challenging and rewarding, while maintaining safety.
- Help assistant leaders develop their skills and experience. Expose them to leadership and decision-making opportunities as appropriate.
- Consider the following for night paddling (sunrise to sunset):
  - Display an all-round white light on each kayak, mounted at least one metre higher than the deck, or have a torch capable of signalling an approaching vessel.
  - Have an emergency light with a minimum of five hours’ light, e.g. a strobe on each Personal Flotation Device (PFD).
  - Have the means of identifying guides or instructors, e.g. glow sticks.
  - Keep close to shore so that motorboat traffic will be less hazardous.
  - Place photo-luminescent paint or reflector tape on the rear side of paddle blades and PFDs.
  - Carry a marine VHF radio and monitor Channel 16 or an appropriate local channel, and lodge a trip report if you are in a high-use area.
  - Familiarise yourself with navigational lights and the running and anchor lights of vessels in the local vicinity (a boat masters’ course is recommended).
- Be flexible with your plans.
After the activity

> Sign out with the person you left your intentions with.

> Conduct an appropriate activity wrap-up and debrief with participants.

> Collect all clothing and equipment from the participants, fix any faults or notify the person responsible, and clean and store it all correctly.

> Debrief assistant leaders and pass on feedback for their professional development.

> Complete your logbook as required.

> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Drowning.

> Hypothermia, e.g. from a participant becoming lost or separated from the group on water or land.

> Hyperthermia and UV exposure.

> Injury, e.g. tendonitis, sprain, strain, dislocated shoulder, back injury from carrying loaded boats, and fractures from collision injuries.

> Illness, e.g. seasickness.

> Death or illness from a medical emergency, e.g. asthma or an allergic reaction.

> Burns from stoves/fires and scalds from hot water.

> Lost or damaged paddles and boats.

> Dehydration.

Environmental management

Ensure that your group follows:

> The Environmental management guidelines in Section A of this resource and minimises its impact at put-ins and take-outs, as well as at campsites.

> The New Zealand Water Care Code. See www.doc.govt.nz/Explore

For detailed information, see SKOANZ’s code of practice www.seakayak.org.nz/seakayak

Emergency plan

The group:

> Carries emergency equipment, food, a first aid kit and a communication device.

> Knows the plan for any route change or emergency landing.

> Has left intentions with a reliable person, including rendezvous times, bad weather alternatives and who to call for help if necessary.

> Is prepared for an emergency, including training in:

  - Capsize drills and wet exits.
  - Self and assisted rescues.
  - Re-entry and roll techniques.
  - Towing systems and bow and stern carries.
  - Boat manoeuvring skills.
  - Use of communication devices: EPIRB, cellphone, marine VHF radio, mountain radio, and signalling devices (paddles, flares and mirror).
  - Who to contact and in what order during an emergency.
  - Early recognition and treatment of hypothermia.
  - First aid.
How can I judge the quality of an outdoor provider?

For detailed information, see SKOANZ’s code of practice www.seakayak.org.nz

Measures of quality include:

- A safety plan, externally audited and approved, and available on request.
- Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
- Logged, recent experience of the outdoor leaders.
- OutdoorsMark or Qualmark accreditation.
- Referees’ contact details (and ensure that you contact them).

Organisations

Kiwi Association of Sea Kayakers* www.kask.co.nz
Maritime New Zealand www.maritimenz.govt.nz
New Zealand Coastguard www.nzcoastguard.org.nz
New Zealand Outdoor Instructors Association (NZOIA)* www.nzoia.org.nz
Sea Kayak Operators Association New Zealand (SKOANZ)* www.skoanz.org.nz
Skills Active Aotearoa www.skillsactive.org.nz
Tourism Industry Association of New Zealand (TIANZ)* www.tianz.org.nz
Water Safety New Zealand (WSNZ) www.watersafety.org.nz

* Contributor or reviewer of this information.

Resources

For an extensive list of resources, see The KASK handbook – a manual for sea kayaking in New Zealand, p. 136.
POD rules for paddlers

The pod analogy is taken from a pod of dolphins, which travel together and look out for each other. The sea kayak pod rules have been formulated for safety management and to increase paddlers’ confidence.

Have your own safety gear. Take responsibility for wearing a PFD and carrying your own first aid kit, pump, towline and paddle float.

The leader decides the maximum number of paddlers to a pod. You may request which pod you want to be in, but the trip leader has final say. Pods are formed according to level of experience, safety gear carried, route and weather conditions.

Follow the rules. If you want to paddle with the pod, you must be prepared to follow pod rules.

Stay with the pod. If you want to paddle with the pod you must be prepared to stay with the group at all times. Be in voice contact. Paddle at the pace of the slowest paddler.

Support the trip leader. Have your say but, if things don’t go your way, don’t complain. You must accept the decisions of the trip leader and support them.

Communicate with the trip leader. Talk to the trip leader if you suspect problems or are asked to comment on a situation. Tell the leader or ask someone to tell the leader if you are tired, cold or injured, or suspect that someone else is.

Be honest with yourself and others regarding your abilities.

Consider your abilities and experience in the context of the proposed trip and current or expected conditions and do not go on trips beyond your abilities.

Accept collective responsibility. We are all responsible for the other members of the pod, even when land based. We support and care for each other, even if only by co-operating.

Be at the briefing on time. The trip briefing and trip debriefing are mandatory.

Adapted from the Wellington Sea Kayak Network (2000).
Whitewater kayaking

Whitewater kayaking is a fast-evolving sport as the size and shape of kayaks change. Kayaks have become smaller and specialised for different aspects of the sport, from river running to freestyle or rodeo (performing manoeuvres in turbulent water).

In addition to recreational kayaking, there is competitive kayaking, including slalom, downriver racing, and freestyle or rodeo.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

The following qualifications are relevant:

- Kayak I. New Zealand Outdoor Instructors Association (NZOIA). For instructors who take kayaking on moving water up to and including grade two.
- Kayak II. NZOIA. For instructors teaching whitewater kayaking, developing kayaking programmes, and supervising programmes up to and including grade three whitewater.

Knowledge and skills

- Access requirements.
- Access to river flow information.
- Kayaking techniques, including:
  - Capsize and wet exits.
  - Paddle strokes.
  - Rolling.
- Rescue techniques, including:
  - Boat-assisted self-rescues.
  - Towing swimmers and kayaks.
  - Releasing pinned kayaks.
- Swimming techniques, including floating through rapids.
- River reading.
- River communications.
- First aid.
- Group management skills.

Competencies of assistant leaders

Qualifications

The following qualifications are relevant:

- Kayaking techniques.
- Rescue techniques.
- River reading.
- River communications.
- Group management skills.

Responsibilities of outdoor leaders

Before the activity

- Check the venue for hazards.
- Check the water level and the weather forecast.
- Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Obtain information on participants’ and assistant leaders’ health and fitness (including any history of dislocated shoulders), swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Obtain all group members’ emergency contact details.

> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Brief the assistant leaders on the activity and their responsibilities.

> Ensure that participants have:
- Helmets, personal flotation devices (PFDs), and suitable clothing and footwear. Footwear should be free of buckles or other accessories that could catch, and be suitable for walking out of the river or for scouting rapids.
- Secured optical glasses or sunglasses to their body.

> Check equipment, particularly the suitability of the kayaks for the river, kayak buoyancy, footrests and grab loops.

> Teach participants how to minimise their environmental impact, including toileting.

> Plan a progression of difficulty.

**During the activity**

> Ensure that participants:
- Perform warm-up exercises.
- Can release from their kayaks.
- Understand the communication system that you will use.

> Monitor:
- The river conditions, particularly new hazards.
- Participants’ warmth and energy levels.
- The group’s environmental impact, including interaction with other river users.

> Manage the running of rapids carefully and have participants portage if their skills, confidence or energy levels are low.

**After the activity**

> Debrief the participants and the assistant leaders:
- How the activity went.
- Incidents (and follow up on them).
- Suggestions for future sessions.

> Report where appropriate, e.g. the National Incident Database.

**Key risks or potential losses**

Leaders must consider ways to eliminate, isolate or minimise:

> Drowning, particularly after entrapment on strainers.

> Injury due to:
- Joint dislocations, e.g. shoulder dislocation from poor technique.
- Collisions with rocks.

> Emotional trauma, especially when a participant swims in whitewater.

**Environmental management**

Ensure that your group follows the New Zealand Water Care Code. See [www.doc.govt.nz/Explore](http://www.doc.govt.nz/Explore)

**Emergency plan**

> The group:
- Carries emergency equipment, including spare paddles, throw bags, towing lines, knives, pulleys, prussiks, first aid kits, spare clothes, a hot drink and a communication device.
- Leaves intentions with a reliable person.

> People know who to contact in an emergency and in what order.

**How do I judge the quality of an outdoor provider?**

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
OUTDOOR ACTIVITIES

- Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
- Logged, recent experience of the outdoor leaders.
- OutdoorsMark or Qualmark accreditation.
- Referees’ contact details (and ensure that you contact them).

**Organisations**

Maritime New Zealand [www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)

New Zealand Recreational Canoeing Association (NZRCA) [www.rivers.org.nz](http://www.rivers.org.nz)

New Zealand Freestyle Kayak Committee (NZFKC) [www.freestylekayak.org.nz](http://www.freestylekayak.org.nz)

New Zealand Instructors Association (NZOIA)* [www.nzoia.org.nz](http://www.nzoia.org.nz)

Slalom New Zealand (SNZ) [www.slalomnz.org.nz](http://www.slalomnz.org.nz)

Skills Active Aotearoa [www.skillsactive.org.nz](http://www.skillsactive.org.nz)

Water Safety New Zealand (WSNZ) [www.watersafety.org.nz](http://www.watersafety.org.nz)

* Contributor or reviewer of this information.

**Resources**

**Texts**


National Incident Database [www.incidentreport.org.nz](http://www.incidentreport.org.nz)


New Zealand Outdoor Instructors Association. *Kayaking is life – the rest is detail*. Pamphlet.


**Films**

Eric Jackson [www.jacksonkayak.com](http://www.jacksonkayak.com)

- Stokes and concepts.
- Rolling and bracing.
- EJ’s river running basics.
- EJ’s advanced river running.
- Basic and advanced playboating.
- Grace under pressure: Learning the kayak roll (C-C roll) rapid progression.
The kayaker’s edge www.performancevideo.com
The kayak roll (sweep roll)
www.performancevideo.com

Liquid skills: essential techniques for every kayaker.
Canada: Heliconia Press www.playboat.com

Nitty gritty: the down and dirty of playboating
www.paddlefilms.com

Playdaze: the video of freestyle kayaking technique.
Canada: Heliconia Press www.playboat.com

Retendo www.performancevideo.com

Riversense. Canada: Heliconia Press.

Sam Drevo’s fast track to kayaking for beginners
www.northwestriverguides.com

SOAR (Skills on All Rivers) intermediate and advanced kayaking technique Canada: Heliconia Press
www.playboat.com

Whitewater self defense
www.performancevideo.com

www.whitewatervideo.com
Caving

The caving environment is as fragile as it is fascinating. Caving leaders should have strong group management skills and knowledge of the cave environment. Caving can be a very low-tech or a very high-tech sport, demanding different levels of experience, skill and agility, depending on where you go. For example, a cave trip could involve:

> Traversing through a relatively level cave (horizontal caving).

> Traversing a cave horizontally with some abseiling into or within the cave (mixed vertical and horizontal caving).

Each of these caving trips could involve travelling along dry passages or along stream ways and waterfalls.

Competencies of outdoor leaders

Qualifications

The following qualifications are relevant:

> National Award in Streamway Cave Guiding. Skills Active.

> National Award in SRT Cave Guiding. Skills Active.

> National Certificate in Caving. (SRT Cave Guiding Instruction) Skills Active.

> Caving I. New Zealand Outdoor Instructors Association (NZOIA). Horizontal caving.

> Caving II. NZOIA. Vertical caving.

Knowledge and skills

> Knowledge of the cave environment is critical if the participants are to have a good caving experience. Experienced cave leaders look after the cave and instil respect among the participants for the fragility of cave environments.

> Advanced rope skills for vertical caving.

> Group management and leadership skills to preserve the environment as well as to protect the participants.

Competencies of assistant leaders

As above.

Horizontal caving is within the scope of most able-bodied people, provided trained, experienced leaders are available. By contrast, vertical caving usually requires prior training in a non-cave setting, and high personal skill and fitness levels on the part of both participants and leader.

You should read the following information in conjunction with Section A of this resource.
Responsibilities of outdoor leaders

Before the activity

Check the cave environment impact

Cave environments are particularly vulnerable to human impact. Once damage occurs in a cave it will generally stay forever. Therefore, before any trip planning proceeds, you must ask the following questions.

Would the passage of envisaged group numbers through the proposed cave:

> Involve exploring a new cave (one never before explored)?
> Involve movement through an unexplored section of a known cave?
> Involve placement of permanent rigging points (bolts) at points other than where they are already placed?
> Involve any travel off established/taped cave pathways in a known cave?
> Dislodge rock or cave formation getting into the cave?
> Damage cave entrance ferns, mosses or algae?
> Damage cave entrance spiders, glow worms, fish, crustaceans or invertebrate habitats?
> Have the potential to damage cave formations on any surface including the cave floor?
> Disturb sediment banks or cause excessive mud to be smeared through the cave?
> Have potential to damage cave fauna within the cave?

If the answer to any one of these questions is ‘yes’, the trip as planned should not proceed because it will put the cave environment at risk. Leader choices are to:

> Abort the trip.
> Amend the trip within the same cave.
> Go to another cave.

If the answer to all the questions is ‘no’, then planning for the cave trip can proceed, including assessing risks to clients from the cave environment.

Note: In many New Zealand caving areas, there are caves with established approach routes, entranceways, and in-cave pathways (often marked with tape). Beginner and school groups should use these. Contact local caving groups and/or Department of Conservation Area Offices for information regarding these.

Check the group size and where you go

The maximum number suitable varies from cave to cave, depending on the cave’s size and vulnerability, and the number of abseils or other time-consuming obstacles.

Keeping group size to a minimum protects the environment and helps ensure a tight, well-organised group. Good guidelines are to take the same number of participants as local cave concessionaires are allowed for the same trip, or the same number as local caving group leaders would use for inexperienced cavers for the same trip. There are very few New Zealand caves that suit a group size as large as 10 people.

Use caves that have a history of group use. Larger groups cause a different pattern of cave wear and tear from small, infrequent use by recreational caving groups. Taking groups to ‘new’ caves can vastly increase the amount of damage in those caves. Most areas have an accepted set of caves for outdoor education trips.

Design carefully the routes and directions you will take in the cave. Perhaps it isn’t necessary to see every last corner of the cave and every chamber. That last decorated corner of the cave may add little to the group experience and might cause a lot of damage.
**Check the participants**

Ensure that each participant has:

> A helmet that fits well.
> A full set of vertical equipment (for vertical caves).
> Adequate hands-free lighting and back-up lighting.
> Suitable footwear (tramping boots or gumboots but not sandals or jandals).
> Suitable clothing.
> Food and drink.

**Other checks**

Leaders must ensure that they:

> Have a cave map/directions, first aid kit, a warm drink and spare food, spare clothing, a spare ‘travelling’ handline, track-marking tape for emergencies, and rigging gear for vertical caves and handlines.
> Have a Caving Rescue Pack available in, or close to, entry or exit of cave.
> Check the weather forecast and cave water levels.
> Check local issues and that access permission has been granted from local iwi if necessary.
> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members’ emergency contact details.

**After the activity**

> Debrief the group.
> Clean, check and store equipment.
> Report as appropriate, e.g. National Incident Database.

**Key risks or potential losses**

> Injuries from falls.
> Emotional trauma from inadequate lighting, getting hot then cold, getting stuck, getting lost or separated from the group, or being overdue.
> Hypothermia.

**Environmental management**

Because cave environments are extremely delicate and take so long to form, leaders must take extreme care to ensure that the participants understand this and minimise their impact on the cave.

Leaders need special knowledge of the cave environment and the special features of caves in the area they are visiting. A general knowledge of outdoor environmental management may not be sufficient.

For guidelines see the New Zealand Speleological Society (NZSS) cave ethics at [www.caves.org.nz](http://www.caves.org.nz)

**Emergency plan**

> The outdoor leader leaves clear intentions and ensures that the contact person knows to phone 111 for Cave Search and Rescue if the group is overdue.

> There is a plan for:

  - Potential hypothermia.
  - Possible rising water, both inside and outside the cave.
  - Alternative exit points and return from those exit points.
  - Carrying sufficient lighting/track markers for bush travel, and exiting the cave after dark.

**During the activity**

> Manage the group effectively, monitoring their behaviour and progress carefully.
> All members of younger groups should be in sight of a leader when they are around vulnerable cave features or safety risk points.
> Deliver an informative programme to help participants appreciate and develop a respect for the environment.
How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> Referees’ contact details (and ensure that you contact them).

Organisations

Department of Conservation (DOC)
www.doc.govt.nz

New Zealand Outdoor Instructors Association (NZOIA)*
www.nzoia.org.nz

New Zealand Speleological Society (NZSS)*
www.caves.org.nz

Skills Active Aotearoa www.skillsactive.org.nz

* Contributor or reviewer of this information.

Resources


Local caving groups. There are nine caving groups affiliated to the NZSS. Groups are based in Auckland, Hamilton, Manawatu, Wellington, Nelson, Christchurch, and West Coast. See www.caves.org.nz for local group contact details.

National Incident Database
www.incidentreport.org.nz

New Zealand Speleological Society. The NZSS is the national caving organisation. It publishes the *NZS Bulletin* (long-term record of New Zealand cave exploration and science) and the *Tomo Times* (national caving newsletter). NZSS holds cave maps for most New Zealand caves. See www.caves.org.nz

Cave Risk Assessment Matrix. This resource is available from www.aretenz.co.nz

Australasian Cave & Karst Management Association (ACKMA) www.ackma.org

British Cave Research Association (BCRA) www.bcra.org.uk

USA National Speleological Society (NSS) www.caves.org

Australian Speleological Federation (ASF) www.caves.org.au

Worldwide caving book catalogue
www.speleobooks.com
Abseiling

Abseiling (or rappelling) is traditionally a mountaineering technique used when downclimbing is too slow or impossible. It is also common in rock climbing, caving and canyoning. In recent years, it has become an element of industrial maintenance, window cleaning, and tree felling, as well as a challenging adventure activity. ‘Challenge by Choice’ and a suitable progression are especially important in this activity.

Competencies of outdoor leaders

Qualifications

Qualifications and experience should suit the activity planned. The following qualifications are relevant:

> Abseil Leader. NZOIA/Skills Active.
> Abseil II. NZMSC. For people wishing to lead and instruct others in safe and effective abseil techniques, including placement of specialised rock protection.

The following also qualify people to lead and instruct as for Abseil II:

> Rock I. NZOIA.
> Alpine II. NZMSC and NZOIA.
> Cave II. NZOIA.
> Climbing Guide or Mountain and Ski Guide. New Zealand Mountain Guides Association (NZMGA).

Knowledge and skills

> Access requirements.
> Abseiling and belaying techniques.
> Anchor systems.
> Rescue techniques.
> Risk management.
> First aid.
> Group management skills.
> Rock climbing code of conduct.

See Rock climbing

Mountaineers tend to be wary of abseiling because it:

> Tests the abseil anchor, which climbing doesn’t usually do, risking anchor failure.
> Can dislodge rock onto the person abseiling or people below.
> Wears the rope, particularly when it runs over edges.

Like mountaineers, outdoor leaders setting up an abseil must arrange safe anchors. This is easier if permanent anchors are in place, but it always requires considerable knowledge and skills.

An introduction to abseiling can occur on moderate slopes, even steep grassy slopes.

You should read the following information in conjunction with Section A of this resource.
Competencies of assistant leaders

> Abseiling and belaying techniques.
> Group management skills.
> Rock climbing code of conduct. See Rock climbing.

Responsibilities of outdoor leaders

Before the activity

> Check the venue for hazards.
> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant outdoor leaders, participants, and the participants' parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants' and assistant leaders' health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members' emergency contact details.
> Ensure that participants have helmets and suitable shoes. See Abseiling handbook (2002), p. 23.
> Check the equipment, including ropes, anchor slings and rock protection, harnesses, helmets, and abseil and belay devices. See Abseiling handbook (2002).
> Plan a progression of both difficulty and exposure.

During the activity

> Ensure that you position abseil and belay ropes to minimise rope wear and pendulums.
> Brief participants on abseiling origins and evolution.
> Ensure that belayers can belay safely before they belay independently.
> Check that participants' hair, clothing and jewellery are clear of the abseil device.
> Monitor those people who are not involved in the activity to ensure that they are not exposed to falling rocks or drops.
> Monitor environmental impact carefully.

After the activity

> Debrief the participants and the assistant leaders on:
  - How the session went.
  - Incidents (and follow up on them).
  - Suggestions for future sessions.
> Update equipment usage logs if required.
> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Injury or death due to:
  - Falling out of an incorrectly tied harness.
  - Falling off an incorrectly attached the rope.
  - Anchor failure.
  - Falling rock.
- Falling over a drop when not involved in the activity.
- Sloppy belaying failing to arrest a fall.

> Injury due to:
- Sloppy belaying injuring the belayer’s hands.
- Catching loose hair in the descender.

> Emotional trauma, especially when people are not abseiling by choice or they opt out of the activity.

**Environmental management**

Most of the New Zealand Alpine Club’s (NZAC’s) code of conduct for rock climbers applies to abseiling. See **Rock climbing**.

**Emergency plan**

> The group carries emergency equipment, including a first aid kit and a communication device.
> The group has left intentions with a reliable person, including rendezvous times.

**How do I judge the quality of an outdoor provider?**

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
> Logged, recent experience of the outdoor leaders.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).

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**Organisations**

New Zealand Instructors Association (NZOIA)*
www.nzoia.org.nz

New Zealand Mountain Safety Council (NZMSC)*
www.mountainsafety.org.nz

* Contributor or reviewer of this information.

**Resources**


National Incident Database
www.incidentreport.org.nz
Bouldering

Bouldering is unroped climbing on boulders, crags, and indoor walls. Climbs are usually low enough to enable the climber to jump off safely. Bouldering mats (landing mats) and spotters enable attempts on higher climbs.

Competencies of outdoor leaders

Qualifications

The following qualifications are relevant:

> Rock Climbing Leader. NZOIA/Skills Active.
> Rock I & II. New Zealand Outdoor Instructors Association (NZOIA).
> Climbing Guide or Mountain and Ski Guide. New Zealand Mountain Guiders Association (NZMGA).

Knowledge and skills

> Warm-up exercises.
> Climbing techniques.
> Code of conduct or ethics.
> Access requirements.
> The history and culture of the area visited.
> Environmental management.
> First aid.
> Group management skills.

Competencies of assistant leaders

> Climbing techniques.
> Code of conduct or ethics.
> Environmental management.
> Group management skills.
Responsibilities of outdoor leaders

Before the activity

> Check the venue.

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.

> Ensure that the participants have suitable shoes (soft rock climbing shoes are best).

> Obtain information on participants’ and assistant leaders’ health and fitness and ensure that they carry any personal medication, e.g. asthma inhalers.

> Obtain all group members’ emergency contact details.

> Disclose the nature of the risks and management strategies in bouldering to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Brief participants on the range of challenges available.

> Teach participants how to minimise their environmental impact, including toileting.

During the activity

> Ensure that participants warm up.

> Plan a sequence of climbs that suit the participants’ ability.

> Teach climbing, spotting and landing techniques.

> Set up a buddy system.

> Ensure that spotters:
   - Position bouldering mats accurately.
   - Concentrate on directing falling climbers away from ground hazards such as rocks, plants or uneven ground, and preventing them from hitting their heads or backs on the ground.

> Watch that participants do not climb too high or above bad landings.

> Ensure that there is no damage to the rock, that is, chipping, muddying holds or graffiti.

After the activity

> Debrief the participants and the assistant leaders:
   - How the session went.
   - Incidents (and follow up on them).
   - Suggestions for future sessions.

> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Injury due to:
   - Falling onto the edge of a bouldering mat or awkwardly onto the ground.
   - Pulled finger tendons, which is often due to an inadequate warm-up.
   - Muscle strains from the unfamiliar ‘moves’ used to climb boulder problems.

> Emotional trauma, especially when people are not bouldering by choice.

Environmental management

The following is adapted from the code of ethics at www.tota.co.nz/castlehill

General

> Do not make or enlarge holds.

> Do not remove shrubs or grasses.

> Brush and clean necessary holds only, and make any brushing look natural.
OUTDOOR ACTIVITIES

> Use only plastic-bristled brushes.
> Carry out litter.
> Use toilets if they are available.
> Use existing tracks.
> Do not light fires.
> Be gentle on the vegetation.
> Do not graffiti the boulders.
> Do not roll or throw boulders around. Return stacked cheat stones to where you found them.
> Use only climbing chalk, not resin.
> Do not muddy holds by climbing in muddy shoes.

Ethics

> If no cheat stone is necessary, then don’t use one.
> Ideally, you should start by pulling on holds, not bouncing off the ground. Many problems are established as bounces though – consult the locals.
> Running or standing jumps are not considered good form. Jumping can confuse grading and muddy holds but, if the start holds are too high, then you must jump.
> Boulder projects (unclimbed problems) are open to all: first in, first served.

The New Zealand Alpine Club’s (NZAC’s) rock climbing code of conduct is also largely applicable to bouldering. See www.alpineclub.org.nz

Emergency plan

The group carries emergency equipment, including a first aid kit and a communication device.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

Organisations

New Zealand Alpine Club (NZAC)*
www.alpineclub.org.nz
New Zealand Instructors Association (NZOIA)*
www.nzoia.org.nz
New Zealand Sportclimbing Federation (NZSF)
www.nzsf.org.nz
Women Climbing
www.womenslimbing.freezope.org

* Contributor or reviewer of this information.

Resources

Texts

National Incident Database
www.incidentreport.org.nz
New Zealand Alpine Club. Guidebooks
www.alpineclub.org.nz
www.mojozone.co.nz
www.powerband.org.nz/powerband

Film

Contact. For copies, email danielcontact@hotmail.com
Mountaineering

Mountaineering is a high-profile New Zealand activity. It ranges from summer mountain walks to winter ascents of internationally regarded peaks in glaciated terrain.

Despite many New Zealanders’ general understanding of the activity, some people underestimate the risks, including the avalanche risks. It is an activity that requires extensive training and experience.

You should read the following information in conjunction with Section A of this resource.

Knowledge and skills

> Current, accepted practice in clothing and equipment and mountaineering, including emergency procedures. See Alpine skills (2005), chapters 3, 10-13 and 15.
> Access requirements.
> The history and culture of the area visited.
> Environmental management.
> Trip planning. See Alpine skills (2005), chapter 2.
> Weather forecasting. See Alpine skills (2005), chapter 6.
> Navigation. See Alpine skills (2005), chapter 8.
> Snow shelters. See Alpine skills (2005), chapter 5.
> Glacier travel when appropriate. See Alpine skills (2005), chapter 13.
> Avalanche awareness, particularly (but not only) in winter. See Alpine skills, chapter 7, and www.avalanche.net.nz
> Experience in many different conditions, locations, and times of the year.
> The ability to undertake a rescue, especially when using ropes, as many situations require immediate action.
> First aid.
> River crossing when applicable. See Bushcraft (2005), chapter 12.

Competencies of outdoor leaders

Qualifications

The following qualifications are relevant:

> Alpine I (non-technical terrain, that is, you do not generally require a rope) and Alpine II (technical and non-technical terrain, but not glaciated terrain). NZMSC and New Zealand Outdoor Instructors Association (NZOIA).
> Backcountry Avalanche, Avalanche I & II. NZMSC.

Competencies of assistant leaders

> Logged, recent experience from recent mountaineering trips.
> Knowledge of:
  - Emergency procedures.
  - Environmental management.
> Group management skills.
Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members’ emergency contact details.
> Obtain any necessary permission to enter land and pay any fees, e.g. for staying in huts.
> Obtain a weather forecast, the avalanche advisory, information on the condition of facilities and, if appropriate, river levels. Consider these in reviewing the trip plan.
> Prepare participants for the trip:
  - Recommend fitness training.
  - Teach, demonstrate and supervise the correct use of clothing and equipment.
  - Check that participants have suitable equipment, food and drink.
  - Teach participants about foot care, including taping before they start walking.
  - Teach participants how to minimise their environmental impact, including toileting.
  - Ensure that all group members know exactly where they are going, the alternatives if conditions are unfavourable, and what to do if they become lost or separated.
> Brief assistant leaders and helpers.

During the activity

> Walk at a pace that suits all participants.
> Keep the group together.
> Review the plan if conditions are unfavourable or if participants are unfit or unwell.
> Ensure that there is minimal environmental impact.

After the activity

> Sign out with landowners or land managers, and the person you left your intentions with.
> Debrief the trip with the participants and the assistant leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.
> Clean, check and return group equipment.
> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Injuries, e.g. from falls, falling rocks or avalanches.
> Hypothermia, e.g. if participants become lost or separated from the group.
> Hyperthermia.
> Dehydration.
> Blisters and other foot injuries.
> Burns from cooking, refuelling stoves, and the sun.
> Emotional trauma.
> Dropped equipment, e.g. gloves and ice axes.
> Drowning from river crossing.
Environmental management

Ensure that your group follows:

> The New Zealand Water Care Code. See www.doc.govt.nz/Explore
> The Environmental management guidelines in Section A of this resource, particularly:
  - Observing the guidelines on toileting in snow country.
  - Taking especial care in areas with fragile alpine plants.
  - Observing alpine hut etiquette, e.g. being careful not to pollute the water supply or snow that may be melted for water, keeping your equipment together, cleaning up after cooking, carrying out rubbish and surplus food, and paying hut fees.

Emergency plan

> The group carries emergency equipment, including shelter (or the tools and knowledge to construct shelter), food, a first aid kit, transceivers/probes/shovels in avalanche terrain, crevasse extraction equipment in glaciated terrain, and a communication device.
> The outdoor leader has left intentions with:
  - A reliable person, including rendezvous times, bad weather alternatives and expectations regarding calling for help if necessary.
  - The Department of Conservation if appropriate.
> The group has a plan of who to contact in an emergency and in what order.
> The participants are prepared for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
> Logged, recent experience of the outdoor leaders.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).

Organisations

Department of Conservation (DOC)
www.doc.govt.nz
Federated Mountain Clubs of New Zealand (FMC)
www.fmc.org.nz
New Zealand Alpine Club (NZAC)*
www.alpineclub.org.nz
New Zealand Mountain Guides Association (NZMGA)*
www.nzmga.co.nz
New Zealand Mountain Safety Council (NZMSC)
www.mountainsafety.org.nz
New Zealand Outdoor Instructors Association (NZOIA)*
www.nzoia.org.nz
Skills Active Aotearoa www.skillsactive.org.nz
* Contributor or reviewer of this information.

Resources


National Incident Database www.incidentreport.org.nz

New Zealand Alpine Club. Guidebooks www.alpineclub.org.nz


Also see Tramping: Resources.
Snow shelters

Building snow shelters is a demanding but rewarding activity. It may require an extended uphill walk and hard work. People often site snow caves in avalanche terrain. Building igloos or snow mounds may minimise the avalanche hazard by using low-angle terrain.

The risks at night, including carbon-monoxide poisoning, wind drifting, and collapse in poor weather, sometimes lead to groups building snow shelters but not sleeping in them. Alternatively, they build them near a hut, which they can retreat to if necessary. These measures may increase safety but they can also devalue the extraordinary wilderness experience that building and sleeping in snow shelters can provide.

Many of the Mountaineering topic guidelines are relevant to this activity.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

Snow shelters require many mountaineering skills, especially if conditions deteriorate. The following qualifications are relevant:


Knowledge and skills

> Snow shelter building. See Alpine skills (2005), chapter 5.
> Recent developments in clothing and equipment and emergency procedures. See Alpine skills (2005), chapters 3 and 15.
> Access requirements.
> Environmental management.
> Trip planning. See Alpine skills (2005), chapter 2.
> Weather forecasting. See Alpine skills (2005), chapter 6.
> Navigation. See Alpine skills (2005), chapter 8.
> Avalanche awareness, particularly (but not only) in winter. See Alpine skills, chapter 7, and www.avalanche.net.nz
> First aid.

Competencies of assistant leaders

Qualifications

Snow shelters require many mountaineering skills, especially if conditions deteriorate. The following qualifications are relevant:


Knowledge of:

- Emergency procedures.
- Environmental management.

Group management skills.
Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.

> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are under 18 years old.

> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Obtain all group members’ emergency contact details.

> Prepare an emergency plan, including packing a group first aid kit, spare clothing and a communications device.

> Obtain any necessary permission to enter land.

> Obtain a weather forecast and avalanche advisory. Consider these in reviewing the trip plan.

> Prepare participants for the trip:
  - Teach, demonstrate and supervise the correct use of clothing and equipment.
  - Check that participants have suitable equipment and adequate spare clothing.
  - Check that participants have suitable food and drink.
  - Teach participants about foot care, including taping before they start walking.
  - Ensure that all group members know exactly where they are going, the alternatives if conditions are unfavourable, and what to do if they become lost or separated from the group.
  - Teach participants how to minimise their environmental impact, including toileting and consideration of other mountain users.

> Brief assistant leaders and helpers.

During the activity

> Review the plan if conditions are unfavourable or if participants are unfit or unwell.

> Ensure that participants do not lose equipment or clothing, or get their clothing wet.

> Ensure that the participants cook safely.

> Ensure that there is minimal environmental impact.

After the activity

> Sign out with landowners or land managers, and the person you left your intentions with.

> Debrief the trip with the participants and the assistant leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.

> Clean, check and return group equipment.

> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Death or sickness from carbon monoxide poisoning.

> Death or injuries from avalanches.

> Hypothermia, e.g. as a result of shelter collapse due to bad weather or poor construction, becoming lost, or not being able to find the shelter after going to the toilet in a white-out.

> Dehydration.

> Burns from cooking, refuelling stoves, and the sun.

> Losing equipment in the snow.

> Breaking shovels.
Environmental management

Ensure that your group follows the Environmental management guidelines in Section A of this resource, particularly with regard to toileting in a snow environment.

Emergency plan

The group:

> Carries emergency equipment, food, a first aid kit, transceivers/probes/shovels in avalanche terrain, and a communication device.

> Has left intentions with a reliable person, including rendezvous times, bad weather alternatives and who to call for help if necessary.

> Is prepared for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees' contact details (and ensure that you contact them).

Organisations

Department of Conservation (DOC)
www.doc.govt.nz

Federated Mountain Clubs of New Zealand (FMC)
www.fmc.org.nz

New Zealand Alpine Club (NZAC)
www.alpineclub.org.nz

New Zealand Mountain Safety Council (NZMSC)
www.mountainsafety.org.nz

New Zealand Outdoor Instructors Association (NZOIA)*
www.nzoia.org.nz

* Contributor or reviewer of this information.

Resources


National Incident Database
www.incidentreport.org.nz


Rock climbing

Rock climbing is a fast-evolving sport. Traditionally, it is very adventurous, involving placed protection and potentially long leader falls. These traditions continue, although technology for protection has improved considerably. In addition, a huge increase in fixed-bolt protection has raised standards of difficulty and reduced risks (see Sportclimbing).

Competencies of outdoor leaders

Qualifications

The following qualifications are relevant:

- Rock Climbing Leader. NZOIA/Skills Active.
- Rock I. New Zealand Outdoor Instructors Association (NZOIA). Abseil II. New Zealand Mountain Safety Council (NZMSC). For those leaders who deal with participants in top roping and abseiling situations on single pitch crags, with easy access from base to top.
- Rock II. NZOIA. Climbing Guide or Climbing & Ski Guide. New Zealand Mountain Guides (NZMGA). For those leaders who:
  - Teach all aspects of rock climbing, including lead climbing.
  - Supervise rock climbing programmes and develop new sites.

Knowledge and skills

- Access requirements.
- The history and culture of the area visited.
- Warm-up exercises.
- Climbing techniques.
- Climbing safety system.
- Rescue techniques.
- Risk management.
- First aid.
- Group management skills.
- Rock climbing code of conduct.

In recent years, the opening of climbing walls throughout the country has boosted rock climbing. Although many wall climbers focus on wall climbing alone, others also climb outdoors on natural rock.

Early New Zealand climbers regarded rock climbing as training for mountaineering. This resulted in an emphasis on lead climbing (climbing without a rope from above) to simulate mountaineering. It remains an important element of rock climbing – some would say the only true form of the sport. However, most people start rock climbing by top roping and some are content never to lead.

You should read the following information in conjunction with Section A of this resource.
Competencies of assistant leaders

> Warm-up exercises.
> Climbing techniques.
> Climbing safety system.
> Ability to manage a group.
> Rock climbing code of conduct.

Responsibilities of outdoor leaders

Before the activity

> Check the venue for hazards and the most suitable climbs for the group.
> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members’ emergency contact details.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Brief the assistant leaders on the activity and their responsibilities.
> Ensure that participants have helmets and suitable shoes, preferably rock shoes.
> Teach participants how to minimise their environmental impact, including toileting.
> Plan a progression of both difficulty and exposure.

During the activity

> Ensure that participants warm up.
> Outline how rock climbing has evolved as a sport.
> Teach movement techniques and clear communications.

> Ensure that you position top ropes to minimise rope wear and climber pendulums.
> Ensure that belayers can belay and lower safely (including using ground anchors) before they belay independently.
> Consider using back-up belayers, particularly with beginners.
> Monitor those people who are not climbing to ensure that they are not exposed to drops or falling rocks.
> Monitor environmental impact carefully.

After the activity

> Debrief the participants and the assistant leaders:
  - How the session went.
  - Incidents (and follow up on them).
  - Suggestions for future sessions.
> Update equipment usage logs if required.
> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Injury due to:
  - Falling out of an incorrectly tied harness.
  - Falling onto an incorrectly attached rope or a rope that cuts on a sharp edge.
  - Protection failing.
  - Falling onto a ledge or climbing hold.
  - Falling rock.
  - Falling over a drop when not climbing or belaying.
  - An inadequate warm-up.
  - Sloppy belaying failing to arrest a fall.
  - Sloppy belaying injuring the belayer’s hands.
> Emotional trauma, especially when people are not climbing by choice.
Environmental management

You need to ensure that your group follows the Environmental management guidelines in Section A of this resource.

See New Zealand Alpine Club’s (NZAC’s) code of conduct.

New Zealand Alpine Club’s (NZAC’s) code of conduct for rock climbers.

Permission

You must obtain permission before entering other people’s land. Any agreements made must be strictly followed. Accept that sometimes you may be refused permission to enter the land because of current circumstances, e.g. a family gathering, lambing/calving.

Impact

Any rock climbing must have the lowest possible impact on the crag and environs. Points to note are:

- No climbing on special areas such as burial grounds, artefact sites, stalagmites and stalactites, areas of rare wildlife or other such identified areas.
- Rock climbers should limit their activities at a crag to the cliff, its top and its base, preserving areas such as native bush and reserves for all.

Keep tracks to a minimum

A crag is a small area and should not be used as a toilet.

All rubbish should be taken from the crag, including biodegradables.

Route preparation

This should be done to ensure minimum impact while ensuring the route is safe to climb. Talk to the landowners before cutting or removing vegetation. It is important that the route be prepared properly so the job does not have to be done twice. All ropes and slings used in cleaning must be taken when leaving the crag, as these are often unsightly.

Fixed gear and anchors

In some areas climbs may have to be equipped with bolts or pegs. It is stressed that this gear is placed only for safety reasons. Where possible use the same belay point for several routes. At bolt station belays, the double bolt and chain set-up is the minimum standard. Bolts, where necessary, should be placed using the following as a guide:

Make every bolt safe to use.

> Use the best or most appropriate type for the rock.
> Use care when considering bolt placements – note the distance between bolts and ease of clipping.

Naming routes

This is the prerogative of the first ascentionist. Care should be taken not to offend others with the selected name. It is not worth incurring the wrath of the local iwi, ranger, farmer or landowner for the sake of a crude or derogatory route name. This can cause a crag to be closed.

Behaviour

Remember that your voice carries some distance from the cliff, sometimes far enough to be heard by landowners and other land users who may be upset by obscenities and offensive phrases uttered in the heat of the moment on a climb. Before stripping off for a swim, consider if nudity might be offensive to landowners. It sometimes is!

On a farm

> Leave gates as you find them (open or shut).
> Cross fences at stiles, preferably or at strainer posts, and cross-locked gates at the hinged end.
> Leave your dog and gun at home.
> Do not distress the stock.
> Before driving across farmland you must check with the farmer.

Cultural considerations

Where crags have special cultural significance, cultural sensitivities and any issues arising must be resolved before climbing commences. In particular, aspects such as burial grounds and tapu on Māori land must be addressed. Relevant specialists may need to survey the crag.

Communications

Maintain good communications. A few minutes of polite discussion can mean an uninterrupted day’s climbing, whereas a few hurled insults can result in
no further access for climbers ever. Be courteous and respectful.

Camping

Camp only in designated areas and keep a tidy camp. Completely extinguish any campfire after use.

Safety

Inherent in climbing is an element of risk. Some flaunt it, others respect it, some choose to ignore it. In the final analysis you are responsible for your own safety. Nobody has to do a particular route. If a route is too necky for you, back off.

Climb as safely as possible. Beware of loose rocks; they cause considerable damage to people and equipment when dislodged. Some crags are notorious for having loose rocks on the routes and on access/descent tracks. Wearing a helmet could save you from serious injury.

All things being equal, softer rock is more likely to have protection fail; keep this in mind when placing wires at some of the softer rock crags. Treat all fixed gear with suspicion – you do not know its history.

Access to crags is a privilege, not a right!

Emergency plan

> The group carries emergency equipment, including a first aid kit, spare clothes and a communication device.

> People know who to contact in an emergency and in what order.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

New Zealand Alpine Club (NZAC)  
www.alpineclub.org.nz

New Zealand Outdoor Instructors Association (NZOIA)*  
www.nzoia.org.nz

New Zealand Mountain Guides Association (NZMGA)  
www.nzmga.co.nz

New Zealand Mountain Safety Council (NZMSC)*  
www.mountainsafety.org.nz

Skills Active Aotearoa  www.skillsactive.org.nz

Women Climbing  www.womensclimbing.org.nz

* Contributor or reviewer of this information.

Resources

Texts


National Incident Database  
www.incidentreport.org.nz

New Zealand Alpine Club  www.alpineclub.org.nz

Guidebooks.


www.climbing.co.nz

www.geocities.com/NZclimbing/guides

Film

Southern Faces  www.alpineclub.org.nz
Sportclimbing is climbing on climbing walls or on crags using fixed-bolt protection. The security of the bolt protection distinguishes sportclimbing from traditional rock climbing using placed protection ('trad' or adventure climbing).

Sportclimbing has a competition branch that is well-established internationally. Competitions usually focus on technical difficulty, with the winner climbing the highest on a set route. Speed competitions are also held, although they are less common.

The recreation branch of the sport is becoming very popular in New Zealand with the opening of climbing walls throughout the country. As technical standards of difficulty increase, the angle of the climbs tends to increase and falls are free of the climb. This, along with fixed bolt protection and self-locking belay devices, increases the safety of the sport considerably. Many climbers concentrate solely on sportclimbing on both climbing walls and outdoor crags.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

The following qualifications are relevant:

- Wall Climbing. NZOIA.
- Rock Climbing Leader. NZOIA/Skills Active.
- Rock I & II. NZOIA.

Knowledge and skills

- Warm-up exercises.
- Climbing techniques.
- Climbing safety system, including clipping quickdraws.
- Ability to lead climb.
- Rescue techniques.
- When outdoors:
  - Rock climbing code of conduct.
  - Rigging fixed anchors, including climber safety and methods of threading the rope so that you don’t drop it.
- When indoors:
  - Safety plan of the organisation operating the climbing wall.
  - Understanding of the dangers posed by other climbers.
  - First aid.
  - Group management skills.

Competencies of assistant leaders

- Warm-up exercises.
- Climbing techniques.
- Group management skills.
- Rock climbing code of conduct if outdoors.
Responsible of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.

> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Obtain all group members’ emergency contact details.

> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Teach participants how to minimise their environmental impact, including toileting.

> Brief the assistant leaders on the activity and their responsibilities.

> Check the venue for hazards, e.g. rock fall and movement of boulders.

During the activity

> Ensure that participants warm up.

> Outline how rock climbing has evolved as a sport.

> Ensure that you position top ropes to minimise rope wear and climber pendulums.

> Ensure that belayers can belay and lower safely (including using ground anchors) before they belay on their own.

> Consider using back-up belayers, particularly with beginners.

> Teach climbing techniques and a safety communication system.

> Ensure that climbers do not climb unroped above the marked line on climbing walls (three metres).

After the activity

> Sign out with the person who you left your intentions with.

> Debrief the participants and the assistant leaders:
  - How the session went.
  - Incidents (and follow up on them).
  - Suggestions for future sessions.

> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Death or serious injury due to:
  - Falling out of an incorrectly tied harness.
  - Falling on to an incorrectly attached rope.
  - Falling on to incorrectly clipped protection.
  - Falling on to a ledge or climbing hold.
  - Rock fall.
  - Sloppy belaying failing to arrest a fall.

> Injury due to:
  - An inadequate warm-up.
  - Falling incorrectly, e.g. with the rope between the climber’s legs.
  - Sloppy belaying burning the belayer’s hands.

> Emotional trauma, especially when people are not climbing by choice.

Environmental management

See the New Zealand Alpine Club’s code of conduct in Rock climbing.
Emergency plan

The group:

> Carries emergency equipment, including a first aid kit and a communication device if they are outdoors.

> Has left intentions with a reliable person, including who to contact and in what order.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

New Zealand Alpine Club (NZAC)
www.alpineclub.org.nz

New Zealand Instructors Association (NZOIA)*
www.nzoia.org.nz

New Zealand Mountain Safety Council (NZMSC)
www.mountainsafety.org.nz

New Zealand Sportclimbing Federation (NZSF)
www.nzs.org.nz

Women Climbing www.womenclimbing.org.nz

* Contributor or reviewer of this information.

Resources

Texts


Climbing wall directories
www.alpineclub.org.nz
www.nzsf.org.nz


National Incident Database
www.incidentreport.org.nz

New Zealand Alpine Club. Guidebooks
www.alpineclub.org.nz


www.climbing.co.nz
www.geocities.com/NZclimbing(guides
www.mojozone.co.nz

Film

Southern Faces www.alpineclub.org.nz
Fishing

Fishing is a popular activity enjoyed in sea (coastal and offshore) and freshwater environments (lakes and rivers).

This information focuses on coastal, lake and river fishing. For information on offshore fishing involving a boat, both with an outdoor provider and a volunteer, see Contracting an outdoor provider in Section A of this resource.

All fishing activities require planning relevant to the chosen environment.

You should read the following information in conjunction with Section A of this resource.

Knowledge and skills

> Land access.

> Licence and catch regulations.

> Environmental management and the water care code relevant to the activity environment: wharf, rocky shore, beach, riverbank or lakeside.


> Water safety: wharf, rocky shore, beach, river or lake.

> Fishing skills: tying knots and setting up hooks, weights, baits, lures, flies and minnows.

> Casting skills relevant to the activity environment: wharf, rocks, beach, spin, fly and bait.

> Equipment management and usage: rods, reels, lines, hooks, lures, baits, nets and throw lines.

> Boat mechanical knowledge if using a motorised boat.

> First aid.

> Group management skills.

Competencies of assistant leaders

Qualifications

The following qualifications are relevant:


> Surf Lifeguard Award. Surf Life Saving New Zealand.

> Bronze Medallion. Royal Life Saving Society of New Zealand.

> Boatmaster. Coastguard Boating Education. Leaders who intend taking groups fishing from boats should use surveyed boats and hold a qualification.

> Knowledge of:

- Emergency procedures.

- Environmental management.

- The New Zealand Water Care Code.

> The ability to supervise a group.
Responsibilities of outdoor leaders

Before the activity
A Fish and Game New Zealand fishing licence to freshwater fish is required (or a Department of Conservation licence for the Lake Taupo fishery).

> Become familiar with the activity environment and the boundaries.
> Disclose the nature of the risks associated with the activity environment to the participants.
> Obtain information on participants’ and assistant leaders’ health and fitness, swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Arrange access permission where necessary.
> Obtain tide information.
> Obtain a weather or marine forecast.
> Prepare the participants for the activity.
  - Teach, demonstrate and supervise safe use of the equipment.
  - Review food and drink needs, clothing, footwear, sun safe care.
  - Establish specific safety precautions if the activity environment involves hazardous conditions, e.g. fishing off rocks, wharves, bank stability, river and lake ‘drop off’ or ‘holes’, strong currents, swells and tidal movement.
  - Provide personal flotation devices (PFDs) or other safety equipment where required by the organisation. Organisations should ensure participants wear PFDs at all times when rocky shore fishing.
> Teach participants how to minimise their environmental impact, including toileting.

During the activity
> Review the plan if conditions become unfavourable.
> Ensure minimal environmental impact.
> Monitor catch regulations and encourage moderation in the take-home catch.
> Monitor rising water flows on rocky shore and riverbed environments – either tidal or an ‘up-country’ storm.

After the activity
> Thank the land access provider.
> Debrief the participants.
> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses
 Leaders must consider ways to eliminate, isolate or minimise:
> Injuries, e.g. puncture wounds, falls, scratches and cuts.
> Hypothermia, e.g. through participants becoming lost or separated from the group.
> Dehydration and heat exhaustion.
> Water-borne infections, e.g. giardia, cryptosporidium
> Sunburn.
> Drowning.
Environmental management

Ensure that your group:

> Respects and does not disturb:
  - Farmers and families.
  - Facilities, equipment, shelters and public amenities.
  - Animals, gates, fences and crops.

> Follows the New Zealand Water Care Code. See www.doc.govt.nz/Explore/

> Follows the Environmental management guidelines in Section A of this resource.

Emergency plan

The outdoor leader has:

> Suitable emergency equipment: first aid, spare clothing and a communication device.

> An emergency contact plan: names, telephone numbers and sequence of actions.

> Prepared participants for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

Department of Conservation (DOC)
www.doc.govt.nz

Fish and Game Councils www.fishandgame.org.nz

New Zealand Angling & Casting Association www.fishing.net.nz

New Zealand Coast Guard www.iserve.co.nz/users/Jois4/nzcoastguard

Water Safety New Zealand (WSNZ) www.watersafety.org.nz

Resources

General


National Incident Database www.incidentreport.org.nz


www.fishing.net.nz

www.watersafety.org.nz/goodadvice/safefishing

River


**Sea**


Crimp, D. *Guide to sea fishing in New Zealand.* Reed Publishing.


**Films**

*Fishing Rocks.* Fishing around Coromandel Peninsula and Great Barrier Island.

New Zealand trophy trout waters
bruce.masson@xtra.co.nz

Thanks to Jim McKenzie for assisting with this information.
Horse trekking

Horse trekking, horse riding, or pony trekking usually occurs on farmland and rural roads. Some longer trips use early pioneer trails. Riding schools focus on teaching riding skills but they may offer horse trekking trips.

You should read the following information in conjunction with Section A of this resource.

Knowledge and skills

> Horse management.
> Riding skills.
> Bushcraft.
> First aid.
> Group management skills.

Competencies of assistant leaders

> Horse management.
> Riding skills.
> Bushcraft.
> Group management skills.

Responsibilities of outdoor leaders

Before the activity

> Obtain information on participants’ and assistant leaders’ health and fitness and ensure that they carry any personal medication, e.g. asthma inhalers.

> Ensure that the horses are:
  - Groomed and well cared for.
  - Correctly fitted with saddles and bridles.

> Ensure that the participants are:
  - Matched with suitable horses according to the organisation’s written policy.
  - Aware that they should approach the horses carefully from the front.
  - Aware of the dangers of alarming the horses with loud noises.
  - Mounted one per horse, except for variations noted in the operations plan.

Competencies of outdoor leaders

Outdoor leaders in horse trekking are called guides.

Qualifications

There are no specific qualifications but the following qualifications and standards are relevant:

> National Certificate in Horse Trek Guiding (with strand in multi-day guiding). Aviation, Tourism and Travel ITO (ATTTO).
> Qualmark tertiary Horse Trek Criteria.
> Certificates in horse management and horsemanship are offered by pony clubs.
> Unit standards are offered by the Equine Industry Training Organisation (EITO), some of which are relevant to horse trekking.
> Bush I. New Zealand Mountain Safety Council (NZMSC) or New Zealand Outdoor Instructors Association (NZOIA). This may be relevant to high country or extended bush trips.
- Wearing suitable clothing: tightly fitting clothing that is less likely to catch on branches; non-slip gloves; reflective clothing at night on the road; and, ideally, foam-padded body or back protectors.

- Wearing a suitable helmet. Riders should wear helmets 2.5 cm above the eyebrows. Ensure that children wear helmets around horses at all times.

- Wearing riding boots or smooth-soled shoes with a substantial heel. Shoes without heels are inappropriate because the foot can slip through the stirrup.

- Fitted correctly with safety stirrups that are 2–3 cm wider than the boot and designed to release the foot in a fall, and include rubber keepers if wearing rubber-soled shoes.

- Instructed adequately in safety, riding and respect for the horse.

> Teach participants how to minimise their environmental impact, including toileting.

### Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Injuries to participants from:

  - Falls, especially due to the horses shying near barking dogs, inconsiderate motorists, and other environmental factors that scare horses.

  - Falls caused by tree branches overhanging the trail.

  - Entrapment in stirrups or reins.

> Injuries to horses from stone bruising to the horse’s feet, e.g. due to careless riding in rocky river beds and riding too hard on gravel roads.

**Note:** Approximately 80% of injuries to participants result from falls.

### Environment management

Ensure that your group follows:

> The New Zealand Water Care Code.  

> The *Environmental management* guidelines in Section A of this resource.

Manage the following issues specific to horses:

> Graze horses only on weed-free paddocks before trekking on public conservation land.

> Do not take horses into fragile natural areas with a high conservation value. They can damage natural ecosystems by trampling and grazing.

> When carrying hard feed, take a nosebag for your horse. It minimises spillage and adding to the food supply of rats. Ensure that your hard feed is weed-free.

> Keep horses to designated tracks and roads if possible but avoid tramping, biking and four-wheel-drive tracks. It is often possible to use farm tracks and good sheep or cattle paths where you are unlikely to encounter other users. If you must follow a track shared by other users, don’t approach a blind corner faster than a walk: other users may be just around the corner.

### During the activity

> Monitor the participants, horses and the equipment.

> Stay together, a horse length between horses.

> Watch for branches.

> Leave gates as you find them.

> Ensure that riders remove their feet from the stirrups in rough ground in case of a fall.

> Travel in single file on roads.

> Ensure that everyone dismounts and walks on stony ground, the home straight, and the approach to steep, and downhill gradients.

### After the activity

> Sign out with the person who you left your intentions with.

> Ensure that the horses are groomed and fed.

> Check, clean and return equipment.

> Report where appropriate, e.g. the National Incident Database.
Choose a campsite that has enough grass so that your horses don’t eat native plants. Leave your horses at least 100 metres away. If the campsite has a horse paddock, do not overstock it or eat all the feed. Scatter horse manure so that it degrades faster. Water horses downstream from where other campers get their water.

When watering horses or river crossing, choose a part of the stream that the horses’ hooves will not damage. Don’t enter the water near fishermen unless there is nowhere else to cross safely.

Ford creeks at designated crossings at a 90° angle to the banks.

Be patient when dealing with other backcountry users on the track. Explain the best way to pass horses on the track.

Remove horse manure in areas of high urban public use.

**Emergency plan**

The group has:

- Emergency equipment, including shelter, food, a first aid kit, a survival kit and a communication device.
- Left intentions with a reliable person.
- A plan of who to contact in an emergency and in what order.

**How do I judge the quality of an outdoor provider?**

Measures of quality include:

- A safety plan, externally audited and approved, and available on request.
- Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
- Logged, recent experience of the outdoor leaders.
- OutdoorsMark or Qualmark accreditation.
- Referees’ contact details (and ensure that you contact them).

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**Organisations**

Equine Industry Training Organisation (EITO)  
[www.equineito.co.nz](http://www.equineito.co.nz)

New Zealand Pony Association (NZPA)  
[www.nzpca.org](http://www.nzpca.org)

Tourism Industry Association New Zealand (TIANZ)*  
[www.tianz.org.nz](http://www.tianz.org.nz)

* Contributor or reviewer of this information.

**Resources**

ACC. *Preventing recreational horse injuries*  
[www.acc.co.nz](http://www.acc.co.nz) Search for horse injuries. Article.

ACC. *Safe horse riding doesn’t come down to luck.* (2005). Cue card.


Hurunui Horse Treks New Zealand. *Riding and packing in the backcountry.* This source of environmental guidelines was used for the information above  
[www.hurunui.co.nz](http://www.hurunui.co.nz)


National Incident Database  
[www.incidentreport.org.nz](http://www.incidentreport.org.nz)


Thanks to Rob Stanley, Hurunui Horse Treks New Zealand, for assisting with this information.
Hunting

Hunting is a traditional outdoor recreational activity in New Zealand. It’s an activity that fascinates both the young and old. Hunting incorporates a wide range of skills and understanding as well as an appreciation for the environment and New Zealand’s game animals and birds.

Sometimes outdoor leaders overestimate the experience and physical ability of participants, including helpers. They need to ask two key questions:

What are the goals for the hunting trip?
Is the hunting trip suitable for the participants to achieve these goals?

Outdoor leaders must plan a sequenced programme of activities and skills that build on earlier activities and skills learning.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

Qualifications and experience should suit the type of activity planned. The following qualifications are relevant:

> HUNTS Instructor. New Zealand Mountain Safety Council (NZMSC) and New Zealand Deerstalkers Association (NZDA).

> Bush I & Firearms Licence. NZMSC.

Knowledge and skills


> Legal requirements of ‘immediate supervision’ of unlicensed shooters.

> Current, accepted practice in clothing and equipment and tramping procedures, including emergency procedures. See Bushcraft (2005), chapters 5, 6 and 16.

> Hunting skills and experience relevant to the target species and the hunting environment.

> Access requirements. Knowledge of the activity area and property boundaries.

> The history and culture of the area visited, to include current land and game management regimes.

> Environmental management. See Environmental management in Section A of this resource.


> Trip planning. See Bushcraft (2005), chapter 3.

> Weather forecasting. See Bushcraft (2005), chapter 9.

> Navigation. See Bushcraft (2005), chapter 11.

> Survival. See Bushcraft (2005), chapter 16.


> River crossing when applicable. See Bushcraft (2005), chapter 12.

> Driver’s licence, experienced four-wheel driving and boat operation when applicable.

> Movement on snow when applicable. See Alpine skills (2005), chapter 12.

> First aid.

> Promotes a code of ethics for hunting. See HUNTS Training Manual, chapter 2 and the current Game Bird Hunting Guide.

Competencies of assistant leaders

> Logged experience from recent hunting trips.

> Current holder of firearms licence.

> Understands the legal requirements of ‘immediate supervision’ of unlicensed shooters.

> Knowledge of:

  - Emergency procedures.
  - Environmental management.

> Group management skills.

> Observes relevant code of ethics (NZDA/Fish and Game New Zealand)

> Driver’s licence and experienced in four-wheel driving or boat operation where applicable.
Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.

> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Obtain all group members’ emergency contact details.

> Obtain any necessary permission for access and to hunt. Pay any fees, e.g. for staying in huts.

> Obtain a hunting permit where applicable – Department of Conservation and Fish and Game New Zealand.

> Obtain a weather forecast, information on the condition of facilities, and, if appropriate, river levels and an avalanche advisory. Consider these in reviewing the trip plan.

> Prepare participants for the trip:
  - Teach, demonstrate and supervise the correct use of clothing and equipment.
  - Check that participants have suitable equipment.
  - Check that participants have suitable food and drink.
  - Teach participants about foot care, including taping before they start walking.
  - Ensure that all group members know exactly where they are going, the bad weather alternatives, and what to do if they become lost or separated from the group.
  - Teach participants how to minimise their environmental impact, including toileting.

> Brief assistant leaders and helpers.

> Ensure that there are specific safety precautions in place if the trip involves hazardous conditions, e.g. walking at night or entering potential avalanche terrain.

> Ensure participants’ firearms and ammunition comply with NZDA Code of Ethics or Fish and Game hunting regulations.

> Ensure firearms are in safe condition and sighted in.

> Brief all participants on the safe usage, transport and security of firearms in the context of the hunting trip.

> Ensure outdoor leaders hold appropriate licences and understand their responsibilities.

> Ensure transport meets legal requirements and operators are qualified and/or experienced.

> Ensure clear understanding by all participants of the hunting plan, establishing clear guidelines on hunting areas, boundaries and arcs of fire.

> Require high-visibility clothing for all participants on any hunting activity other than water fowl.

During the activity

> Operate at a pace that suits all participants.

> Ensure that hunting teams stay together.

> Ensure that non-firearm licence holders are under ‘direct supervision’ when holding or using firearms.

> Ensure all participants observe the Arms Code and relevant codes and hunting regulations.

> Stop at known hazards, e.g. river crossings, and make sound decisions based on all available information.

> Review the plan if conditions are unfavourable or if participants are unfit or unwell.

> Ensure that there is minimal environmental impact, e.g. disposal of offal and collection of cartridge cases.

> Monitor the weather and ensure that there is a plan for bad weather, including alternatives if rivers or side streams become unsafe to cross.

> Cook safely by teaching the participants how to handle stoves and fuel, and how to avoid carbon monoxide poisoning.
After the activity

> Sign out with landowners or land managers, and the person you left your intentions with.

> Debrief the trip with the participants and the assistant leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.

> Clean, check and return group equipment.

> Check, clean and store firearms safely.

> Report where appropriate, e.g. submit kill returns to DOC or Fish and Game and enter incidents on the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Death or injury from shooting.

> Injuries, e.g. from falls.

> Hypothermia.

> Drowning, particularly from river crossing.

> Hyperthermia.

> Blisters and other foot injuries.

> Death or sickness due to medical emergencies, e.g. appendicitis, or severe allergic reactions to wasps, bees, insects, food, shellfish or poisonous berries.

> Burns from cooking, refueling stoves, and the sun.

> Emotional trauma, particularly from failure to cleanly kill an animal or bird.

> Death or sickness from carbon monoxide poisoning.

Environmental management

Ensure that your group:

> Follows the Environmental management guidelines in Section A of this resource.

> Follows the New Zealand Water Care Code. See www.doc.govt.nz/Explore

> Follows the relevant Code of Ethics/Practice (NZDA /Fish and Game).

Emergency plan

> The group carries emergency equipment, including shelter, food, a first aid kit, a survival kit and a communication device.

> The outdoor leader has left intentions with a reliable person, including rendezvous times, bad weather alternatives and expectations regarding calling for help if necessary.

> People have a plan of who to contact in an emergency and in what order.

> Participants are prepared for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

Department of Conservation (DOC)
www.doc.govt.nz

New Zealand Deerstalkers’ Association (NZDA)
www.deerstalkers.org.nz

New Zealand Mountain Safety Council (NZMSC)*
www.mountainsafety.org.nz

* Contributor or reviewer of this information.

Resources

Texts


*Fish and Game New Zealand*. (Annually updated).


Green, J. (2003). *To hunt and return*.


National Incident Database

[www.incidentreport.org.nz](http://www.incidentreport.org.nz)


New Zealand Mountain Safety Council. *Bushcraft resource kit*. This includes a video, teaching notes, the Bushcraft manual, the Hypothermia manual, and outdoor safety pamphlets.


[www.police.govt.nz](http://www.police.govt.nz)


Lightweight products and ideas

[www.tramplight.co.nz](http://www.tramplight.co.nz)

Films


*It was just a tramp in the bush*. New Zealand Mountain Safety Council. (1999).


Jet skis are also called Personal Watercraft (PWCs) or wet craft. They are motorised vessels less than 12 feet long, designed to be operated by a person sitting, standing or kneeling rather than inside the vessel. They are subject to the same laws governing the operation of motorboats of the same size.

Participants should join a New Zealand Jet Sport Boating Association (NZJSBA) affiliated club and/or participate in sanctioned events in a controlled environment.

You should read the following information in conjunction with Section A of this resource.

### Competencies of outdoor leaders

#### Qualifications

The following qualification is relevant:

- Boatmaster: Coastguard Boating Education.

#### Knowledge and skills

- Marine conditions.
- Boating regulations, including rules of the water.
- PWC mechanics.
- PWC driving skills.
- Sea survival.
- First aid.
- Group management skills.

### Competencies of assistant leaders

- Boating regulations.
- PWC driving skills.
- Sea survival.
- Group management skills.
- First aid.

### Responsibilities of outdoor leaders

#### Before the activity

- Obtain information on participants’ and assistant leaders’ health and fitness, swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.

- Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

- Ensure that weather (particularly wind speed) and sea conditions (particularly wave height) forecasts are favourable. About 60% of small vessel accidents involve at least one of these factors.

- Ensure that the PWCs:
  - Are well maintained.
  - Have adequate fuel and oil.
  - Have a lanyard cut-off switch with the lanyard attached to the rider.
  - Have not had any self-circling device altered.

- Ensure that riders:
  - Are aged 15 or over.
  - Have basic sea survival skills, e.g. from a Coastguard Boating Education Service training course.
  - Wear a personal flotation device (PFD). Some regional and district councils require this and others recommend it. In all cases, wearing a PFD is current, accepted practice.
  - Wear a helmet.
  - Carry appropriate safety equipment, e.g. cellphone, torch and tow rope.
  - Are not under the influence of alcohol or other drugs.
  - Learn PWC driving skills, including the dangers of ‘off-throttle steering’ in a controlled environment, ideally with a slalom course comprising soft buoys, e.g. inner tubes, before they go into open water.
  - Secured optical glasses or sunglasses to their body.
During the activity

Ensure that riders:

> Keep a good lookout.
> Stay well clear of other boats and yield to them, because other boats are less manoeuvrable.
> Travel at a maximum speed of five knots (nine kph) when within 200 metres of the shore or a structure and 50 metres of another vessel or person in the water.
> Maintain speed and course when near other boats.
> Keep right when meeting other boats head on.
> Only ride on the seat and never on the bow.
> Monitor conditions.

After the activity

> Sign out with the person you left your intentions with.
> Debrief the activity with the participants and the assistant leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future activities.
> Clean, check and return equipment.
> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

PWCs have the highest injury rate of any watercraft. They are the only watercraft for which the main cause of death is trauma rather than drowning.

Leaders must consider ways to eliminate, isolate or minimise:

> Injuries resulting from collisions caused by loss of control due to rider carelessness, overconfidence or inexperience.
> Drowning.
> Hypothermia, both from immersion in the water and from the wind chill factor when riding.

Environmental management

Ensure that your group follows the New Zealand Water Care Code. See [www.doc.govt.nz/Explore](http://www.doc.govt.nz/Explore)

There is sometimes conflict with other recreationalists. Riding in areas set aside for exclusive use by PWCs is increasingly encouraged to avoid this.

The most common concerns are:

> Noise, particularly when PWCs stay in one area for extended periods.
> Collision: swimmers and people in other craft feel vulnerable to the speed and manoeuvrability of PWCs. However, the most common PWC accident is a collision with another PWC, something which segregation does not prevent.

Emergency plan

Participants should:

> Leave intentions with a reliable person, including when they will return and alternative plans if there is a problem.
> Plan a trip that will enable them to return before dark. PWCs are not fitted with navigation lights. You may ride from sunrise to sunset.
> Prepare for cold air and water by dressing properly – including wearing a PFD.
> Attach whistles to their PFDs so that they can signal for help.
> realise that if they end up in cold water, they should get out of the water as soon as possible and climb back on their PWCs.
> Plan to stay with their PWCs and not try to swim to shore in cold water unless they are very close to safety and they have no expectation of speedy assistance.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
> Logged, recent experience of the outdoor leaders.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).

**Organisations**

Jet Boating New Zealand (NZJBA)*
www.nzjba.org.nz

Maritime New Zealand www.maritimenz.govt.nz

New Zealand Coast Guard
www.iserve.co.nz/users/jois4/nzcoastguard

New Zealand Jet Sports Boating Association (NZJSBA)*
nzsba@xtra.co.nz

Water Safety New Zealand (WSNZ)*
www.watersafety.org.nz

* Contributor or reviewer of this information.

**Resources**

Coastguard Boating Education Service
www.cbes.org.nz


National Incident Database
www.incidentreport.org.nz

Rule 91 of the Maritime Transport Act 1994. This specifies the rules for carrying personal flotation devices (PFDs) www.maritimenz.govt.nz
Multi-day journeys

Multi-day journeys involve the challenge of travelling to a distant point, camping or staying in huts along the way. The travelling may be entirely on foot, bike, or in sea kayaks, or it may involve a variety of activities. Leaders may plan other activities along the journey, e.g. in-depth environmental studies, rock climbing, abseiling or caving.

Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and numbers of participants. If you are planning a variety of activities, you must evaluate the assistant leaders’ skills for each activity and clearly designate them as an assistant leader or a participant for each activity.

> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Obtain information on participants’ and assistant leaders’ health and fitness, swimming ability and water confidence if appropriate, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Obtain all group members’ emergency contact details.

> Prepare an emergency plan, including packing a group first aid kit and survival kits, and communication devices.

> Obtain any necessary permission to enter land and pay any fees, e.g. hut fees.

> Obtain a weather forecast, information on the condition of facilities and, if appropriate, river levels and an avalanche situation. Consider these in reviewing the journey plan.

> Organise the logistics: transport, e.g. support vehicles if road cycling, communication arrangements, and any equipment relocation and food drops.

> Prepare participants for the journey:

- Develop a fitness programme.
- Teach teamwork skills.
- Teach, demonstrate and supervise the correct use of clothing and equipment.
- Check that participants have suitable personal and group equipment.
- Check that participants have suitable food and drink.

Competencies of outdoor leaders

Qualifications

These vary, depending on the activities involved. See the specific activities in this resource.

Knowledge and skills

See the specific activities in this resource. The wilderness nature of many multi-day journeys requires a higher level of knowledge and skills than most day trips require because the terrain is less familiar and access to emergency services is more difficult.

Competencies of assistant leaders

See the specific activities in this resource and the note above.
- Teach participants about foot care for walking journeys, including taping before they start walking.
- Ensure that all group members know exactly where they are going, the bad weather alternatives and what to do if they become lost or separated.
- Teach participants how to minimise their environmental impact, including toileting.

> Brief assistant leaders and helpers.
> Ensure that there are specific safety precautions in place if the journey involves hazardous conditions, e.g. walking at night or entering potential avalanche terrain.

### During the activity

- Travel at a pace that suits all participants.
- Keep the group together.
- Stop at known hazards, e.g. river crossings, and make sound decisions based on all available information.
- Review the plan if conditions are unfavourable or if participants are unfit or unwell.
- Ensure that there is minimal environmental impact.
- Monitor the weather and consider alternatives if a river, side stream, or open water becomes unsafe to cross.
- Cook safely, that is, teach the group how to handle stoves, fuel and hot fluids; be conscious of potential carbon monoxide poisoning.

### Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:
- Injuries, e.g. from falls.
- Hypothermia.
- Drowning.
- Hyperthermia.
- Blisters and other foot injuries.
- Death or sickness due to medical emergencies, e.g. appendicitis, or severe allergic reactions to wasp or bee stings, insects, food, shellfish or poisonous berries.
- Burns from cooking, refueling stoves, and the sun.
- Emotional trauma, e.g. a participant becoming lost or separated from the group.
- Death or illness from carbon monoxide poisoning.

### Environmental management

You need to ensure that your group follows:

- The **Environmental management** guidelines in Section A of this resource.

### Emergency plan

- The group carries emergency equipment, including shelter, food, a first aid kit, a survival kit and a communication device. (Avoid plans to swap essential equipment with other groups during the trip).
- The outdoor leader has left intentions with a reliable person, including rendezvous times, bad weather alternatives and expectations regarding calling for help if necessary.
- People have a plan of who to contact in an emergency and in what order.
- Participants are prepared for an emergency, including having pre-planned escape routes.

### After the activity

- Sign out with landowners or land managers, and the person you left your intentions with.
- Debrief the journey with the participants and the assistant leaders:
  - How the journey went.
  - Incidents (and follow up on them).
  - Suggestions for future journeys.
- Clean, check and return group equipment.
- Report where appropriate, e.g. the National Incident Database.
How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

See specific outdoor activities in this resource.

Resources

See specific activities in this resource. Also see:


National Incident Database

[www.incidentreport.org.nz](http://www.incidentreport.org.nz)

Thanks to Kerry Palmer, Sir Edmund Hillary Outdoor Pursuits Centre of New Zealand, for assisting with this information.
Multisport

Multisport is a combination of activities. The most common activities used in multisport are kayaking, road cycling, off-road cycling, road running, mountain running and tramping, but there are many more. Each activity has its own guidelines, risk management practices, current accepted practices, coaching techniques and sources of information.

Knowledge and skills

> Each discipline’s qualifications may be relevant.

For multisport events involving young people, consider locating the activities off roads, e.g. within school or sports grounds next to swimming pools.

Multisport races that involve navigation are usually termed Adventure Races. There is some overlap with rogaining (see Orienteering) in that multisport groups will sometimes organise these events.

Triathlons are multisport races with a distinct character. They involve three specific sports: swimming, road cycling and road running. These vary only in the distances involved.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Typically, outdoor leaders in multisport events are event organisers.

Qualifications

The following qualifications are relevant:

> Multisport Kayak. New Zealand Outdoor Instructors Association (NZOIA). For trainers.

> There are no specific overall qualifications for organising multisport events, but a qualification in recreation or event management may be relevant.

> Each discipline’s qualifications may be relevant.

Knowledge and skills

> An affinity or experience with each discipline involved in the particular event, or the skill to involve and listen to a team of advisors.

> The compliance issues that potentially affect the disciplines, e.g. road traffic management when events use public roads. See Resources.

> Awareness of various certificates, e.g. kayaking certificates of competency and certificates for rope skills, and minimum entry requirements that should be set for the course and the alternate course.

> Preparation of safety plans. This includes planning skills to:

  - Ensure that a suitable alternate route is available in adverse weather, e.g. low temperatures, unstable snow or flooded rivers.

  - Ensure that all competitors are accounted for, not only at the end of the event or activity but also during the event or activity.

  - Evacuate injured, exhausted or hypothermic competitors at any point during an activity.

> Route marking.

 Competencies of assistant leaders

These depend on the role they undertake. If they have responsibility for a section of the event, e.g. kayaking, cycling or running, they should have the skills required for that particular section. This includes awareness of the safety plan and environmental guidelines as they relate to that section.

Responsibilities of outdoor leaders

Before the activity

> Complete the course, noting specific hazards, e.g. logs in the river, river braids that could take participants to hazardous areas, and steep descents on a mountain bike course. Alternatively, delegate or contract out this task to a skilled person.
Document these specific hazards and ensure that all participants receive this information.

> Determine the level of certification you will require as an entry point for the event.

> Decide where you will base first aid points – choose the areas where injuries are most likely to occur.

> Determine where you will station marshals. This could be to:
  - Clarify directions for the competitors.
  - Account for all competitors.

> Determine those sections that require ‘tail end charlies’ (safety officers following behind the last competitor or a support vehicle for competitors who withdraw.

> Identify the areas that you need to explain at event briefings or in competitor notes, e.g.
  - Where support crews, transitions, first aid stations, toilets and withdrawal points will be.
  - Where you will enforce cut-off times.

> Confirm where you need compliance plans and land access permission.

> Confirm that there is no conflict with running the event at that location, date and time.

> Contact any landowners, local authorities or government departments, e.g. conservation or police, that you need to notify or gain approval from.

> Document the communication plan that will apply during the event. This includes all briefings and contact people: marshals, landowners, local authority contacts and government contacts.

> Document what you require of the marshals and brief them, e.g. environment set-up and take-down, responsibilities, equipment needs and escalation processes. Provide the marshals with the safety plan, including traffic management plans, for their area of responsibility.

> Determine the contingency plan for adverse weather.

> Document the course, including all hazards that you need to manage and the management plan for each one. This includes documenting:
  - All intersections on public roads.
  - All areas where participants enter and exit a public road.

  - What you will have available at the finish line, e.g. medical services.

> Document instructions for the support crews. This includes:
  - Transition locations.
  - Routes to the transition locations (these are often different from the participants’ route).
  - How the transitions are to be set up and managed.
  - Parking management.
  - Traffic management on public roads. See Resources.
  - Two-way traffic management in narrow areas (often transition areas have one-lane access, e.g. a farmer’s gate).

> Prepare a registration form and have each participant sign it as a means of confirming information disclosure and tracking who is on the course.

> Brief the participants.

  - Disclose the nature of the risks and management strategies to the participants, and the participants’ parents or caregivers when the participants are less than 18 years old. Also, discuss the hazards and mitigation measures (including minimum certificate requirements), and provide them with the option to withdraw if they wish.

  - Document the briefing to ensure that all points are covered and there is a record.

> Obtain information on the participants’:

  - Health and fitness (including swimming ability for water-based activities), and ensure that they carry any personal medication, e.g. asthma inhalers.
  - Emergency contact details.
During the activity

> Ideally, the event organiser should not take a specific role during the activity, e.g. marshalling. You should be free to co-ordinate all the activities involved in the event.

> Brief the participants, consistent with the competitor notes and the briefing notes. Other than changes due to the weather, there should not be any surprises on the day.

> Update competitors on the weather conditions and how this might affect them. Note: a very hot day can be as hazardous as a very cold day.

> Ensure that all marshals and hazard management measures, e.g. traffic management plans, are in place and communicated to all relevant people.

> Contact all marshals and check-points throughout the event. Confirm times for leading and lagging participants and communicate this to marshals at later stages of the event.

After the activity

> Ensure that all hazard management areas, e.g. cones and signs, are taken down.

> Debrief the marshals to find what went right, what went wrong, what could be better, what unexpected events occurred and what you need to document for next time.

> Document incident reports for all incidents, noting the causes, and assess what you need to change to avoid recurrence.

> Ask for feedback from the participants:
  - Pre-event organisation, e.g. information sent, race briefing and event requirements.
  - The event itself, e.g. course marking, marshals, level of risk and toilet locations.
  - Post-event, e.g. finishing arrangements, post-race recovery services, and first aid.

> Update the documentation based on the feedback from the marshals and the participants.

> Thank the marshals, participants, local authority and any other organisations involved.

> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Death or injury.

> Hypothermia.

> Hyperthermia.

> Hypoglycaemia.

> Soft tissue injury (strains and sprains).

See the key risks or potential losses listed under the specific activities.

Remember to identify and manage the hazards for the support crew as well as the participants.

Environmental management

See the environment management topic in each specific outdoor activity. Also, see Orienteering.

You need to ensure that you follow the New Zealand Water Care Code. See www.doc.govt.nz/Explore

Emergency plan

Your plan should include the points in Before the activity above.

How do I judge the quality of an outdoor provider?

Most multisport events are organised by volunteers who are judged by reputation.

Measures of quality for outdoor providers include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).
**Organisations**

There is no national multisport organisation, although there are clubs throughout New Zealand. See the organisations listed for each specific activity.

Department of Conservation (DOC)

[www.doc.govt.nz](http://www.doc.govt.nz)

**Resources**

See the resources listed under specific outdoor activities.


National Incident Database

[www.incidentreport.org.nz](http://www.incidentreport.org.nz)

[www.multisportcalendar.com](http://www.multisportcalendar.com)

[www.multisport.co.nz](http://www.multisport.co.nz)

Transit New Zealand’s code of practice for temporary traffic management [www.transit.govt.nz](http://www.transit.govt.nz)

Thanks to Shane Ross, Hutt Multisports Club, for assisting with this information.
Quad biking

Quad bikes are also known as ATVs (All-Terrain Vehicles) and farm bikes. They are motorised vehicles, principally designed for off-road use, both farm work and recreation.

The land transport legislation:

> Does not allow people less than 15 years of age to ride an ATV on-road, including beaches. **Note:** Bikes imported from the USA have notices indicating that the minimum age is 16 years, but this is USA law, not New Zealand law.

> Requires a helmet to be worn in most circumstances.

> The Agricultural Guideline (see Resources) recommends that people less than 15 years do not drive an ATV off-road or on-road. This guideline will also apply to many recreation situations.

You should read the following information in conjunction with Section A of this resource.

**Competencies of outdoor leaders**

**Qualifications**

There are no specific qualifications other than road licensing requirements for the driver and the vehicle.

**Knowledge and skills**

> Driving skills.

> Understanding of common causes of accidents.

> Access requirements.


> Emergency procedures.

> Environmental management.

> First aid.

> Group management skills.

**Competencies of assistant leaders**

> Driving skills.

> Knowledge of:

  - Emergency procedures.

  - Environmental management.

> The ability to supervise a group.

**Responsibilities of outdoor leaders**

**Before the activity**

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and numbers of participants.

> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Obtain all group members’ emergency contact details.

> Prepare an emergency plan, including packing a group first aid kit and communications device, and leave intentions with a reliable person.

> Obtain any necessary permission to enter land.

> Obtain a weather forecast and, if appropriate, river level information. Consider this information in reviewing the trip plan.

> Prepare participants for the trip:

  - Check that participants have suitable clothing, including eye protection, gloves, long pants and solid footwear.
- Check that participants have approved helmets (for off-road use and speeds less than 30 km/hr, the approved standard is NZS 8600:2002; for on-road use an approved motorcycle helmet is required, and this is more suitable for high-speed off-road use).
- Check that participants have suitable food and drink.
- Ensure that all group members know exactly where they are going, the bad weather alternatives, and what to do if they become lost or separated from the group.
- Teach participants how to minimise their environmental impact.

> Brief assistant leaders and helpers.
> Check the ATVs’ tyre pressure and condition, brakes (including parking brakes), and wheel and steering play.

During the activity
> Teach the participants limitations and safe use of the ATV.
> Clearly communicate:
  - Where participants can and can’t go.
  - Speed limits.
> Start the activity on flat terrain and progress to steeper terrain as the participants’ skills develop.
> Keep the group together.
> Review the plan if conditions are unfavourable or if participants are unfit or unwell.
> Ensure that there is minimal environmental impact.

After the activity
> Sign out with landowners or land managers, and the person you left your intentions with.
> Debrief the trip with the participants and the assistant leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.
> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses
Leaders must consider ways to eliminate, isolate or minimise injury or death, or damage to vehicles through:
> Collisions.
> Rolling the ATV.
> Falling off on relatively flat land.

Environmental management
Ensure that the group:
> Follows the Environmental management guidelines in Section A of this resource.
> Respects property and stock.
> Respects other outdoor users, particularly with regard to ATV noise.

Emergency plan
If the group is planning a trip, it should have:
> Emergency equipment, including shelter, food, a first aid kit and a communication device.
> Left intentions with a reliable person, including expectations regarding calling for help if necessary.
> A plan of who to contact in an emergency and in what order.
> Prepared for an emergency.

How do I judge the quality of an outdoor provider?
Measures of quality include:
> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
> Logged, recent experience of the outdoor leaders.
> A qualified and approved ATV programme such as FarmSafe.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).
Organisations

Agricultural Industry Training Organisation
www.agricultureito.ac.nz

Resources


National Incident Database
www.incidentreport.org.nz
www.acc.co.nz Key word: FarmSafe
www.quadheaven.co.uk
Canyoning

Rivers cut into the landscape creating canyons or gorges. Canyoning involves travel through scenery that most people do not realise exists. The travel may include walking, swimming, jumping, abseiling and climbing, depending on the canyon. Canyoning in New Zealand is exhilarating, committing, spectacular and cold.

Knowledge and skills

> Knowledge of the canyon, including entry and exit points.
> Abseiling or lowering knowledge and skills if required. See Abseiling.
> Rock climbing skills if required. This could include the skill to set up and perform an assisted hoist in difficult conditions. See Rock climbing.
> Lifesaving skills. See Swimming.
> Current, accepted practice in clothing and equipment and tramping procedures, including emergency procedures. See Bushcraft (2005), chapters 5, 6 and 16.
> Group management skills.
> Access requirements.
> The history and culture of the area.
> Environmental management. See Environmental management in Section A of this resource.
> Trip planning. See Bushcraft (2005), chapter 3.
> Weather forecasting. See Bushcraft (2005), chapter 9.
> Navigation. See Bushcraft (2005), chapter 11.
> Survival. See Bushcraft (2005), chapter 16.
> River crossing. See Bushcraft (2005), chapter 12.
> First aid.

Competencies of assistant leaders

Qualifications

There are no specific qualifications but bush, rock climbing, abseiling, caving and river rescue qualifications are relevant.
Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants’ health and fitness, swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members’ emergency contact details.
> Check the water level and the latest weather forecast and review whether the trip should proceed.
> Check that the participants are wearing:
  - Adequate footwear for walking, climbing and swimming.
  - Several insulating layers (although be wary of making swimming difficult) or a wetsuit and neoprene socks.
  - Helmets and personal flotation devices (PFDs) if applicable.
  - Harnesses, abseil devices, and cow’s tails if applicable.
> Check that participants have suitable food and drink.
> Teach participants how to:
  - Minimise their environmental impact, including toileting.
  - Secure their glasses if applicable.
  - Detach from the rope after abseiling or lowering.
  - Cross a current.
  - Float through rapids and avoid foot entrapment.
  - Abseil and use a cow’s tail if applicable.
> Ensure that all participants know exactly where they are going and any bad weather alternatives.
> Brief assistant leaders and helpers.

During the activity

> Review the plan if conditions are unfavourable or if participants are unfit or unwell.
> Monitor the participants, particularly their anxiety levels and how cold they are.
> Ensure that participants do not approach drops before they are roped or the instructor/guide has jumped first.
> Ensure that there is minimal environmental impact.
> Monitor the weather and the river level, and remember that river levels can rise after it stops raining.

After the activity

> Sign out with landowners or land managers, and the person you left your intentions with.
> Debrief the trip with the participants and the assistant leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.
> Clean, check and return group equipment.
> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Drowning.
> Injury or death due to:
  - Falling out of an incorrectly tied harness.
  - Anchor failure.
  - Falling rock.
  - Falling over a drop.
> Hypothermia due to:
  - Travelling slowly.
  - Getting stuck under a waterfall due to catching loose hair or clothing in the descender.
> Emotional trauma, especially when people are not there by choice.
Environmental management

Ensure that your group:

> Follows the Environmental management guidelines in Section A of this resource.
> Follows the New Zealand Water Care Code. See www.doc.govt.nz/Explore

Emergency plan

> The group carries emergency equipment, including shelter, a thermos and food, a first aid kit, a whistle, a throw bag, a knife, rope rescue equipment and a waterproofed communication device.
> The outdoor leader has left intentions with a reliable person, including rendezvous times, bad weather alternatives and expectations regarding calling for help if necessary.
> There are procedures for travelling in the canyon if the current is stronger than normal or there are serious consequences from a slip, e.g. travelling one person at a time and placing safety back-up downstream.
> People have a plan of who to contact in an emergency and in what order.
> Participants are prepared for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
> Logged, recent experience of the outdoor leaders.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).

Organisations

There is no national organisation for canyoning.

The following organisations may be relevant:

Department of Conservation (DOC) www.doc.govt.nz
Federated Mountain Clubs of New Zealand (FMC) www.fmc.org.nz
New Zealand Mountain Safety Council (NZMSC) www.mountainsafety.org.nz
New Zealand Outdoor Instructors Association (NZOIA) www.nzoi.org.nz
Skills Active Aotearoa www.skillsactive.org.nz

Resources

Texts

National Incident Database www.incidentreport.org.nz
New Zealand Mountain Safety Council. Bushcraft resource kit. Wellington. This includes a video, teaching notes, the Bushcraft manual, the Hypothermia manual, and outdoor safety pamphlets.
**Films**


*It was just a tramp in the bush.* (1999). Wellington: New Zealand Mountain Safety Council.

Thanks to Kerry Palmer, Sir Edmund Hillary Outdoor Pursuits Centre, for this information.
Rafting

There is an established, commercial rafting industry in New Zealand working within mandatory regulations administered by Maritime New Zealand. The industry uses commercially built, rubber rafts, as distinct from wood or tube rafts.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

Rafting qualifications are administered by Skills Active Aotearoa. They vary according to the grade of the river. An appropriately qualified raft guide must control all commercial trips. Every raft trip must have an appropriately qualified trip leader.

The following qualifications are relevant:

- National Raft Guide Grade 2:
  - May guide on rivers up to and including grade 2 under the supervision of an appropriately qualified trip leader.

- National Raft Award Grade 3:
  - May guide on rivers up to and including grade 3 under the supervision of an appropriately qualified trip leader.
  - May guide and lead trips on rivers up to and including grade 2 if they have completed 50 commercial trips totalling not less than 100 hours on the water.

Knowledge and skills

- The organisation’s safe operational plan.
- The river section that you plan to raft down.
- At least one day’s refresher on raft guiding skills before the season begins, unless the guide has been guiding during the off-season.
- First aid.

Competencies of assistant leaders

The qualification structure above indicates who must receive supervision when they are guiding and on what grade rivers.

Responsibilities of outdoor leaders

Before the activity

- Undergo annual, documented familiarisation of specific river hazards and the organisation’s safe operational plan, including emergency procedures.
- Check that the river conditions and weather enable the trip to operate within the safe operational plan and suits the needs, abilities and number of participants.
> Screen potential participants to ensure that they understand the nature of the grade of the river that you plan to raft.

> Discuss the trip with participants, including using pictorial, multilingual safety training cards if required.

> Obtain information on participants’ health and fitness, swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Ensure that participants are equipped with:

- Wetsuits and clothing, including footwear, suitable for the water temperature and weather conditions.

- Personal flotation devices (PFDs) that fit and that Maritime New Zealand has approved for whitewater use.

- Helmets that fit and are suitable for whitewater use.

- Secured optical glasses or sunglasses to their bodies.

During the activity

> Ensure that participants wear:

- Suitable clothing at all times.

- PFDs and helmets at all times and that they keep them properly adjusted.

> Check that the river conditions and weather continue to enable the trip to operate within the safe operational plan.

After the activity

> Wash wetsuits, wetsuit booties, and thermal wear after each use with a detergent, disinfectant or odouriser.

> Wash PFDs, helmets and splash jackets regularly with a detergent, disinfectant or odouriser.

> Store equipment hygienically.

> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Drowning.

> Hypothermia.

> Injuries from collision with obstacles in the river, other rafters, and paddles.

Environmental management

Ensure that your group follows the New Zealand Water Care Code. See www.doc.govt.nz/Explore

Emergency plan

The guide should:

> Identify potential emergencies and include procedures for situation management, call-out, evacuation, identification and allocation of resources, and procedures for notification of police and rescue services.

> Address training and exercises required to ensure the effectiveness of the plan.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> Commercial rafting operators are subject to the safety code of practice contained in Maritime Rule Part 80 and subsequent amendments. The code has a requirement that all commercial rafting operators develop a safe operational plan (SOP) which Maritime New Zealand must approve. The code covers a wide range of safety issues, including:

- Information.

- Equipment.

- Staff selection, training and supervision.

- River conditions.

- On-river management.

- New operational situations.
- Changes to existing situations.
- Emergency planning and procedures.
- Communications.
- Accident reporting and recording.
- Implementation and review procedures.

> Guides hold qualifications suitable to the river grade, including first aid certificates.

> OutdoorsMark or Qualmark accreditation.

> The organisation is a registered member of the New Zealand Rafting Association (NZRA).

> Referees’ contact details (and ensure that you contact them).

**Organisations**

Maritime New Zealand [www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)

New Zealand Rafting Association (NZRA)* [www.nz-rafting.co.nz](http://www.nz-rafting.co.nz)

Skills Active Aotearoa [www.skillsactive.org.nz](http://www.skillsactive.org.nz)

Tourism Industry Association of New Zealand (TIANZ)* [www.tianz.org.nz](http://www.tianz.org.nz)

Water Safety New Zealand (WSNZ)* [www.watersafety.org.nz](http://www.watersafety.org.nz)

* Contributor or reviewer of this information.

**Resources**


National Incident Database [www.incidentreport.org.nz](http://www.incidentreport.org.nz)


Tubing

Tubing is distinct from commercial rafting. It is a non-commercial activity involving home-made craft, usually comprising truck or tractor tyre tubes. The building of tube rafts is part of the group activity. Building a stable tube raft increases safety.

Knowledge and skills

> The organisation’s safety plan.
> River hazard awareness.
> River rescue skills.
> The river section that is being tubed.
> Skills in building tube rafts.
> Kayaking, if relevant.
> First aid.
> Group management skills.

Competencies of assistant leaders

> River hazard awareness.
> River rescue skills.
> Kayaking, if relevant.
> Group management skills.

Responsibilities of outdoor leaders

Before the activity

> Check that the river section selected is appropriate for the needs, abilities and number of participants.
> Avoid sites with underwater snags (‘strainers’) or snags along the banks.
> Check the river for safety if the flow is more than 10% above the mean flow.
> For rocky rivers, don’t fully inflate tubes.
> Ensure that you are familiar with specific river hazards and the organisation’s safety plan, including emergency procedures.
> Check that the river conditions and weather enable the trip to operate within the safety plan.
> Check that participants understand the nature of the activity.
> Obtain information on participants’ health and fitness, swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.

> If using tube rafts in cold conditions, ensure that there are at least 1.5 tubes per participant.

> Ensure that participants have:
  - Wetsuits and clothing, including footwear, suitable for the water temperature and weather conditions.
  - Personal flotation devices (PFDs) that fit.
  - Helmets that fit and are suitable for whitewater use.
  - Secured optical glasses or sunglasses to their body.

> Teach participants how to:
  - Minimise their environmental impact, including toileting.
  - Work as a team.
  - Swim/float in whitewater.
  - Avoid obstacles and cliffs.

During the activity

> Ensure that participants wear:
  - Appropriate clothing at all times.
  - PFDs and helmets at all times and that they keep them properly adjusted.

> Check that the river conditions and weather are suitable for the trip to operate within the safety plan.

After the activity

> Sign out with the person you left your intentions with.
> Wash wetsuits, wetsuit booties and thermal wear after each use with a detergent, disinfectant or odouriser.

> Wash PFDs, helmets and splash jackets regularly with a detergent, disinfectant or odouriser.

> Store equipment hygienically.

> Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Drowning, particularly from entrapment in the raft itself. Tubing is considered higher risk than commercial rafting.

> Hypothermia.

> Injuries from collision with obstacles in the river, other tubers, and paddles.

Environmental management

Ensure that your group follows the New Zealand Water Care Code. See www.doc.govt.nz/Explore

Emergency plan

The outdoor leader has:

> Identified potential emergencies, including and include procedures for situation management, call-out, evacuation, identification and allocation of resources, and procedures for notification of police and rescue services.

> Left intentions with a reliable person and who to contact if necessary.

How do I judge the quality of an outdoor provider?

This is not usually a commercial activity: see Rafting. However, a provider may offer it as part of a broader programme and some providers offer it in caves.

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).
Organisations

Maritime New Zealand [www.maritimenz.govt.nz]
Water Safety New Zealand (WSNZ) [www.watersafety.org.nz]

Resources

Texts


National Incident Database [www.incidentreport.org.nz]


Films


*If only.* Water Safety New Zealand. [www.watersafety.org.nz]


Thanks to Kerry Palmer, Sir Edmund Hillary Outdoor Pursuits Centre of New Zealand (OPC), for assisting with this information.
Sailing is an accessible sport in New Zealand because nowhere are we far from the sea or lakes.

With all forms of sailing, there is an awareness of being in a new element quite different from other sports: the feeling of the pull of a sail, the wind and waves taking you along.

There are many facets of the sport, from cruising, to a competitive sport where you choose the level at which you wish to compete. It is a sport for life as age is not a limit.

You should read the following information in conjunction with Section A of this resource.

### Competencies of outdoor leaders

#### Qualifications

The following qualifications are relevant:

- **Club Instructor.** A competent instructor who has been trained and assessed to teach up to level 2 of the Yachting New Zealand National Sailing Scheme while under the direction of a Sailing Master.

- **Seamanship Instructor.** A competent and experienced keelboat, multihull, or trailer yacht instructor who has been trained and assessed in the teaching of sailing to groups. A Seamanship Instructor can teach to all levels of the Yacht Seamanship Scheme while under the direction of a Sailing Master.

#### Responsibilities of outdoor leaders

#### Before the activity

- Check that all participants can swim 50 metres in light clothing while wearing a buoyancy aid.

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Photo by: Julian Apse
Ensure that:
- The venue is suitable for the age and proficiency of the participants.
- The activity is clear of all shipping channels and ski lanes, and does not conflict with other water users.
- The coach boat is in a safe operational plan or small ship management as specified by Maritime New Zealand.

Ensure the availability of:
- A first aid kit and a person with first aid training.
- A marine radio monitored at all times.
- A telephone (check the cellphone coverage).
- Hot showers.
- Sign-on and sign-off sheets.
- Buoyancy and tow ropes in the yachts.
- One power boat to six yachts (or one to ten when racing).
- Coach boat fuel and safety equipment.

Ensure that the participants are aware of:
- The requirement to wear a personal flotation device (PFD) at all times.
- The need to wear adequate clothing for the weather.
- The need to drink adequately during the session.
- Any significant hazard that they may encounter.

Check the weather and marine forecasts.

**During the activity**
- All instructors and participants wear a buoyancy aid at all times.
- Powerboats are on the water before any yachts launch.
- Monitor the weather and reschedule the activity if it becomes unsafe.
- Monitor that people are fulfilling their various roles.
- Comply with *Rules for recreational boating* (Maritime New Zealand).

**After the activity**
- Check that all participants are safely off the water and have signed off.
- Check and wash all equipment and boats.
- Debrief the participants and the assistant leaders:
  - How the session went.
  - Incidents (and follow up on them).
  - Suggestions for future sessions.
- Report where appropriate, e.g. the National Incident Database.

**Key risks or potential losses**
Leaders must consider ways to eliminate, isolate or minimise:
- Drowning.
- Injuries through:
  - Boat collisions.
  - Getting hit by the boom.
  - Capsizing.
- Hypothermia.
- Emotional trauma from capsizing.

**Environmental management**
Ensure that your group follows the New Zealand Water Care Code. See [www.doc.govt.nz/Explore](http://www.doc.govt.nz/Explore)

**Emergency plan**
- The coach boat has emergency equipment onboard.
- A phone is available to contact emergency services.
- Transport and a driver are available to transport people with minor injuries.
How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> Referees’ contact details (and ensure that you contact them).

Organisations

Maritime New Zealand [www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)

New Zealand Coast Guard [www.iserve.co.nz/users/jois4/nzcoastguard](http://www.iserve.co.nz/users/jois4/nzcoastguard)

Water Safety New Zealand (WSNZ)* [www.watersafety.org.nz](http://www.watersafety.org.nz)

Yachting New Zealand (YNZ)* [www.yachtingnz.org.nz](http://www.yachtingnz.org.nz)

* Contributor or reviewer of this information. Thanks to Wayne Keen for assisting with the information.

Resources


National Incident Database [www.incidentreport.org.nz](http://www.incidentreport.org.nz)

Rule 91 of the Maritime Transport Act 1994. This specifies the rules for carrying PFDs [www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)


New Zealand Coastguard boating education [www.cbes.org.nz](http://www.cbes.org.nz)

New Zealand Almanac (tide timetables) [www.hydro.linz.govt.nz](http://www.hydro.linz.govt.nz)

New Zealand Meteorological Service (weather forecasts) [www.metservice.co.nz](http://www.metservice.co.nz)

Scuba diving

For the size of the country, New Zealand has one of the longest coastlines in the world, with many diving opportunities. Some of the best scenery is underwater, so it is not surprising that scuba diving is a popular adventure activity.

New Zealand’s dive sites offer a variety of experiences, from the sub-tropical waters of the Poor Knights Islands in the north to the fiords in the south, with spectacular wrecks, crystal-clear freshwater springs, and underwater caves. For those wanting to venture offshore, exploring the Three Kings Islands or Stewart Island provides the opportunity to see a huge diversity of marine life.

Scuba diving is a fun, exciting activity that can be enjoyed by many people. Like most adventure activities, good levels of knowledge, skills and confidence are required to dive safely, as well as overall medical fitness.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

The Occupational Safety and Health (OSH) Guidelines for Occupational Diving 2004 apply to anyone in New Zealand who is working, that is, earning money, in recreational scuba diving instruction and/or supervision.

Qualifications

A person involved in such activities needs to be qualified by a professional diver-training agency.

There must be a suitably qualified person onboard who is skilled in the operation of the vessel and the vessel’s generic and specific safety equipment.

A suitably qualified and skilled person is known as the Diving Activities Supervisor. They:

Hold a current first aid certificate and have proof of training in the use, and administration, of emergency oxygen in diving-related incidents.

Show evidence of training in diving hand signals and diving tables.

Understand the function of dive computers, dive rostering and diving surface rescue techniques.
Are able to evaluate conditions at the dive site and give the divers a briefing of what to expect to see, depths, currents, possible hazards and emergency procedures at the site.

Must be on-board to supervise diving activities.

**Competencies of assistant leaders**

Not applicable.

**Responsibilities of outdoor leaders**

**Before the activity**

- Verify individual divers’ qualifications and experience.
  - Divers should be medically fit for diving. It is current, accepted practice for participants to undergo a medical assessment of their fitness to dive before a dive-training course. There is currently no requirement for divers to have an ongoing medical re-assessment. It is sensible for divers to seek diving medical review if there is any significant change in their health, including diagnosis of chronic medical conditions, serious illnesses, accidents or changes in psychological status.
  - Divers are expected to be able to care for themselves and to lend some assistance to others if required.
  - Divers have a duty and responsibility to be familiar with, and abide by, industry accepted Standard Safe Diving Practices.
  - Assign appropriate buddies. Divers and their buddies must dive within their experience and/or their qualifications.
- Establish the dive roster.
- Establish the individual buddy teams’ dive objectives.
- Give a site orientation including depth, current, topographies, bottom composition, special features, hazards and safety features.
- Establish communications and recall procedures.

**During the activity**

- Advise on recommended pattern or course for the dive.
- Assist with equipment assembly, pre-dive and post-dive checks, and dive procedures and planning.
- Discuss the emergency procedures with the skipper, including diver pick-up, problem management, and the role of the skipper and crew.

**After the activity**

- Dive leaders should be able to recognise and respond to divers with any symptoms of decompression illness or barotraumas, or other diving-related problems.
- Log dive time and depth profiles of individual divers.
- Divers, unless under the direct supervision of a qualified dive professional, should have a diving certificate issued by a recognised professional dive-training agency.
Divers who do not have a diving certificate issued by a recognised professional dive-training agency should show evidence of their diving experience in a logbook.

Dive leaders should report as appropriate, e.g.: Maritime New Zealand, OSH, NZUA or the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

- Drowning.
- Decompression illness or barotraumas, or other diving-related problems.
- Emotional trauma.

Environmental management

- Dive carefully and show respect for all underwater life.
- Look but don’t touch!
- Resist the urge to collect souvenirs or trophies – take only photographs.
- Be aware of, and adhere to, fish and shellfish limits and protected species.
- Control buoyancy and be aware of yourself and your equipment, especially fins.

Emergency plan

The emergency plan should contain written information on the following:

- Divers’ Emergency Service telephone number: 0800 4 DES 111 (0800 4 337 111), sponsored by NZUA and DAN SEAP, provides access to medical personnel who can assist in a diving emergency. In any diving emergency this should be the first point of contact.
- For all other emergencies call 111.
- Nearest local medical facility: location, phone number, point of contact, directions.
- Nearest operational recompression chamber: location, phone number, point of contact and directions. There are three chambers, located in Devonport, Auckland and Christchurch.
- Emergency transportation options, including vehicles, boats and aircraft: location, phone number and point of contact for each.
- Nearest Coast Guard Operations Base: location, phone number, point of contact and directions.
- Communications from the site of the diving operations to all of the above, e.g. cellphone, landline or radio.
- One hundred per cent oxygen should be available at the dive site and someone should be trained in how to administer oxygen. Contact Divers Alert Network (DAN) for more information.
- Dive leaders should be familiar with their own specific area protocols, information and emergency procedures management. Some areas link expertise of police, Coastguard, rescue services and medical personnel. Procedures must be confirmed locally and a means of communication should be established to gain advice and guidance on emergency procedures before the trip.
- A system of rescuing divers from the water to the vessel should be in place in conjunction with the vessel’s current hazard management plan.
- NZUA has a toll free line that gives access to medical personnel who can assist in a diving emergency: 0800 4 DES 111 or 0800 4 337 111. For other emergencies, contact 111.
How do I judge the quality of an outdoor provider?

Measures of quality include:

- A safety plan, externally audited and approved, and available on request.
- Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
- Logged, recent experience of the outdoor leaders.
- OutdoorsMark or Qualmark accreditation.
- Referees’ contact details (and ensure that you contact them).

Organisations

Divers Alert Network (DAN) [www.danseap.org](http://www.danseap.org)

Maritime New Zealand [www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)

New Zealand Coast Guard [www.iserve.co.nz/users/jois4/nzcoastguard](http://www.iserve.co.nz/users/jois4/nzcoastguard)

New Zealand Underwater Association (NZUA)* [www.nzunderwater.org.nz](http://www.nzunderwater.org.nz)

Professional Association of Diving Instructors (PADI) [www.padi.com](http://www.padi.com)

Scuba Schools International (SSI) [www.ssi.nz](http://www.ssi.nz)

Water Safety New Zealand (WSNZ) [www.watersafety.org.nz](http://www.watersafety.org.nz)

* Contributor or reviewer of this information.

Resources


National Incident Database [www.incidentreport.org.nz](http://www.incidentreport.org.nz)

Nordic skiing

Nordic skiing is cross-country skiing on prepared trails and in the wilderness. It has a large following in the Nordic countries and is steadily growing in popularity in the South Island, particularly in Central Otago.

Knowledge and skills
> Familiarity with the area or knowledge of the layout of the Snow Farm.
> Recent experience of Nordic skiing at a level higher than the groups you will be working with.
> Safe protocols for Nordic skiing.
> Knowledge of clothing requirements.
> Knowledge of how to deal with very cold conditions.
> Group management skills.
> First aid.

Competencies of assistant leaders
> Recent experience of Nordic skiing.
> Group management skills.

Responsibilities of outdoor leaders

Before the activity
> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members’ emergency contact details.
> Obtain a weather forecast and consider this in reviewing the trip plan.
> Obtain an avalanche advisory or consult Snow Farm staff and consider this in reviewing the trip plan.

Conditions are often very cold, which usually brings excellent skiing conditions but also provides a challenge to keep warm when alternating between intense physical activity and rest.

On groomed trails, there is a low perceived risk due to the commercial and professional operation of the ski area. However, there is increasing risk when leaving groomed trails, particularly in cold weather and poor visibility. Leaders need skills and knowledge to manage in these conditions.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications
The following qualifications are relevant:
> Cross Country Ski Instructor Level Two Certification. New Zealand Snowsports Instructors Alliance (NZSIA). Teaching up to intermediate skiers.
> Cross Country Ski Instructor Level Three Certification. (NZSIA). Full certification. Teaching up to advanced levels.
> Nordic Ski Instructor Stage 1. Canadian Association of Ski Instructors (CANSI) Teaching up to intermediate skiers.
> Snow Farm Instructors Certificate. Teaching up to intermediate skiers.

Photo by: Eric Schusser
Prepare participants for the trip:
- Teach, demonstrate and supervise the correct use of clothing and equipment.
- Check that participants have suitable clothing and equipment. You should sight this and help participants obtain better clothing and equipment if necessary. Multiple thin layers are preferable to one or two thick layers of clothing.
- Provide fitness and warm-up programmes to minimise the potential for injury and to maximise the experience.
- Check that participants have suitable food and drink. Outline the need for regular hydration and appropriate drinks.
- Communicate a cancellation procedure and time.

Ensure that participants know what you expect of them:
- Where and when they will have lessons.
- Where to go if they are sick or injured.
- Where and when they will meet, e.g. for lunch and at the end of the day.
- What to do if they are separated from their group.
- Etiquette on the ski area.

Make bookings with the ski area for tickets, equipment, instruction and ski area road transport if necessary.

Organise transport, ensuring that private vehicles have chains.

Brief assistant leaders and helpers.

Complete risk management requirements and contract procedures with the Snow Farm when using their trails.

During the activity

Ensure that participants:
- Have a sequential lesson.
- Apply sunscreen.
- Are wearing sunglasses or goggles.
- Keep warm, including fingers and toes.
- Are aware of additional hazards as they arise.
- Know the physical boundaries for the activity.
- Ensure that participants can get in and out of their bindings.

After the activity

Return equipment clean of snow.
Debrief the trip with the participants and the assistant leaders:
- How the trip went.
- Incidents (and follow up on them).
- Suggestions for future trips.
Report where appropriate.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:
- Death or injury from a vehicle accident on the access road.
- Injury from a:
  - Skiing fall resulting in wrist injuries, grazes or head injuries.
  - Collision with a snow groomer, wind fence or another person.
  - Snow bridge collapse into a river.
- Hypothermia.
- Emotional trauma from becoming lost or separated in poor visibility.
- Sunburn.
- Dehydration.
- Snow blindness.

Environmental management

Ensure that the group follows the Environmental guidelines in Section A of this resource, particularly with respect to toileting.

Emergency plan

The outdoor leader has:
- A first aid kit.
- A cellphone or radio if operating beyond the ski patrolled area or on longer trips on trails.
- A repair kit, spare clothing, a hot drink, a sleeping bag, insulation mat and a bivvy bag if skiing cross country if operating beyond the ski patrolled area or on longer trips on trails.
How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

Canadian Association of Nordic Ski Instructors (CANSI)
www.cansi.ca

New Zealand Mountain Safety Council (NZMSC)
www.mountainsafety.org.nz

New Zealand Snowsports Council* www.snow.co.nz

New Zealand Snowsports Instructors Alliance (NZSIA)
www.nzsia.net

* Contributor or reviewer of this information.

Resources

Ski area skiing & boarding

Because professionals run ski areas, people sometimes assume that they take all responsibility for a group. This is not the case. Taking a group skiing or snowboarding involves considerable decision-making and care to ensure a high-quality and safe experience.

You should read the following information in conjunction with Section A of this resource.

Knowledge and skills

> Layout of the ski area.
> Recent experience skiing or boarding.
> Group management skills.

Competencies of assistant leaders

> Recent experience skiing or boarding.
> Group management skills.

Responsibilities of outdoor leaders

The Snow Responsibility Code – Keep to the Code or you are down the road

Stay in control at all times. Know your ability, start easy, be able to stop and avoid other people.

People below you have the right of way. The skier or boarder downhill of you has the right of way, also look above before entering a trail.

Obey all ski area signage. Signs are there for your safety. Keep out of closed areas.

Look before you leap. Scope jumps first, ensure the area is clear of others, use a spotter on blind jumps.

Stop where you can be seen. When stopping, try to move to the side of the trail and where you can be seen from above.

Don’t lose what you use. Equipment must be secured while walking or stashing.

Stay on the scene. If you are involved in, or witness, a collision or accident, remain at the scene and identify yourself to ski patrol.

Respect gets respect. From the lift line, to the slopes, and through the park.

Competencies of outdoor leaders

One person should take responsibility for the trip, but they are likely to involve qualified instructors, and possibly ski patrollers, employed by the ski area.

Qualifications

The following qualifications are relevant:

> Level One Certification (Alpine and Snowboarding). New Zealand Snowsports Instructors Alliance (NZSIA).
> Level Two Certification. (NZSIA). Teaching up to intermediate level.
> Level Three Certification. (NZSIA). Full certification. Teaching up to advanced level.
> NZSIA also offers children’s teaching, alpine, freestyle, coaches and trainers’ certification.
> National Certificate in Snowsport (Snow School). Skills Active.
> National Certificate in Snowsport (Snow School) with optional strands in Children’s Instruction, and Pipe and Park Instruction. Skills Active.
Before the activity

- Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
- Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
- Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
- Obtain all group members’ emergency contact details.
- Obtain a weather forecast and consider this in reviewing the trip plan.
- Obtain a weather and snow report on the day of departure to the ski area.
- Prepare participants for the trip:
  - Teach, demonstrate and supervise the correct use of clothing and equipment.
  - Check that participants have suitable clothing and equipment, including protective equipment (wrist guards for snowboarders and helmets for skiers and boarders). You should sight this and help participants obtain better clothing and equipment if necessary.
  - Provide a fitness programme to minimise the potential for injury and to maximise the experience.
  - Check that participants have suitable food and drink.
  - Communicate a cancellation procedure and time.
- Ensure that participants know what you expect of them:
  - Which subgroup they are in, where they can ski or board, and who with.
  - Snow user responsibility code.
  - Lift courtesy and safety.
  - Where and when they will have lessons.
  - Where to go if they are sick or injured.
  - Where and when they will meet, e.g. lunch and the end of the day.
  - What to do if they are separated from their group.
- Prepare a list of participants’ names, foot sizes and previous experience for, equipment rental.
- Make bookings with the ski area, checking what group packages are available (tickets, equipment, instruction and ski area road if necessary).
- Organise transport, ensuring that private vehicles have chains, including all-wheel drive vehicles.
- Brief assistant leaders and helpers, emphasising their importance during the equipment rental period and the first hour on the snow.
- Meet with the ski area host or group co-ordinator.

During the activity

- Ensure that participants:
  - Apply sunscreen.
  - Wear sunglasses or goggles.
  - Do not have loose clothing that could catch in the lifts.
  - Are warm, including fingers and toes.
  - Get to their lessons.
  - Can ride the lift.
  - Ski in control.
  - Stay with their subgroup.
- Ensure that participants have not tampered with their release settings and that participants can get in and out of their bindings.
After the activity

> Return equipment.
>
> Debrief the trip with the participants and the assistant leaders:

  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.
>
> Report where appropriate, e.g. the National Incident Database.

Environmental management

Participants dispose of their rubbish appropriately, being careful not to litter the ski area, the lunch area or the car park.

Emergency plan

The outdoor leader has:

> A first aid kit.
>
> Prepared the participants for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
>
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
>
> Logged, recent experience of the outdoor leaders.
>
> OutdoorsMark or Qualmark accreditation.
>
> Referees’ contact details (and you contact them).

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Injuries from:
  - Falls.
  - Collisions with rocks, towers, and other snow users.
>
> Sunburn.
>
> Snow blindness.

Organisations

Disabled Snowsports New Zealand*
www.disabledsnowsports.org.nz

New Zealand Mountain Safety Council (NZMSC)
www.mountainsafety.org.nz

New Zealand Snowsports Council* www.snow.co.nz

New Zealand Snowsports Instructors Alliance (NZSIA)
www.nzsia.net

* Contributor or reviewer of this information.
**Resources**


National Incident Database  
[www.incidentreport.org.nz](http://www.incidentreport.org.nz)

ACC, Mountain Safety Council.  
[www.snowsmart.co.nz](http://www.snowsmart.co.nz)

Snow tubing & sliding

Snow tubing and sliding uses objects such as sheets of plastic, parkas, sleds, tubes and rafts to slide down snow slopes. Participants often construct or look for jumps. Snow tubing and sliding are usually roadside activities but some commercial ski areas may have designated snow tubing and sliding sites.

For many participants, there is a low perceived risk. The activity often originates spontaneously and, in the excitement of the idea, participants give little thought to the potential consequences.

However, risk increases when the activity is spontaneous or when slopes are icy or have limited snow cover. Inappropriate run-out zones, hard snow lumps, rocks, obstacles, jumps or features that create ‘airtime’ are additional hazards. Leaders need skills, knowledge and constant awareness to manage these hazards. They need to be particularly aware that sliding conditions change and speed and distances achieved can vary greatly.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

There are no qualifications specifically for this activity. But the following qualifications are relevant:

> National Award in Outdoor Activity Supervision. Skills Active.
> Outdoor Leader. New Zealand Mountain Safety Council (NZMSC) and New Zealand Outdoor Instructors Association (NZOIA). This is relevant for group management.
> A relevant snowsports or alpine qualification would assist in confirming awareness of snow environmental hazards and management.

Knowledge and skills

> Familiarity with the area and snow conditions.
> Knowledge and experience of the mechanics of sliding, run-out zones and hazard awareness with snow sliding.

> Recent experience of this activity in a variety of settings.
> Knowledge of clothing requirements and how to deal with cold conditions.
> Group management skills.
> First aid and safe tubing protocols that may be applicable to commercial operations.

Competencies of assistant leaders

> Recent experience of the area.
> Group management skills.

Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members’ emergency contact details.
> Obtain a weather forecast and consider it in reviewing the trip plan and what may happen to the snow surface during the day.
> Consult ski area staff and consider their advice when choosing an area and deciding whether to proceed.
> The area should be U-shaped, of even and consistent gradient, and with a suitable run-out zone for the conditions.
> Check the tubing briefing and management of commercial ski area staff. This role requires risk analysis skills and strong, competent and experienced management.

> Consider trialling the slide yourself. Note especially that some conditions mean that participants may overshoot the run-out zone or shoot off the side of the run.

> Look for hazards/obstacles – rocks and groomed ice blocks at the sides of runs, high sides, jumps or convex areas that cause ‘airtime’ or the participants to lean back.

> Prepare participants for the trip:
   - Teach, demonstrate and supervise the correct use of the sliding equipment.
   - Check that participants have suitable clothing and equipment, including helmets. You should sight this clothing and equipment and help participants obtain better clothing and equipment if necessary.
   - Provide a clear briefing regarding use of tubes and techniques on the snow.
   - Check that participants have suitable food and drink.
   - Communicate a cancellation procedure and time.

> Ensure that participants know what you expect of them. They must:
   - Use helmets.
   - Sit on tubes – no lying flat.
   - Keep their feet up.
   - Avoid head-first slides.
   - Slide one at a time.
   - Have one person only per tube.
   - Wait until others have left the slide zone before leaving.
   - Avoid ‘trains’ of people.
   - Not aim for the sides.
   - Avoid jumps.
   - Ensure that the valve is down if using tubes.

> Sleds often have little control and may veer off to the side suddenly. Some areas may be unsuited to sleds.

> Make bookings with the ski area if tubing is a commercial operation.

> Organise transport, ensuring that private vehicles have chains and a current warrant of fitness, and are registered.

> Ensure drivers have current licences and are experienced at driving in snow conditions.

> Brief assistant leaders and volunteer helpers to manage the site.

> Complete risk management requirements and contract procedures with the ski area.

## During the activity

> Ensure that participants:
   - Have applied sunscreen.
   - Are wearing sunglasses or goggles, and are wearing helmets if required.
   - Are warm.
   - Have adequate gloves – hands are often used for steering or braking either intentionally or unintentionally.
   - Are aware of additional hazards as they arise.
   - Keep within the physical boundaries for the activity.
   - Don’t cool down too much while waiting.
   - Follow all signage at the ski area.

> Intervene as required and modify plans according to the conditions and the participants’ needs.

## After the activity

> Return equipment.

> Debrief the trip with the participants and the assistant leaders:
   - How the trip went.
   - Incidents (and follow up on them).
   - Suggestions for future trips.

> Report where appropriate, e.g. the National Incident Database.
Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Death or injury from a vehicle accident on the access road.

> Head injuries due to lack of protection and collision with a rock, another person, the edge of the run, a ski area facility or tussock.

> Impact injury to the spine or head from landings following jumps or airtime, or a sudden change in slope angle causing the participant to lean back.

> Lower leg injuries due to legs being put down as brakes, resulting in entrapment and being run over.

> Graze injuries from falling off.

> Injuries to small children from an adult landing on them when tandem sliding.

> Hypothermia.

> Sunburn.

> Snow blindness.

Environmental management

Ensure that the group follows the Environmental guidelines in Section A of this resource, particularly with respect to toileting.

Emergency plan

The outdoor leader has:

> A first aid kit.

> A cellphone (check coverage) or radio if operating beyond the patrolled area.

> Prepared the participants for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan (which includes tubing and sliding), externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

New Zealand Mountain Safety Council (NZMSC)  
www.mountainsafety.org.nz

New Zealand Snowsports Council*  www.snow.co.nz

New Zealand Snowsports Instructors Alliance (NzSIA)  
www.nzsia.net

* Contributor or reviewer of this information.

Resources


National Incident Database  
www.incidentreport.org.nz

ACC, Mountain Safety Council.  
www.snowsmart.co.nz

Thanks to Eric Schusser, Dunstan High School, for assisting with this information.
Swimming

New Zealanders live close to the sea, rivers or lakes, making swimming very accessible.

New Zealand has a high death rate from drowning. Not everyone is a competent swimmer and many swimmers are over-confident. Outdoor leaders taking groups swimming need to plan and monitor the activity very carefully.

Many of the guidelines for this activity are similar whether the venue is inland or the sea. The latter also includes activities such as body surfing.

You should read the following information in conjunction with Section A of this resource.

Competencies of assistant leaders

> Swimming and lifesaving skills.
> Risk management.

Responsibilities of outdoor leaders

Before the activity

> Visit the swimming venue and ensure that it is:
  - Suitable for the age and ability of the participants.
  - Clear of all boating activities, board surfing and fishers.
> Identify potential hazards, e.g. rips and tidal streams in the sea; currents, logs and undercut banks in the river.
> Obtain a weather forecast and river levels if appropriate.
> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers.
> Obtain information on participants’ and assistant leaders’ health and fitness, swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers. See the swimming consent form and the student contract form in EOTC: Bringing the Curriculum Alive (2009).
> Obtain all group members’ emergency contact details.
> Check the availability of trained lifeguards if you are planning to use a patrolled beach.
> Ensure that the participants are aware of:
  - Where they are going and the bad weather alternative.
  - The need for sunscreen, suitable clothing and footwear, and food and drink.

Competencies of outdoor leaders

Qualifications

The following qualifications are relevant:

> Surf Lifeguard Award. Surf Life Saving New Zealand.
> Bronze Medallion. Royal Life Saving Society of New Zealand.

Knowledge and skills

> Familiarity with the venue.
> Swimming and lifesaving skills.
> First aid.
- Your expectations, including a buddy or group system, the number of participants allowed in the water at any one time, where they may swim, where they may enter and leave the water, any rules for jumping and diving, and any rules for getting changed.
- Who their group leader is if they are in subgroups.

> Brief the assistant leaders.

### During the activity
Ensure that monitoring systems are always in place. This might involve one or more of the following:

- Trained lifeguards.
- Placement of assistant leaders in the water or on high ground.
- Rotating assistant leaders.
- Buddy system.
- Rainbow system. See Resources.

### After the activity

> Sign out with the person you left your intentions with.

> Debrief the trip with the participants and the assistant leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.

> Report where appropriate, e.g. the National Incident Database.

### Key risks or potential losses
Leaders must consider ways to eliminate, isolate or minimise:

> Drowning.

> Emotional trauma from losing control, e.g. from being swept away by a rip or a current.

> Head injury or fractured spine from diving or body surfing, or being hit by a boat or surfboard.

> Hypothermia.

### Environmental management
Ensure that your group follows the New Zealand Water Care Code. See [www.doc.govt.nz/Explore](http://www.doc.govt.nz/Explore)

### Emergency plan
The group has:

> Spare clothing, a group first aid kit and a communications device.

> Flotation devices for rescues, e.g. rescue rings.

> Left their intentions with a reliable person.

### How do I judge the quality of an outdoor provider?
Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees' contact details (and ensure that you contact them).

### Organisations
Maritime New Zealand [www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)

Surf Lifesaving New Zealand [www.slsnz.org.nz](http://www.slsnz.org.nz)

Swimming New Zealand (SNZ)* [www.swimmingnz.org.nz](http://www.swimmingnz.org.nz)

Water Safety New Zealand (WSNZ)* [www.watersafety.org.nz](http://www.watersafety.org.nz)

* Contributor or reviewer of this information.
Resources

Texts


National Incident Database
www.incidentreport.org.nz


Water Safety New Zealand. *In, on and under.* Pamphlet.


Film
*The rainbow system.* WaterSafe Auckland.

A safety system for supervising swimmers in a river swimming hole www.watersafe.org.nz
Local activities

Many outdoor activities do not require extensive travel and are not always perceived as being adventurous. However, they may be very adventurous for the participants and may be ideal activities to meet specific programme goals.

A walk in a local park, orienteering in a local park, and outdoor cooking are examples of such local activities.

Outdoor leaders must plan carefully for these activities because, as with all outdoor activities, there are risks.

You should read the following information in conjunction with Section A of this resource.

Knowledge and skills

> Knowledge of the activity or the topic that the participants will study.
> Group management skills.
> First aid.

Competencies of assistant leaders

> Risk management.
> Group management skills.
> Knowledge of the activity or the topic that the participants will study.

Responsibilities of outdoor leaders

Before the activity

> Visit the area and check that it is appropriate.
> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members’ emergency contact details.
> Obtain a weather forecast and plan a bad weather alternative.
> Prepare the participants for the activity:
- Check that participants have sunscreen, suitable clothing and footwear, and food and drink.
- Ensure that all group members know exactly where they are going and what to do if they become lost or separated from the group, and are aware of the bad weather alternative.
- Teach participants how to minimise their environmental impact.
> Brief the assistant leaders.

**Environmental management**

Ensure that your group follows:

> The Environmental management guidelines in Section A of this resource.

**Emergency plan**

> The group carries emergency equipment, including spare clothing, food, a first aid kit and a communication device.

> The outdoor leader has left intentions with a reliable person, including expectations regarding calling for help if necessary.

**How do I judge the quality of an outdoor provider?**

These activities are unlikely to be run by outdoor providers. If they were, measures of quality could include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

**Key risks or potential losses**

Leaders must consider ways to eliminate, isolate or minimise:

> Injuries, e.g. from falls.
> Individuals becoming lost or separated from the group.
> Allergic reactions from wasps, bees, pollens and insects.
> Burns from stoves, hot water and the sun.
> Logged, recent experience of the outdoor leaders.
> OutdoorsMark accreditation.
> Referees’ contact details (and ensure that you contact them).

**Walk in a local park**

> Check:
  - Whether you need permission.
  - Where the toilets are located.
> Identify potential hazards, e.g. traffic, cliffs, ponds or slippery areas, and plan to manage them.
> Research the history or cultural significance of the park.

**Orienteering in a local park**

Also see Orienteering in this resource.

> Teach the participants the skills to read and follow a map.
> Have participants orienteer in pairs.
> Ensure that participants know what to do in an emergency, e.g. they have a whistle and know when to use it.
> Brief participants and assistant leaders on expectations, times, boundaries and out-of-bounds areas, location of toilets, and hazards.
> Set a course that:
  - Offers a range of challenges to cater for a range of abilities and fitness.
  - Has clear boundaries.
  - Has the controls correctly recorded on the map.
> Have assistant leaders or helpers placed appropriately around the course.

**Outdoor cooking**

> Choose stoves that use low-flammability fuel, e.g. methylated spirits (mets).
> Check that heat shields are clean and fit correctly to avoid overheating.
> Teach the participants:
  - The skills to use a stove.
  - Safe handling of stoves, fuel and hot fluids.
  - How to ventilate the stove, because carbon monoxide poisoning is a potential hazard with all stoves, particularly in a confined space.
  - To keep synthetic clothing well clear of flame.
> Ensure stove fuel tank pressure does not get too high.
> Watch that a large billy doesn’t deflect flames around the tank on a stove that has the fuel tank level with the flame.
> Minimise the fire risk.

**Organisations**

Education Outdoors New Zealand (EONZ)*
www.eonz.org

Ministry of Education* www.minedu.govt.nz

New Zealand Mountain Safety Council (NZMSC) www.mountainsafety.org.nz

New Zealand Outdoor Instructors Association (NZOIA) www.nzoia.org.nz

Skills Active Aotearoa www.skillsactive.org.nz

* Contributor or reviewer of this information.
Resources


National Incident Database

[www.incidentreport.org.nz](http://www.incidentreport.org.nz)


Orienteering

Orienteering has been described as ‘cross-country running with a map’ and ‘cunning running’. It is easy to learn how to orienteer, but the sport provides endless challenges. Instructors often use orienteering as part of the learning sequence for general outdoor navigation.

Competencies of outdoor leaders

In competitive orienteering, the person with overall responsibility for an event is called the controller. The knowledge and skills required of a controller, and the duties they carry out, are similar for an outdoor leader responsible for an orienteering programme.

Qualifications

The following qualifications are relevant:

- International, A*, A, B*, and B (where * indicates that they have attended a controllers’ clinic). These are the New Zealand Orienteering Federation (NZOF) grades for controllers of competitive orienteering. A-level events must have a controller graded A or higher.

Knowledge and skills

- The NZOF competition rules.
- Mapping and course setting.
- Organisation skills.
- First aid.
- Group management skills.

Competencies of assistant leaders

In competitive orienteering, there is a course planner who sets the course and a co-ordinator who is responsible for the facilities up to the start point and from the finish line, including displaying the results. Organisers of non-competition orienteering events could involve assistant leaders with a similar division of responsibilities.

Given its different forms and events, orienteering is a sport for everyone, including those people who want to compete and those who want to participate in non-competitive events. It is not an expensive sport: a map, possibly a compass, and suitable outdoor clothes are all you need to get started.

You can practise orienteering in all kinds of terrain from city parks to native forest. There are several different forms of orienteering. The International Orienteering Federation is the world governing body for foot-orienteering, ski-orienteering, mountain bike orienteering, and trail orienteering.

Orienteering also includes rogaining, the sport of long distance, cross-country navigation for teams travelling on foot.

Many of the guidelines in the Tramping topic also apply to orienteering.

You should read the following information in conjunction with Section A of this resource.
Responsibilities of outdoor leaders

Controllers approve the venue and the terrain for the event and ensure the safety of all competitors. Organisers of non-competitive orienteering events have the same responsibilities.

Before the activity

- Check that:
  - The venue is safe and suitable.
  - The map is accurate.
  - There are no controls at the edge of the map unless there is an obvious catching feature, e.g. a river.

- Obtain information on participants’ health and fitness and ensure that they carry any personal medication, e.g. asthma inhalers.

- Ensure that there is available:
  - A first aid kit and a person with first aid training.
  - Drinking water.
  - Have procedures in place which you can follow in the event of injury or illness.
    - Note the grid references for the car park and finish area in case you need rescue services.
    - Check the reception for cellphones or know where the nearest landline is.
    - Complete and display emergency procedures.

- Ensure that all participants are aware of:
  - The need to wear adequate clothing for the weather.
  - The need to drink adequately during the event.
  - Any significant hazards that they may encounter.
  - A ‘safety bearing’ to follow if they get lost, e.g. east to the road.
  - The requirement to carry a whistle.
  - The course-closure time and the need to abandon the course if that time is up.
  - The requirement to check in at the finish even if they don’t complete the course.

During the activity

Organise a search and rescue (with the course planner) if necessary.

After the activity

- Match finishers and starters.
- Ensure that you remove all controls and rubbish.
- Report where appropriate, e.g. the National Incident Database.

Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

- Hypothermia or mental trauma from participants becoming lost.
- Injuries from sprains, strains or falls.
- Eye injuries from mud or vegetation.

Environmental management

- Avoid setting a course in areas of sensitive vegetation.
- Remove all control markers, other equipment, and rubbish.

Emergency plan

The outdoor leader has documented before the event the:

- Participants’ emergency contact details.
- Names of people with first aid training.
- Location of first aid kits.
- Names of doctors.
- Grid reference of the assembly area, and the cellphone numbers of key people and organisations.
How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

New Zealand Orienteering Federation (NZOF)*
www.nzorienteering.com

Skills Active Aotearoa www.skillsactive.org.nz

* Contributor or reviewer of this information.

Resources


National Incident Database
www.incidentreport.org.nz

New Zealand Orienteering Federation (2004). KiwiSport orienteering manual. This is particularly relevant for 5–8 year olds.


River crossing

Rivers bring a special beauty to the New Zealand outdoors but they also pose a special hazard.

Rivers provide natural approach routes to the mountains. Routes often follow riverbanks and sometimes go through gorges. On some popular tracks there are swing bridges or cableways, but it is often necessary to ford sizeable rivers. This is a risky business, which requires skill and judgement. More New Zealanders die in rivers than in the bush or mountains.

Consequently, river crossing is often an activity in outdoor programmes – a building block in the training for access to the outdoors.

Some traditional river crossing methods are no longer recommended. Outdoor leaders should check current, accepted practices.

River crossing skills are necessary for a range of activities, e.g. fishing, tramping, mountaineering, caving and river hole swimming.

You should read the following information in conjunction with Section A of this resource.

Competencies of outdoor leaders

Qualifications

The following qualifications are relevant:

> National Certificate in Outdoor Recreation (Instruction) Tramping. Skills Active.

Knowledge and skills

> Current, accepted practice in river crossing techniques. See Bushcraft (2005), chapter 12.

> Recent developments in clothing and emergency procedures. See Bushcraft (2005), chapters 5 and 16.

> Environmental management.

> New Zealand Water Care Code.

> Risk management. see Outdoor safety – risk management for outdoor leaders (2004).

> Trip planning. see Bushcraft (2005), chapter 3.

> Leadership. see Outdoor safety – risk management for outdoor leaders (2004), chapter 7.

> First aid.

Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.

> Obtain information on participants’ and assistant leaders’ health and fitness, swimming ability and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Obtain group members’ emergency contact details.

> Obtain information on river levels and a weather forecast. Consider these in reviewing the activity plan.

> Prepare participants for the activity:
  - Emphasise that river crossing is always a choice and it is sometimes better to wait for the river to drop or to walk to a bridge or a safer crossing place.
  - Teach what to wear for river crossing.
  - Teach participants how to pack their clothing and equipment for river crossing in tramping situations.
  - Check that they have suitable food and drink.
  - Teach participants how to minimise their environmental impact, including toileting.
  - Ensure that they have secured optical glasses or sunglasses to their body.

> Brief assistant leaders and helpers.

**After the activity**

> Sign out with landowners or land managers, and the person you left your intentions with.

> Debrief the trip with the participants and the assistant leaders:
  - How the activity went.
  - Incidents (and follow up on them).
  - Suggestions for future activities.

> Report where appropriate, e.g. the National Incident Database.

**Key risks or potential losses**

Leaders must consider ways to eliminate, isolate or minimise:

> Drowning.

> Hypothermia.

> Injuries from falls.

> Emotional trauma.

**Environmental management**

You need to ensure that your group follows:

> The [Environmental management guidelines in Section A](#) of this resource.

> The New Zealand Water Care Code.


**Emergency plan**

> The group:
  - Carries emergency equipment, including shelter, food (including a hot drink), a first aid kit, a survival kit and a communication device.
  - Has left intentions with a reliable person.

> Participants are prepared for an emergency, e.g. rescuers are positioned downstream to assist anyone who is swept away.

> People know who to contact and in what order in an emergency.
How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.
> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
> Logged, recent experience of the outdoor leaders.
> OutdoorsMark or Qualmark accreditation.
> Referees’ contact details (and ensure that you contact them).

Organisations

Department of Conservation (DOC)
www.doc.govt.nz

Education Outdoors New Zealand (EONZ)
www.eonz.org

Federated Mountain Clubs of New Zealand (FMC)
www.fmc.org.nz

New Zealand Mountain Safety Council (NZMSC)*
www.mountainsafety.org.nz

New Zealand Outdoor Instructors Association (NZOIA)*
www.nzoia.org.nz

Skills Active Aotearoa www.skillsactive.org.nz

Water Safety New Zealand (WSNZ)*
www.watersafety.org.nz

* Contributor or reviewer of this information.

Resources

Texts


National Incident Database
www.incidentreport.org.nz

New Zealand Mountain Safety Council. Bushcraft resource kit. This includes a video, teaching notes, the Bushcraft manual, the Hypothermia manual, and outdoor safety pamphlets.

Water Safety New Zealand and ACC. RiverSafe Senior (Years 9 & 10) and Junior (Years 6-8). A practical and theoretical resource for students.
www.riversafe.org.nz

Films

Do you need to cross?
www.mountainsafety.org.nz

If only... Water Safety New Zealand.
www.watersafety.org.nz

www.watersafety.org.nz
Sea coast traversing brings added excitement to a scrambling or rock climbing trip.

You should read the following information in conjunction with Section A of this resource.

Knowledge and skills

> Trip planning. See Bushcraft (2005), chapter 3.
> Weather forecasting. See Bushcraft (2005), chapter 9.
> Tides and sea conditions knowledge, including local conditions, particularly big wave sets.
> Understanding of the friable nature of most New Zealand sea cliffs.
> Knowledge of the planned trip, including safe areas to wait out high tide if necessary.
> First aid.
> Group management skills.

Competencies of outdoor leaders

Qualifications

Qualifications and experience should suit the type of trip planned. The following qualifications are relevant:

> National Certificate in Outdoor Recreation (Instruction) Tramping. Skills Active.
> Outdoor Leader. New Zealand Mountain Safety Council (NZMSC), New Zealand Outdoor Instructors Association (NZOIA), and Education Outdoors New Zealand (EONZ). Trips on easy terrain (walking or scrambling).
> Rock I. NZOIA. Trips involving technical rock climbing and/or abseiling.
> Bush I and II. NZOIA and MSC.
> Cave I and II. NZOIA.
> Surf Lifeguard Award. Surf Life Saving New Zealand.
> Bronze Medallion. Royal Life Saving Society of New Zealand.

Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers (particularly when the participants are less than 18 years old).
> Obtain information on participants’ and assistant leaders’ health and fitness, swimming ability, and water confidence, and ensure that they carry any personal medication, e.g. asthma inhalers.

> Obtain all group members’ emergency contact details.

> Prepare an emergency plan, including packing a group first aid kit and communications device, and leave intentions with a reliable person.

> Obtain tide information:
  - High and low tide times.
  - Spring tides (usually very high and low tides, unrelated to the season of spring) or neap tides (usual weak tides).

> Obtain weather information:
  - The preceding weather and sea conditions.
  - A forecast, especially for fronts (swells often precede fronts) and wind direction.

> Obtain current surf information:
  - The direction and size of swells.
  - The size of chop.

> Prepare participants for the trip:
  - Teach, demonstrate and supervise the correct use of clothing and equipment, including personal flotation devices (PFDs).
  - Check that participants have suitable equipment, food and drink.
  - Teach participants about foot care, including taping before they start walking.
  - Ensure that all group members know exactly where they are going and the alternatives in the event of adverse weather or high seas.
  - Teach participants how to minimise their environmental impact, including toileting.

> Brief assistant leaders and helpers.

### During the activity

> Walk at a pace that suits all participants.

> Keep the group together.

> Review the plan if conditions are unfavourable or if participants are unfit or unwell.

> Ensure that there is minimal environmental impact.

> Ensure that participants:
  - Wear helmets when rock climbing, abseiling or traversing under cliffs.
  - Are protected when abseiling and when on or near the edge of cliffs.
  - Are protected at all times when there is a big sea or a high tide.

### After the activity

> Sign out with the person you left your intentions with.

> Debrief the trip with the participants and the assistant leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.

> Clean, check and return group equipment.

> Report where appropriate, e.g. the National Incident Database.

### Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

> Injuries from falls or falling rocks.

> Drowning, e.g. an instructor drowned when he instinctively jumped into the sea to rescue a participant in a rock climbing traverse of a sea cliff.

> Hypothermia.

> Emotional trauma.
Environmental management

Ensure that your group follows:


> The Environmental management guidelines in Section A of this resource and the New Zealand Alpine Club’s code of conduct (see Rockclimbing). In particular:

- Minimise the visual impact of permanent abseil anchors.
- Avoid bird-nesting areas in spring.
- Avoid frightening basking seals.

Emergency plan

> The group:

- Carries emergency equipment, including shelter, food, a first aid kit and a communication device.
- Has left intentions with a reliable person, including rendezvous times, bad weather alternatives, and expectations regarding calling for help if necessary.
- People know who to contact in an emergency and in what order.
- Participants are prepared for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

> A safety plan, externally audited and approved, and available on request.

> Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.

> Logged, recent experience of the outdoor leaders.

> OutdoorsMark or Qualmark accreditation.

> Referees’ contact details (and ensure that you contact them).

Organisations

Maritime New Zealand [www.maritimenz.govt.nz](http://www.maritimenz.govt.nz)

New Zealand Coast Guard [www.iserve.co.nz/users/jois4/nzcoastguard](http://www.iserve.co.nz/users/jois4/nzcoastguard)

New Zealand Mountain Safety Council (NZMSC) [www.mountainsafety.co.nz](http://www.mountainsafety.co.nz)

New Zealand Outdoor Instructors Association (NZOIA) [www.nzoia.org.nz](http://www.nzoia.org.nz)

Water Safety New Zealand (WSNZ)* [www.watersafety.org.nz](http://www.watersafety.org.nz)

* Contributor or reviewer of this information.

Resources


National Incident Database [www.incidentreport.org.nz](http://www.incidentreport.org.nz)


Thanks to John Davidson, Taranaki Outdoor Pursuits and Education Centre (TOPEC), for assisting with this information.
Tramping

Tramping is a traditional New Zealand activity. Its frequent inclusion in outdoor programmes is due to its ease of access, the knowledge and skills in the community, and its low cost.

Tramping ranges from nature walks on marked tracks to multi-day expeditions in the backcountry. It is the basis and means of access for many outdoor activities.

Despite the high level of tramping knowledge and skills in society, all tramping trips, including nature walks, require careful planning. This is particularly the case with young people and novices of any age.

Sometimes outdoor leaders overestimate the experience and physical ability of participants, including helpers. They need to ask two key questions:

1. **What are the goals for the trip?**
2. **Is the trip suitable for the participants to achieve these goals?**

Outdoor leaders must plan a sequenced programme of activities and skills that build on earlier activities and skills learning.

You should read the following information in conjunction with Section A of this resource.

**Competencies of outdoor leaders**

**Qualifications**

Qualifications and experience should suit the type of activity planned. The following qualifications are relevant:

- Day trips in easy terrain on formed tracks:
  - Bush Walking Leader. NZOIA/Skills Active.

- Multi-day trips on marked tracks below the bushline. MSC and NZOIA.

- Multi-day trips in untracked terrain extending above the bushline where you do not expect snow:
  - National Certificate in Outdoor Recreation (Instruction) Tramping. Skills Active.
  - Bush II. MSC and NZOIA.

- Multi-day trips in untracked terrain extending above the bushline where you do expect snow:
  - Alpine I or II. MSC and NZOIA.

**Knowledge and skills**

- Current, accepted practice in clothing and equipment and tramping procedures, including emergency procedures. See *Bushcraft* (2005), chapters 5, 6 and 16.

- Access requirements.

- The history and culture of the area visited.

- Environmental management. See Environmental management in Section A of this resource.


- Trip planning. See *Bushcraft* (2005), chapter 3.


- Survival. See *Bushcraft* (2005), chapter 16.


- River crossing when applicable. See *Bushcraft* (2005), chapter 12.

- Movement on snow when applicable. See *Alpine skills* (2005), chapter 12.

- Avalanche awareness when applicable. See www.avalanche.net.nz

- First aid.
Competencies of assistant leaders

> Logged experience from recent tramping trips.
> Knowledge of:
  - Emergency procedures.
  - Environmental management.
> Group management skills.
> Navigation skills.

Responsibilities of outdoor leaders

Before the activity

> Ensure that there are sufficient assistant leaders with suitable skills for the needs, abilities and number of participants.
> Disclose the nature of the risks and management strategies to the assistant leaders, participants, and the participants’ parents or caregivers when the participants are less than 18 years old.
> Obtain information on participants’ and assistant leaders’ health and fitness, and ensure that they carry any personal medication, e.g. asthma inhalers.
> Obtain all group members’ emergency contact details.
> Obtain any necessary permission to enter land and pay any fees, e.g. for staying in huts.
> Obtain a weather forecast, information on the condition of facilities, and, if appropriate, river levels and an avalanche advisory. Consider these in reviewing the trip plan.
> Prepare participants for the trip:
  - Teach, demonstrate and supervise the correct use of clothing and equipment.
  - Check that participants have suitable equipment, food and drink.
  - Teach participants about foot care, including taping before they start walking.
  - Ensure that all group members know exactly where they are going, the bad weather alternatives, and what to do if they become lost or separated from group.
> Teach participants how to minimise their environmental impact, including toileting.
> Brief assistant leaders and helpers.
> Ensure that there are specific safety precautions in place if the trip involves hazardous conditions, e.g. walking at night or entering potential avalanche terrain.

During the activity

> Walk at a pace that suits all participants.
> Keep the group together.
> Stop at known hazards, e.g. river crossings, and make sound decisions based on all available information.
> Review the plan if conditions are unfavourable or if participants are unfit or unwell.
> Ensure that there is minimal environmental impact.
> Monitor the weather and ensure that there is a plan for bad weather, including alternatives if rivers or side streams become unsafe to cross.
> Cook safely by teaching the group how to handle stoves and fuel, and how to avoid carbon monoxide poisoning.

After the activity

> Sign out with landowners or land managers, and the person you left your intentions with.
> Debrief the trip with the participants and the assistant leaders:
  - How the trip went.
  - Incidents (and follow up on them).
  - Suggestions for future trips.
> Clean, check and return group equipment.
> Report where appropriate, e.g. the National Incident Database.
Key risks or potential losses

Leaders must consider ways to eliminate, isolate or minimise:

- Injuries, e.g. from falls.
- Hypothermia, e.g. through becoming lost or separated from the group.
- Drowning, particularly from river crossing.
- Hyperthermia.
- Blisters and other foot injuries.
- Death or sickness due to medical emergencies, e.g. appendicitis, or severe allergic reactions to wasp and bee stings, insects, food, shellfish or poisonous berries.
- Burns from cooking, refuelling stoves, and the sun.
- Death or sickness from carbon monoxide poisoning.

Environmental management

Ensure that your group:

- Follows the Environmental management guidelines in Section A of this resource.
- Follows the New Zealand Water Care Code. See www.doc.govt.nz/Explore

Emergency plan

- The group carries emergency equipment, including shelter, food, a first aid kit, a survival kit and a communication device.
- The outdoor leader has left intentions with a reliable person, including rendezvous times, bad weather alternatives, and expectations regarding calling for help if necessary.
- People have a plan of who to contact in an emergency and in what order.
- Participants are prepared for an emergency.

How do I judge the quality of an outdoor provider?

Measures of quality include:

- A safety plan, externally audited and approved, and available on request.
- Relevant and current outdoor leader qualifications, including first aid certificates, and appropriate driving licences if they are driving the group.
- Logged, recent experience of the outdoor leaders.
- OutdoorsMark or Qualmark accreditation.
- Referees’ contact details (and ensure that you contact them).

Organisations

Department of Conservation (DOC)
www.doc.govt.nz

Education Outdoors New Zealand (EONZ)*
www.eonz.org

Federated Mountain Clubs of New Zealand (FMC)
www.fmc.org.nz

New Zealand Mountain Safety Council (NZMSC)*
www.mountainsafety.org.nz

New Zealand Outdoor Instructors Association (NZOIA)*
www.nzoia.org.nz

Skills Active Aotearoa www.skillsactive.org.nz

* Contributor or reviewer of this information.
Resources

Texts


National Incident Database
[www.incidentreport.org.nz](http://www.incidentreport.org.nz)


New Zealand Mountain Safety Council. *Bushcraft resource kit.* This includes a video, teaching notes, the Bushcraft manual, the Hypothermia manual, and outdoor safety pamphlets.


Lightweight products and ideas
[www.tramplight.co.nz](http://www.tramplight.co.nz)

Films
*Found alive.*

*Do you need to cross?*

*It was just a tramp in the bush.*
New Zealand Mountain Safety Council (1999).
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