



Sailing Adventure Skill

Requirements

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

External qualification

The Adventure Skills requirements are aligned with those of specific national certification bodies, where these exist. So, as a young person progresses with an Adventure Skills they also attain the gain the knowledge, skills and experience necessary to attain an equivalent outside qualification. At this point, this means they will be able to attend assessment courses or examinations run by the national certification bodies, it does not mean that they will automatically qualify.

Reference Material

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

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

The Sea Scout Book - The Scout Shop

The Sea Scout Leaders Handbook – The Scout Shop

The Scouting Trail - The Scout Shop

Kubuk -The Scout Shop

Special consideration for Water Based Adventure skills

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

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

The Scouting Ireland Boating Guidelines can be viewed on the [www. scouts.ie](http://www.scouts.ie) website.

Ropework

Ropework describes the various skills required in working with rope.

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

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

As you progress through the adventure Skills you will find yourself in circumstances when knowledge of a particular knot is useful. We have attempted to introduce the knots in a progressive way here so that you will know them when you need them.

Competency Statements

Stage 1

- I can assist with the launch and recovery of a sailing dinghy.
- I know about the Buddy system.
- I know the importance of a personal floatation device.
- I know the correct clothing to wear when sailing.
- I can take the helm and steer a reasonably straight course.
- I know I cannot go afloat if the wind is greater than Force 4.
- I can point out the bow, stern, port and starboard of a boat.
- I know how to contact the emergency services.
- I know why it is important to stay with a capsized boat.
- I understand why I should follow directions from an instructor.
- I can show the limits of where I may go each time I go afloat for sailing.
- I know basic Sailing Theory.
- I have taken part in two half-day sailing exercises consisting of a minimum of two hours afloat.

Stage 2

- I can assist with the rigging and de-rigging of a vessel.
- I can explain what impact I may have on local vegetation when launching and retrieving a sailing dinghy.
- I have discussed "Weil's disease" and the precautions necessary to take part in open water activities.
- I can put on my own personal floatation device properly.
- I know why I should wear suitable footwear.
- I know basic sailing skills including what to do in the event of a capsize.
- I know Sailing theory.
- I can make a recognised distress signal and raise the alarm if I see somebody in difficulty on the water.
- I know what hypothermia is.
- I know basic collision avoidance.
- I can conduct myself in a careful and safe way in a boat and around water.
- I can get a weather forecast.
- I can tie the following knots; Round-turn-and-two-half-hitches, Figure of eight, Bowline.
- I have taken part in at least four half-day sailing activities consisting of a minimum of two hours afloat.

Stage 3

- I can assist with rigging and de-rigging, launch and recover.
- I can put on my personal floatation device and adjust it properly.
- I know why wearing layers of clothing is a good idea.
- I know basic sailing techniques.
- I know the basics of sailing theory.
- I have taken part in a capsize drill.
- I can get into a dinghy from the water in a safe way.
- I know how to do CPR and place a victim in the recovery position.
- I know that I should follow the instructions of the person in charge of the boat.
- I understand the terms that are used in a maritime weather forecast.
- I have taken part in at least three full day sailing activities consisting of a minimum of four hours afloat.

Stage 4

- I can assist in launching, rigging and recovering a small sailing dinghy.
- I know the main principles of "Leave No Trace."
- I know that there are different types of Personal Flotation Device and know when and where each should be used.
- I can explain why wearing the correct outerwear is important.
- I can paddle or row a boat in a straight line.
- I can demonstrate all points of sailing with assistance as both crew and helm.
- I can help another person safely into a sailing dinghy from the water.
- I can coil a line and heave it to a casualty to affect a simulated rescue.
- I know the safety precautions required for water based activities.
- I can describe the implications of offshore and onshore winds, high winds and no winds when sailing.
- I can describe how often high and low tides take place, and the implications these might when going afloat
- I know that where I may go boating may change in different conditions.
- I have taken part in six full-day exercises afloat.



Stage 5

- I can rig and equip a sailing boat for safe use in a variety of weather conditions.
- I can demonstrate how to manoeuvre a sailing boat as a member of the crew.
- I know the five essentials and can apply them to all points of sailing
- I can take a leading role in mooring and unmooring a sailing boat including sailing on and off the mooring.
- I can assist in the anchoring of a sailing boat.
- I can identify and name the main parts of common anchor types.
- I know why it is important to have some training in first aid and can show how to care for someone who is very cold.
- I know the parts of the International Regulations for the Prevention of Collisions at Sea that apply to my boat and local boating waters.
- I can obtain a weather forecast and know how the information might affect planned activities afloat.
- I know how currents and the ebb and flow of the tide affect my local boating waters.
- I know how to use Channel 16 on marine VHF and have an understanding of the use of distress flares.
- I have taken part in six full-day exercises afloat
- I have taken part in one expedition afloat

Stage 6

- I can rig, de-rig, secure and care for the hull of the sailing boat that I use including using the listed control lines to set the boat up to sail efficiently upwind, downwind and on a reach demonstrating optimum sheeting.
- I can carry out the routine inspection of a personal flotation device.
- I can take the helm of a sailing boat and demonstrate how to undertake various manoeuvres, demonstrating a constant awareness and application of the five essentials.
- I know how to obtain maximum leverage when hiking or trapezing.
- I know how sails and foils work and interact to drive a sailing boat.
- I can take a leading part in anchoring a sailing boat including knowing how and when to use a tripping line.
- I know what to do if someone is caught under an inverted boat and can right an inverted boat.
- I know what causes tides and how spring and neap tides might affect sailors.

- I can recognise the main weather patterns illustrated by a synoptic chart and can interpret the forecast.
- I can identify common weather conditions and describe how they may affect boating activities.
- I am familiar with the main features of restricted waters as defined for my group.
- I know how and when to make Distress and Urgency calls and Safety Announcements on Marine VHF.
- I have taken part in eight full-day exercises afloat.
- I have taken part in one expedition afloat.
- I have instructed at least four people in four of the areas up to Stage 3.

Stage 7

- I can take a leading part in the manual handling of a sailing boat ashore ensuring safe handling procedures including preparing a sailing boat for safe transportation by road.
- I can rig any sailing boat and identify all of the parts.
- I know under which circumstances different personal flotation devices are appropriate.
- I can take charge of a sailing boat in moderate winds and carry out all the required manoeuvres including holding a course using instruments and transits.
- I can take a leading part in selecting a good anchorage.
- I can take charge of a boat and respond efficiently to a (simulated) emergency
- I know what lights should be shown by the most common vessels in my area and know what lights should be shown by a sailing boat
- I know the International regulations for the Prevention of Collisions at Sea.
- I can interpret the current forecast and make sound decisions on planned activities in view of expected weather and sea conditions and tidal effects.
- I know the hazards and how the weather may affect “Restricted Waters” for my group.
- I know how to get suitable information for “Safe Enclosed” boating waters that are not my groups local waters (e.g. for camp).
- I can assist in developing a passage plan for a day trip.
- I know how to read and set a chart, plot and estimate positions.

- I have a working knowledge of GMDSS (Global Maritime Distress Safety Systems) as it applies to EPIRBs (Emergency Position-Indicating Radio Beacons) and DSC (Digital Selective Calling).
- I have taken part in ten full-day exercises afloat
- I have taken part in one overnight expedition afloat outside my normal boating waters
- I have instructed at least four people in at least six of the areas up to Stage 5.

Stage 8

- I can take a leading part in the safe handling of a sailing boat ashore.
- I can rig any sailing boat including optimizing the rig and boat for a given set of conditions.
- I understand the different safety precautions that must be taken when a group of boats is operating together.
- I can carry out all the sailing manoeuvres in strong winds including setting up and controlling the boat while on the plane.
- I can describe how sails interact and demonstrate techniques to maximise this effect.
- I have a good understanding of the merits of different anchor types for different locations and conditions.
- I can carry out man over board and capsize drills in test conditions.
- I know what sound signals the most common types of vessel in my area should make.
- I have researched at least five pieces of weather lore.
- I am familiar with 'Day Cruising Waters' for my group
- I can use the information from charts etc. to plan an expedition in restricted waters.
- I have an understanding of the 'capture effect' as it applies to marine VHF.
- I have taken part in ten full-day exercises afloat.
- I have taken part in an overnight expedition involving more than one boat.
- I have instructed at least four people in at least seven of the areas up to Stage 6.

Stage 9

- I can rig any sailing boat and identify all the parts.
- I can carry out all the sailing manoeuvres for this to a very high standard.
- I can use an outboard engine to manoeuvre a boat while in displacement mode.
- I have the skills and knowledge required to spend a night on board or camping.
- I can anchor a boat efficiently to two anchors.
- I can jury-rig a sailing boat, improvise and deploy a sea anchor and know what spares and tools should be carried aboard.
- I have completed the requirement for the Emergencies Skills Stage 7
- I know how to interact with the emergency services.
- I know what sound signals the most common types of vessel in my area should make
- I can identify the type, aspect and behaviour of vessels by day or night from lights, shapes and sounds.
- I know the procedure for entry to and departure from a harbour and understand the requirement to file a passage plan under SOLAS regulations.
- I can complete a rough synoptic chart from a maritime weather forecast or similar data and use this information to make sound decisions on planned activities in view of expected weather and sea conditions.
- I am familiar with any local rules and bylaws that apply to Day Cruising Waters for my group.
- I can devise a pilot/passage plan and programme that plan into a GPS.
- I can demonstrate the ropework required for this stage.
- I have taken part in ten full-day exercises afloat.
- I have taken part in an overnight expedition in coastal waters.
- I have instructed at least four people in at least five of the areas up to Stage 8.



Skills Requirements



Stage 1

I can assist with the launch and recovery of a sailing dinghy.

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

I know about the Buddy system.

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

I know the importance of a personal floatation device.

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

I know the correct clothing to wear when sailing.

The Scout should be able to show footwear and layers of light clothing suitable for boating. A windproof jacket of some sort should also be worn. The scout should be able to put on a wet suit with help.

I can take the helm and steer a reasonably straight course.

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

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

The Scout should understand that it is unwise to go afloat if it is too windy.

I can point out the bow, stern, port and starboard of a boat.

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

I know how to contact the emergency services.

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

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

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

I understand why I should follow directions from an instructor.

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

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

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

I know basic Sailing Theory.

The Scout should know basic terminology like; tack, gybe, no-go area, sail, sheet, tiller.

I have taken part in two half-day sailing exercises afloat consisting of a minimum of two hours afloat.

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



Stage 2

I can assist with the rigging and de-rigging of a vessel.

The Scout should help with the rigging and de-rigging of a vessel. This will help them; know how to do it themselves and to learn the value of looking after equipment.

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

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

I have discussed "Weil's disease" and the precautions necessary to take part in open water activities.

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

I can put on my own personal floatation device properly.

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

I know why I should wear suitable footwear

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

I know basic sailing skills including what to do in the event of a capsize.

The Scout should demonstrate basic skills which help them control the boat. These skills should include;
Tacking.
Control boat speed by trimming.
Making progress to a point upwind.

Having gybed under control at least once.
The Scout should know that when a boat capsizes that they should not panic and should stay with the boat until someone comes along to help them run a capsize drill.

I know Sailing theory.

The Scout should know some of the theory of;
Tacking.
Gybing.
No-go area.

I can make a recognised distress signal.

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

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

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

I know what hypothermia is.

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

I know basic collision avoidance.

The Scout should be able to identify channels and fairways in their local boating waters and understand why other boats may not be able to avoid a scout in a sailing dinghy. The Scout should know some basic rules of the road at sea. Simple rules like these will help them not crash into stuff; Small boats should avoid areas used by large commercial vessels.
All vessels should stay on the starboard side of any channel or fairway.

I can conduct myself in a careful and safe way in a boat and around water.

The Scout should demonstrate that they understand safe behaviour;
Always wear a PFD.
No running or horse-play around water.
Follow the directions of an instructor promptly.

Skills Requirements

I can get a weather forecast.

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

I can tie the following knots; round-turn-and-two-half-hitches, figure of eight, bowline.

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

I have taken part in at least four half-day sailing activities

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



Stage 3

I can assist with rigging and de-rigging, launch and recover.

The Scout should take a more prominent role in the rigging and de-rigging as well as helping with the launch and recovery.

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

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

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

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

I know basic sailing techniques

The Scout should know basic sailing techniques like; Raising and lowering hydrofiles.

Be able to stop a boat.

Steering a triangular course.

How and when to move in the boat maintaining balance and trim.

Trimming sails.

Leave and return to a jetty.

I know the basics of sailing theory.

The Scout should know basic terminology like:

Sheet in-out.

Luff-up.

Bear away.

Ready about.

Lee-ho.

I have taken part in a capsize drill.

The Scout should have been involved in a capsize drill and have been talked through the steps to prepare for it and right the boat. If the boat has no buoyancy the Scout should know what to do in staying together and waiting for help.

I can get into a dinghy from the water in a safe way.

The Scout should demonstrate an appropriate technique for the type of craft in use. The Scout may enter over the transom or at the beam as appropriate.

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

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

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

The Scout may be aware that the person in charge of the boat is more experienced/qualified than themselves and following the instructions of this person ensures their safety on the water.

I understand the terms used in a maritime weather forecast.

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



I have taken part in at least three full day sailing activities.

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



Stage 4

I can assist in launching, rigging and recovering a small sailing dinghy.

The Scout should be able to demonstrate:
How to secure a boat to a trolley and safely move it around ashore.

Position the boat head-to-wind.

Identify the main parts of the boat, its rigging and sails.

Assist with rigging the boat.

With assistance launch and sail away from shore, sail back and recover the boat.

I know the main principles of "Leave No Trace".

Scouts should demonstrate an understanding of the key points in a practical way in a camp situation.

Dispose of waste properly.

Respect farm animals and wildlife.

Minimise camping impact and the effects of fire.

Be considerate of others.

Travel and camp on durable surfaces.

Leave what you find.

Plan ahead and prepare

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

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

I can explain why wearing the correct outerwear is important.

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

I can paddle or row a boat in a straight line.

The Scout should demonstrate their ability to propel a sailing dinghy with a paddle or suitable oars.

I can demonstrate all points of sailing with assistance as both crew and helm.

The Scout should demonstrate their ability to sail, as helm and crew, demonstrating directional control, sail trim and balance while sailing on a;

Beat.

Beam reach.

Broad Reach.

Run.

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

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

I know sailing theory.

The Scout should be able to;

Describe the different points of sailing

Take correct action when boats on different tacks meet.

Identify and use common sailing terms.

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

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

I know the safety precautions required for water based activities.

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

Skills Requirements

I can describe the implications of offshore and onshore winds, high winds and no winds when sailing.

The Scout should demonstrate an awareness of onshore and offshore winds and how they impact on launching, recovery and safety. The Scout should also be able to explain the difficulties that too much or too little wind can cause for a sailing dinghy.

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

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

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

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

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

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



Stage 5

I can rig and equip a sailing boat for safe use in a variety of weather conditions.

In demonstrating this the Scout should;
Identify all the parts of the boat, rigging and sails.
Rig the boat appropriately for the weather including demonstrating an ability to reef the sails while ashore.

De-rig the boat after use and demonstrate proper care for the hull, sails and foils.

Ensure that the boat is appropriately equipped with

bailers, fenders, paddles/oars, painters etc.

I can demonstrate how to manoeuvre a sailing boat as a member of the crew.

As both crew and helm in light winds the Scout should demonstrate;

Leaving and returning to a beach or slipway in the prevailing wind direction.

Sailing on all points of the wind.

Coming alongside a boat, pier or pontoon which is head to wind.

Coming alongside a boat, pier or pontoon which is not head to wind.

Recovering a man-over-board.

heaving to.

Sailing under jib only.

I know the five essentials and can apply them to all points of sailing.

The Scout should be able to demonstrate an ability to use course, trim, balance, sail trim and centreboard position to keep the boat sailing efficiently.

I can take a leading role in mooring and unmooring a sailing boat including sailing on and off the mooring.

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

I can assist in the anchoring of a sailing boat.

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

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

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



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

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

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

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

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

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

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

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

I have taken part in six full-day exercises afloat

I have taken part in one expedition afloat

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



Stage 6

I can rig, de-rig, secure and care for the hull of the sailing boat that I use including using the listed control lines to set the boat up to sail efficiently upwind, downwind and on a reach demonstrating optimum sheeting.

The Scout should be demonstrate rigging the boat for different circumstances using;

- Telltails.
- Jib sheeting angles.
- Halyard tension.
- Outhaul.
- Cunningham/downhaul.
- Kicker.
- Main sheet traveler.

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

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

I can take the helm of a sailing boat and demonstrate how to undertake various manoeuvres.

The Scout should demonstrate all the manoeuvres previously demonstrated in stronger winds than before, maintaining optimum sheeting most of the time.

The Scout should demonstrate a basic roll-tack in light winds.

The Scout should be able to explain the principles of sailing without a rudder and demonstrate sailing a beam reach without a rudder.

The Scout should demonstrate an ability to sail backwards for a short distance.

I know how to obtain maximum leverage when hiking or trapezing.

The Scout should demonstrate hiking or trapezing technique.

Skills Requirements

I know how sails and foils work and interact to drive a sailing boat.

The Scout should be able to explain how sails produce thrust and how the hydrofoils counteract lateral movement to produce forward drive.

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

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

The Scout should explain the use of a tripping line.

I know what to do if someone is caught under an inverted boat and can right an inverted boat.

The Scout should demonstrate best practice in the event of a capsize beginning with a head-count to identify if a crew member is missing. The Scout should be able to explain the most likely reasons for entrapment (entanglement in sheets, hiking straps etc.) and how best to recover the casualty.

The Scout should demonstrate an ability to take a leading role in recovering an inverted boat.

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

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

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

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

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

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

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

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

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

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

I have taken part in one expedition afloat. I have instructed at least four people in four of the areas up to stage 3.



Stage 7

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

I can take a leading part in the manual handling of a sailing boat ashore ensuring safe handling procedures including preparing a sailing boat for safe transportation by road.

The Scout should demonstrate an ability to direct a group of scouts handling a rowing boat ashore.



The boat may be on a trailer or trolley or it may be carried. The Scout should show an awareness of potential risk to the boat, the scouts and members of the public who may be in the area.

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

I can rig any sailing boat and identify all of the parts.

The Scout should demonstrate a sufficient knowledge of the theory and practice of sailing that when presented with an unfamiliar sailing craft that they be able to rig it correctly.

I know under which circumstances different personal flotation devices are appropriate.

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

I can take charge of a sailing boat in moderate winds and carry out all the required manoeuvres including holding a course using instruments and transits.

The Scout should demonstrate an ability to take charge of a boat and its crew to carry out all the manoeuvres previously required. This should be done on moderate wind conditions.

The Scout should also demonstrate an ability to steer a course using either a compass or other electronic aid and also using suitable transits. The Scout should demonstrate an ability to reef while afloat and underway.

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

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

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

The Scout should be able to explain and demonstrate an appropriate response to an emergency such as;

MOB.

Towing.

Running repairs.

Jury rig.

The Scout should also be able to demonstrate how to shelter aboard a sailing boat while waiting for assistance.

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

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

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

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

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

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

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

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

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

Skills Requirements

I can assist in developing a passage plan for day trips

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

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

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

I have a working knowledge of GMDSS (Global Maritime Distress Safety Systems) as it applies to EPIRBs (Emergency Position-Indicating Radio Beacons) and DSC (Digital Selective Calling).

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

I have taken part in one overnight expedition afloat outside my normal boating waters.

I have instructed at least four people in at least six of the areas up to stage 5.

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



Stage 8

I can take a leading part in the safe handling of sailing boat ashore.

The Scout should demonstrate an ability to direct others in all areas of handling sailing boats ashore. The Scout should demonstrate due caution for the scouts doing the lifting as well as the boat and surrounding property.

I can rig any sailing boat including optimizing the rig and boat for a given set of conditions.

The Scout should demonstrate their ability to use all available adjustments to tune the rig for any particular set of conditions. The adjustments should include the following;

- Mast rake.
- Rig tension.
- Spreader length and angle.
- Mast ram/chocks.

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

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

I can carry out all the sailing manoeuvres in strong winds including setting up and controlling the boat while on the plane

The Scout should demonstrate a range of activities designed to develop and practice specific aspects of boat handling and boat speed including;

- an ability to carry out an effective roll-tack in all wind strengths.



a knowledge of how and when to shorten sail including dropping one sail or another as necessary. maximising boat speed in waves. optimum course to steer. holding position. Heaving-to.

I can describe how sails interact and demonstrate techniques to maximise this effect.

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

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

I can carry out MOB and capsize drills in test conditions.

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

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

I have researched at least five pieces of weather lore.

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

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

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

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

The Scout should use information from published and informal sources to produce an expedition plan. This plan would include launch and recovery sites, camp sites, sources of fresh water and supplies, tidal streams and ranges, ports of refuge, emergency plans, inventory lists etc. At this stage a scout might consider obtaining the ISA Small Boat Navigation Certificate or equivalent.

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

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

I can demonstrate the rope work required for this stage.

The Scout should demonstrate the previous knots in use as well as demonstrating a short splice, jury-rig knot, double sheet-bend in use.

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

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

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

Skills Requirements



Stage 9

I can rig any sailing boat and identify all the parts.

I can carry out all the sailing manoeuvres required for this stage to a very high standard.

The Scout should demonstrate an ability to carry out all the manoeuvres previously mentioned to a very high standard including demonstrating constant attention to the five essentials.

I can use an outboard engine to manoeuvre a boat while in displacement mode.

The Scout should demonstrate an ability to manoeuvre a sailing boat propelled by an outboard or inboard motor.

I have the skills and knowledge required to spend a night on board or camping.

Depending on the nature of vessel available the scout may choose to overnight aboard (underway or not) or camp in a suitable location ashore.

I can anchor a boat efficiently to two anchors.

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

I can jury-rig a sailing boat, improvise and deploy a sea anchor and know what spares and tools should be carried aboard.

The Scout should explain what spares and tools should be carried aboard in safe enclosed, restricted or day cruising waters. The Scout should also demonstrate an ability to improvise a sea-anchor from materials which could be expected aboard a sailing boat. The Scout should explain when and why to use a sea-anchor.

The Scout should demonstrate an ability to jury-rig a sailing boat while under way demonstrating an understanding of sail balance and the forces which may be applied to strong-points etc.

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

I know how to interact with the emergency services.

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

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

I can identify the type, aspect and behaviour of vessels by day or night from lights, shapes and sounds.

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

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

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

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

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



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

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

I can demonstrate the rope work required for this stage.

The Scout should demonstrate the previous knots in use as well as demonstrating the Bowline-on-the-bight and sheep shank.

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

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

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