



ASSESSMENT GUIDELINE

Demonstrate independent kayaking skills on Grade II whitewater

Unit Standard: 20126

**Level: 3 Credit: 6 Version: 2
Published by Sfrito Jan 2007**

Purpose:

People credited with this unit standard are able to: plan a Grade II whitewater river trip; demonstrate familiarity with kayaking equipment; demonstrate independent kayak skills and river rescue skills on Grade II whitewater; and demonstrate an understanding of the management strategies for care for self, others, and environment.

Prerequisites:

Unit 476, Roll a kayak; Unit 6401, Provide first aid; Unit 20121, Demonstrate kayaking skills on Grade II whitewater; Unit 20146, Demonstrate basic risk management for outdoor recreation; Unit 20147, Demonstrate communication skills required for the outdoors; and Unit 20159, Access and compare weather information for outdoor recreation; or demonstrate equivalent knowledge and skills.

Special Notes:

1. Definitions
 - Barrel roll* is a kayak rescue where the rescuer rights a capsized kayak containing a client.
 - Carved turn* is where a kayaker maintains a constant speed throughout a wide arc, turning in to or out of an eddy.
 - Cumecs* is a measure of how much water flows past a point in one second.
 - Grade II whitewater* contains straightforward rapids with wide, clear channels, which are evident without scouting. Occasional manoeuvring may be required, but rocks and medium sized waves are easily missed by trained paddlers. Swimmers are seldom injured and group assistance, while helpful, is seldom needed.
 - Kayak* is a water craft that has a small cockpit with a fitted spraydeck and is propelled by a double ended paddle.
 - Reliably* (at this level) is 5 out of 5 first time rolls, capsizing left and right in a non set-up position, head down.
 - S-turn* is where an eddy on one side of the current is exited and an eddy on opposite entered. Kayak follows an S shape.
 - T rescue* is a rescue whereby a capsized kayaker rights their kayak using support from another kayak.
 - X rescue* is a deep water rescue whereby the kayaker has fully capsized and empties and re-enters the kayak while remaining in the water.

2. Demonstration of independent kayaking is where the candidate is not under supervision and therefore responsible for self.
3. All activities must comply with any relevant environmental, legislative and/or regulatory requirements set out in the *New Zealand Environmental Care Code*, *New Zealand Water Care Code*, Health and Safety in Employment Act 1992, Injury Prevention, Rehabilitation, and Compensation Act 2001, and their subsequent amendments. The *New Zealand Environmental Care Code* and *New Zealand Water Care Code* are available from the Department of Conservation, Head Office, PO Box 10420, Wellington.
4. There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Sfrito website <http://www.sfrito.org.nz/>.

Overview of assessment:

This assessment has 8 tasks

- Task 1: Plan a river trip
- Task 2: Discuss river safety
- Task 3: Get ready to go kayaking
- Task 4: Demonstrate kayaking skills
- Task 5: Scout and paddle a rapid
- Task 6: Rescue a swimmer and gear
- Task 7a: Walk across a river 7b: Swim over a strainer
- Task 8: Retrieve a trapped boat

Notes to Assessor:

1. On the same river trip different candidates could be assessed against 20121, Demonstrate kayaking skills on Grade II water

Resources for all tasks:

Each candidate will need to have available:

- Personal kayaking equipment - Kayak, paddle, helmet, buoyancy aid with towline, spraydeck, paddle jacket, warm clothing, footwear
- Personal safety and rescue equipment. The equipment carried will depend on the weather conditions and the duration and nature of the assessment, but must include – throwbag, knife, whistle.

The group will need safety and rescue equipment. The equipment carried will depend on the weather conditions and the duration and nature of the assessment, but must include:

- Throw bag, split paddle, first aid kit, repair kit, river saw, karabiners, prussicks, pulley, paddle hook, food and drink.

<http://www.doc.govt.nz/Explore/NZ-Environmental-Care-Code.asp>

<http://www.doc.govt.nz/Explore/NZ-Water-Care-Code.asp>

Task 1: Plan a river trip	
<p>Notes to the assessor</p> <p>There are no Model Answers for this task. Refer to Level 3 of the NZQA Level Descriptors (below)</p> <p>Instruction to candidate:</p> <p>During the task you are required to research a river trip, and write a plan that includes:</p> <ul style="list-style-type: none"> • access (including the shuttle plan) and escape options • nature of the river at different flows • local knowledge • who will be on the trip (including their skills and roles) • what gear will be carried 	
Element 1: Plan a Grade II whitewater river trip.	
Performance criteria	Evidence/Judgement
<p>1.1 Information for the river trip is researched.</p> <p>Range: may include but is not limited to – access river guides, topographical maps, flows, weather forecasts, other paddlers and recreational users.</p>	<ul style="list-style-type: none"> • Completes a plan for a Grade II river trip • Plan matches Level 3 of the NZQA Level Descriptors and includes: <ul style="list-style-type: none"> - Information on river access e.g. topo maps; detailed descriptions of get-in and get-out - Nature of the river at different flows, including a cut-off trigger such as a particular flow or weather conditions - Local knowledge e.g. from other river users or a guidebook - Who will be on the river trip, their skills / experience and their roles (including role of leader) - Escape options at various points along the trip - How the shuttle will be organised - What personal, group, rescue and first aid gear will be carried
<p>1.2 Appropriate clothing and equipment for kayaking is selected and their selection is justified.</p> <p>Range: personal, group, rescue, first aid.</p>	
<p>1.3 The river trip plan is prepared.</p> <p>Range: may include but is not limited to – access, transport, leadership, group members, escape options</p>	

LEVEL	PROCESS	LEARNING DEMAND	RESPONSIBILITY
3	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - require a range of well developed skills - offer a significant choice of procedures - are employed within a range of familiar contexts 	<p>Employing:</p> <ul style="list-style-type: none"> - some relevant theoretical knowledge - interpretation of available information - discretion and judgement - a range of known responses to familiar problems 	<p>Applied:</p> <ul style="list-style-type: none"> - in directed activity with some autonomy - under general supervision and quality checking - with significant responsibility for the quantity and quality of output - with possible responsibility for the output of others

Task 2: Discuss river safety

Overview of task: The focus of this assessment is to show knowledge of hydrology, roll techniques, kayaks, equipment and river signals

Resources:

http://www.americanwhitewater.org/content/Wiki/safety:start#universal_river_signals

Notes to the Assessor

1. The candidate does not need to demonstrate the use of prussicks, pulleys, etc. In their discussion on the use of them they must only describe (in outline form) a boat extraction using mechanical advantage. Note that slings, karabiners, prussicks etc have uses other than for boat extraction. Task 8 covers extraction without mechanical advantage.

Instruction to candidate:

During this task you are required to:

- Discuss the advantages and disadvantages of different rolling techniques
- Explain cumecs and the force of moving water on a trapped kayak
- Discuss safety characteristics of kayaks
- Discuss safety and rescue characteristics of your own gear
- Discuss safety and rescue characteristics of the group gear
- Explain river signals

Element 3: Demonstrate skills for independent kayaking on Grade II whitewater.

Element 4: Demonstrate river rescue skills on Grade II whitewater.

Element 5: Demonstrate an understanding of the management strategies for care for self, others and environment.

Performance criteria	Evidence/Judgement
<p>3.4 Advantages and disadvantages of rolling techniques are described.</p> <p>Range: sweep, hand, C to C roll, front to back deck.</p>	<p>In a discussion on river safety, the candidate covers:</p> <ul style="list-style-type: none"> • The advantages and disadvantages of different rolling techniques: <ul style="list-style-type: none"> - Includes sweep, hand, C to C roll, front to back deck - Covers difficulty, exposure to hazards, personal preference, use as a training tool vs. use on the river • The force of moving water on a trapped kayak, including: <ul style="list-style-type: none"> - What a cumec is, a rough estimate of the flow of any river in cumecs (could be a river known to the candidate and the assessor, or a river at the assessment site) - How the force on a stationary object in the water
<p>4.3 Current speed, force of water, and cumecs are explained and their effects on a trapped kayak are described.</p>	
<p>4.4 Safety features in a kayak are identified.</p> <p>Range: cockpit, buoyancy aid, end loops, pillars, air bags.</p>	

<p>4.9 Personal safety gear is selected and its selection justified.</p> <p>Range: gear – buoyancy aid, helmet, footwear, clothing, knife, whistle, throw bag, towline, justification – characteristics, positives and negatives.</p>	<p>increases exponentially as current speed increases i.e. if current speed doubles, the force increases fourfold</p> <ul style="list-style-type: none"> • How the following make kayaking safer (using specific examples of equipment present) <ul style="list-style-type: none"> - Cockpit: size - End loops: including location; number; strength; use in entrapments - Pillars: including strength; buoyancy; why some boats require them and others not - Air bags: including floatation; ease of rescue • The characteristics, positives and negatives of their own rescue and safety gear, including: <ul style="list-style-type: none"> - Buoyancy aid - Knife - Helmet - Whistle - Footwear - Throwbag - Clothing - Towline (all of this gear must be carried or worn)
<p>4.10 Group safety gear is selected and its selection justified.</p> <p>Range: gear – spare paddle, sling, karabiners, pulleys, mechanical devices, Prussiks, first aid kit, repair kit or tools, river saw, paddle hook, food and drink; justification – characteristics, positives and negatives.</p>	<ul style="list-style-type: none"> • How all of the following group rescue and safety gear would be used in an accident or rescue situation on the river: <ul style="list-style-type: none"> - spare paddle - sling - karabiners - pulleys - prussicks - first aid kit - repair kit or tools - river saw - paddle hook (e.g. improvised using karabiner and tape) - food and drink (all of this gear must be carried)
<p>5.3 Communications systems are identified and understood on and off the water.</p> <p>Range: hand, paddle and whistle signals; voice.</p>	<ul style="list-style-type: none"> • River signals: <ul style="list-style-type: none"> - Whistle – attention; help. - Hand – stop; go; go that way; eddy out; help - Paddle – stop; go; go that way; help

Task 3: Get ready to go kayaking	
<p>Resources:</p> <p>http://www.capital.net/com/nckayak/nck_safety_p4.htm (cold water immersion)</p> <p>http://www.hypothermia-ca.com/hypothermia_publications/hypothermia.html (hypothermia)</p> <p>Instruction to candidate:</p> <p>During this task you are required to:</p> <ul style="list-style-type: none"> • Tie a kayak to a vehicle or a trailer • Set your boat up correctly • Wear or pack your gear, including the gear you discussed in Task 2 	
<p>Element 2: Demonstrate familiarity with kayaking equipment.</p> <p>Element 5: Demonstrate an understanding of the management strategies for care for self, others and environment.</p>	
Performance criteria	Evidence/Judgement
<p>2.1 Personal gear is fitted correctly.</p> <p>Range: kayak, paddle, helmet, buoyancy aid, spraydeck, footwear.</p>	<ul style="list-style-type: none"> • Candidate ties a kayak safely to a vehicle or a trailer • Sets their boat up correctly with footrests, air bags etc • Fits their own kayaking gear correctly, including footwear • Takes appropriate practical steps to avoid the health problems in the following list <ul style="list-style-type: none"> - Hypothermia (e.g. wears clothing that insulates when wet) - Cold water immersion (e.g. wears a wetsuit if water is cold) - Cramps (e.g. stretches before getting into boat) - Sunburn (e.g. wears sunscreen) - Blisters (e.g. uses correct technique) - Dislocations (e.g. uses good technique) - Head injuries (e.g. wears a good helmet)
<p>2.2 Kayak and gear are transported safely on vehicles and/or trailers</p>	
<p>5.1 Knowledge of management strategies for potential health problems associated with Grade II whitewater is demonstrated.</p> <p>Range: hypothermia, cold water immersion, cramps, sunburn, blisters, dislocations, head injuries.</p>	
<p>5.2 The New Zealand Environmental Care Code and New Zealand Water Care Code are applied.</p>	<p>Follows the principles of the Environmental Care Code and the NZ Water Care Code</p>

Task 4: Demonstrate kayaking skills

Notes to the Assessor

All demonstrations are to occur on Grade II whitewater (with the exception of the sculling draw)

Instruction to candidate:

During this task you are required to demonstrate:

- A hanging stern draw
- S-turns
- A sculling draw
- 5 rolls
- Surfing in a hole or on a wave

Element 3: Demonstrate skills for independent kayaking on Grade II whitewater.

Performance criteria	Evidence/Judgement
<p>3.1 Paddle strokes are demonstrated.</p> <p>Range: skulling draw, hanging stern draw.</p>	<p>While kayaking on at least 2 different sites of Grade II water the following strokes and techniques are used in the main current:</p> <ul style="list-style-type: none"> • Hanging stern draw <ul style="list-style-type: none"> - Stroke is used on the inside of the turn - Torso is rotated into the turn - The stroke widens the arc of the turn • S-turns <ul style="list-style-type: none"> - Demonstrates controlled change of edge - Keeps forward momentum • Sculling draw <ul style="list-style-type: none"> - May be demonstrated on flat water • Rolls <ul style="list-style-type: none"> - 5 out of 5 rolls on first attempt, capsizing both left and right
<p>3.2 Paddling techniques are demonstrated.</p> <p>Range: S-turns.</p>	
<p>3.5 Reliable rolls in a rapid are performed.</p>	
<p>3.3 A kayak is surfed.</p> <p>Range: may include but is not limited to – waves, holes.</p>	
<p>For all paddle strokes & techniques:</p> <ul style="list-style-type: none"> - The stroke/ technique has the intended effect - Stability and control is maintained - Edging is used as appropriate to the nature of whitewater and in conjunction with strokes - Technique is safe in terms of shoulder injuries. <ul style="list-style-type: none"> • Surfs the kayak either in a hole or on a wave <ul style="list-style-type: none"> - Stays in hole/wave for at least 5 seconds - Enters, surfs and exits in a controlled way (ideally not upside down, although this may depend on the hole or wave) - Hole: low brace used for stability Wave: Stern rudder is used for steering 	

Task 5: Scout and paddle a rapid	
<p>Notes to the Assessor</p> <p>2 different Grade II rapids must be scouted in this task</p> <p>Instruction to candidate:</p> <p>During this task you are required to:</p> <ul style="list-style-type: none"> • Scout a rapid from the bank and paddle it, following your chosen line • Scout a rapid from your kayak and paddle it, following your chosen line 	
<p>Element 3: Demonstrate skills for independent kayaking on Grade II whitewater.</p> <p>Element 5: Demonstrate an understanding of the management strategies for care for self, others and environment.</p>	
Performance criteria	Evidence/Judgement
<p>3.6 A line through rapids is selected.</p> <p>Range: from the kayak, from the bank.</p>	<ul style="list-style-type: none"> • Scouts 2 Grade II rapids – one from the bank and one from the kayak <ul style="list-style-type: none"> - Points out a line to the assessor - The line avoids the hazards and includes a stop in at least one eddy on the way down the rapid - The line is within the candidate’s skill level to safely follow - Paddles the rapid, successfully following the identified line, remaining upright. • Uses and acts upon commands as appropriate, e.g. <ul style="list-style-type: none"> - Whistle – attention; help. (1: multiple blasts respectively); - Hand – stop; go; go that way; eddy out; Ok?; help - Paddle – stop; go; go that way; help - Voice
<p>3.7 A selected line is paddled avoiding hazards and making eddies.</p>	
<p>5.3 Communications systems are identified and understood on and off the water.</p> <p>Range: hand, paddle and whistle signals; voice.</p>	
<p>5.2 The New Zealand Environmental Care Code and New Zealand Water Care Code are applied.</p>	<p>Follows the principles of the Environmental Care Code and the NZ Water Care Code</p>

Task 6: Rescue a swimmer and gear

Overview of task: The focus of this assessment is to rescue a swimmer, a kayak and a paddle in Grade II whitewater

Notes to the Assessor

1. All rescues must be performed in Grade II whitewater. This could be in the lower part and runout of a rapid.
2. Prior to attempting the towline release while capsized, the candidate should practice without clipping to a boat or paddle

Instruction to candidate:

During this task you are required to:

- Rescue a swimmer using a throwbag – once with a pre-packed bag and once as a rethrow
- Rescue a paddle by towing it
- Rescue a swimmer using a kayak carry
- Shunt a kayak to the side of the river
- Tow a kayak to the side of the river
- Roll and release the towline while towing a kayak

Element 4: Demonstrate river rescue skills on Grade II whitewater.

Performance criteria	Evidence/Judgement
<p>4.1 A co-operative swimmer is assisted to the bank using a throw bag.</p> <p>Range: bagged and coiled.</p>	<ul style="list-style-type: none"> • Rescues a swimmer in current around 15 metres away (pre-packed throwbag); 10 metres away (re-throw) <ul style="list-style-type: none"> - Prepares rope - Calls to swimmer - Throws rope – it lands within 1 m of the swimmer’s head - Creates a solid stance e.g. sits with body belay
<p>4.2 Kayak-based rescues of person and equipment are demonstrated.</p> <p>Range: may include but is not limited to – paddle, kayak, stern deck carry, front straddle carry, T rescue, X rescue, barrel roll.</p>	<ul style="list-style-type: none"> • Rescues a paddle floating in current by towing it with a towline • Rescues a swimmer using any safe technique: <ul style="list-style-type: none"> - Stern deck carry (on top of stern deck) or front straddle carry (underneath bow with head to side) • Rights an upside down kayaker using any safe technique: <ul style="list-style-type: none"> - T-rescue, H-assist or barrel roll • Shunts a capsized kayak to the bank: <ul style="list-style-type: none"> - Shunts across the current, getting it to the bank in a reasonable amount of time (will depend on the river section) - Ensures that the kayak will not float away (e.g. delivers it to a person on the bank; gets out of their own kayak) • Tows a capsized kayak to the bank: <ul style="list-style-type: none"> - Using a cow’s tail or shoulder sling
<p>4.8 Towline rescues are demonstrated.</p>	

<p>Range: towing a kayak across the current using a towline, executing a towline release while capsized and rolling up, paddle.</p>	<ul style="list-style-type: none"> - Ensures that the kayak will not float away • Tows a capsized kayak and rolls: <ul style="list-style-type: none"> - Rolls upside down, releases the towline and rolls up - Regains control of the towed kayak by resuming the tow or shunting - Returns to the towline to 'ready status' without getting out of kayak.
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<p>Task 7a: Walk across a river 7b: Swim over a strainer</p>
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Overview of task: The focus of this assessment is to cross rivers safely and swim over a strainer

Resources:
For swimming over a strainer - a safe simulated strainer (such as a smooth log) may need to be set up in the current

Instruction to candidate:
During this task you are required to:

- Cross a section of the river twice, one on your own and once as part of a group
- Swim onto and over a strainer

<p>Element 4: Demonstrate river rescue skills on Grade II whitewater.</p>
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Performance criteria	Evidence/Judgement
<p>4.6 River crossings in slow moving sections of Grade II whitewater are performed.</p> <p>Range: mutual support and solo.</p>	<ul style="list-style-type: none"> • Successfully crosses a river twice: <ul style="list-style-type: none"> - Once solo (with or without prop); once as part of a mutually supported group - Chooses a method appropriate to the section to cross - Chooses a location including entry point; intended exit point; backup exit point
<p>4.7 Swimming on to and over a strainer in a controlled environment is demonstrated.</p>	<ul style="list-style-type: none"> • Swims over a strainer: <ul style="list-style-type: none"> - Moves from whitewater defensive position to aggressive downstream swimming position - Pulls body up and over the strainer

Task 8: Retrieve a trapped boat

Overview of task: The focus of this assessment is to free a trapped boat

Notes to the Assessor

1. This task will normally involve a boat that has been deliberately entrapped, or is being held in place. It could also be assessed by retrieving a log or other river debris from a river – a chance to clean up a local river perhaps.
2. In some situations the boat (or similar) may not be possible to dislodge using these techniques. It is your judgement as to whether this constitutes a competent performance.
3. This task cannot be simulated. However if the first technique frees the entrapped boat, the second technique may be simulated (for example in a car park).
4. On at least one occasion the entrapped boat must be out of arm or paddle reach.

Instruction to candidate:

During this task you are required to:

- Attach a rope to a boat in the river on 2 occasions
- Pull it out of the water using 2 methods:
 - 10 boy scouts
 - Vector pull

Element 4: Demonstrate river rescue skills on Grade II whitewater.

Performance criteria	Evidence/Judgement
<p>4.5 Retrieving a canoe and a kayak from an entrapment without mechanical advantage is demonstrated.</p> <p>Range: vector pull, 10 boy scouts.</p>	<ul style="list-style-type: none">• Attaches a rope to a solid attachment point on the boat using a paddle hook or improvised paddle hook <p>10 boy scouts:</p> <ul style="list-style-type: none">• Uses as many people as is available to haul on the rope• Sets up a way of increasing grip on the rope e.g. loops tied in the rope or prussicks (any system must be able to be released)• If the extraction is not initially successful, alters the direction of the pull <p>Vector pull:</p> <ul style="list-style-type: none">• Tensions the rope• Ties the end of the rope off using a releasable knot• Pulls from the middle of the rope

Candidate Name _____ NSN _____

<p align="center">Unit 20126 (v2) Checklist</p> <p align="center">Demonstrate independent kayaking skills on Grade II whitewater</p>			
<p>Assessor name: _____</p>			
<p>Organisation name: _____</p>		<p>C/NYC</p>	<p>Comments</p>
<p>Throughout all tasks</p>			
<p>Follows the principles of the Environmental Care Code and the NZ Water Care Code</p>			
<p>Task 1: Plan a river trip</p>			
<ul style="list-style-type: none"> • Completes a plan for a Grade II river trip • Plan matches NZQA Level 3 and includes information on river access; nature of the river at different flows; local knowledge; who will be on the river trip; escape options; shuttle; personal, group, rescue and first aid gear 			
<p>Task 2: Discuss river safety</p>			
<ul style="list-style-type: none"> • The advantages and disadvantages of different rolling techniques: sweep, hand, C to C roll, front to back deck • The force of moving water on a trapped kayak • How the following make kayaking safer: <ul style="list-style-type: none"> - Cockpit; end loops; pillars; air bags • The characteristics of their own rescue and safety gear • The characteristics of the group rescue and safety gear • River signals: whistle; hand; paddle 			
<p>Task 3: Get ready to go kayaking</p>			
<ul style="list-style-type: none"> • Ties a kayak safely to a vehicle or a trailer • Sets their boat up correctly with footrests, air bags etc • Fits their own kayaking gear correctly, including footwear • Takes appropriate practical steps to avoid: <ul style="list-style-type: none"> - Hypothermia; cold water immersion; cramps; sunburn; blisters; dislocations; head injuries 			
<p>Task 4: Demonstrate kayaking skills</p>			
<ul style="list-style-type: none"> • Hanging stern draw • S-turns • Sculling draw - may be demonstrated on flat water • Rolls - 5 out of 5 rolls on first attempt, capsizing left and right <p>For all paddle strokes & techniques:</p> <ul style="list-style-type: none"> - The stroke/ technique has the intended effect - Stability and control is maintained - Edging is used in conjunction with strokes - Technique is safe in terms of shoulder injuries 		<p>Site 1</p>	<p>Site 2</p>
<ul style="list-style-type: none"> • Surfs the kayak either in a hole or on a wave <ul style="list-style-type: none"> - Stays in hole/wave for at least 5 seconds - Enters, surfs and exits in a controlled way (not upside down) - Hole: consistent edge is applied; low brace used for stability - Wave: Stern rudder is used for steering 			

Task 5: Scout and paddle a rapid			
<ul style="list-style-type: none"> • Points out a line to the assessor • The line avoids the hazards and includes a stop in at least one eddy on the way down the rapid • The line is within the candidate's skill level to safely follow • Paddles the rapid, successfully following the identified line, remaining upright. • Uses and acts upon commands as appropriate, e.g. whistle; hand; paddle; voice 	From bank	From kayak	
Task 6: Rescue a swimmer and gear			
<ul style="list-style-type: none"> • Rescues a swimmer in current around 15 metres away (pre-packed throwbag); 10 metres away (re-throw) • Rescues a paddle floating in current by towing it • Rescues a swimmer using a kayak carry technique • Rights an upside down kayaker • Shunts a capsized kayak to the bank • Tows a capsized kayak to the bank • Tows a capsized kayak and rolls 	Pre-packed	Re-throw	
Task 7a: Walk across a river and 7b: Swim over a strainer			
<ul style="list-style-type: none"> • Chooses appropriate method for section • Chooses a location including entry point; intended exit point; backup exit point • Successfully crosses river 	Mutually supported	Solo	
	<ul style="list-style-type: none"> • Swims over a strainer 		
Task 8: Retrieve a trapped boat			
<ul style="list-style-type: none"> • 10 boy scouts • Vector pull 			
DATE	CANDIDATE'S SIGNATURE	ASSESSOR'S SIGNATURE	C/NYC
Comments:			



Appendix 1: Environmental Care Code and NZ Water Care Code

Demonstrate independent kayaking skills on Grade II whitewater

Unit Standard: 20126

**Level: 3 Credit: 6 Version: 2
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New Zealand Environmental Care Code 10 point Checklist:

Protect plants and animals

Treat New Zealand's forests 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 visits to reduce rubbish, and carry out what you carry in.

Bury toilet waste

In areas without toilet facilities, bury your toilet waste in a shallow hole well away from waterways, tracks, campsites, and huts.

Keep streams and lakes clean

When cleaning and washing, take the water and wash well away from the water source. Because soaps and detergents are harmful to water-life, drain used water into the soil to allow it to be filtered. If you suspect the water may be contaminated, either boil it for at least 3 minutes, or filter it, or chemically treat it.

Take care with fires

Portable fuel stoves are less harmful to the environment and are more efficient than fires. If you do use a fire, keep it small, use only dead wood and make sure it is out by dousing it with water and checking the ashes before leaving.

Camp carefully

When camping, leave no trace of your visit.

Keep to the track

By keeping to the track, where one exists, you lessen the chance of damaging fragile plants.

Consider others

People visit the back country 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 outdoor experience. Take a last look before leaving an area; will the next visitor know that you have been there?

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

NZ Water Care Code 10 Point Checklist:

Find Out First

Find out and follow the regulations governing recreational use of waterways and access. They are designed to minimise conflict between users and protect everyone's health and safety.

Stay On Established Tracks and Use Existing Facilities

By using existing facilities, where these are provided, you run less chance of disturbing wildlife and damaging riverbanks and foreshores.

Take Care of Your Gear

Careless use of equipment can harm wildlife and other users.

Remove Rubbish

Litter is unattractive, harmful to wildlife and pollutes water. Plan your visit to reduce rubbish, and carry out what you carry in.

Dispose of Toilet Waste Properly

Improper disposal of toilet waste can contaminate water, damage the environment, and is culturally offensive. Use disposal facilities where provided or bury waste in a shallow hole at least 50 metres away from waterways.

Be Careful With Chemicals

Use chemicals sparingly, and refuel with care. Dispose of cooking and washing water well away from the source.

Respect Our Cultural Heritage

Many New Zealand waterways have special cultural, spiritual or historical values. Treat these places with consideration and respect.

Take Only the Food You Need

When taking food from the sea or freshwater don't overdo it. Sustain life in our waterways by taking only what you need and no more than the legal limit.

Consider Plants and Animals

Remember we are only visitors to water environments. Other animal and plant species live there all the time.

Consider Other People

Respect other visitors ... everyone has the right to enjoy the environment in safety.