THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD
AOTEAROA NEW ZEALAND | HILLARY AWARD

EXPLORATIONS

A Guide to putting *discovery* into the Adventurous Journey Section

The Duke of Edinburgh's Hillary Award

ACKNOWLEDGEMENTS

Most of the material contained in this booklet has been taken from the **Exploration Resource Pack** produced by The Duke of Edinburgh's Award, United Kingdom, 1994. Individual contributors have been acknowledged.

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Foreword

The European exploration of New Zealand is well documented, with names such as Cook, “Mr Explorer Douglas” and Heaphy, reflected in mountains, valleys and passes.

In those days exploration meant making a map as you went, as well as competing with the environment and climate with gear we would term substandard today.

There are few places left unexplored. Map making is a t e c h n o l o g i c a l art form, the landscape is regularly photographed by satellite, helicopters fly wherever, global positioning systems tell us where we are, and telecommunications mean we can speak to anyone in the world.

But the sense of discovery remains in most people - whether down the road or a few days travel away – to see what is around the *next* corner of a creek or over the *next* ridge of a range.

The Exploration option was introduced into the Expedition Section of The Duke of Edinburgh’s Award in 1979 for Silver and Gold levels only.

In New Zealand, few individuals and groups have taken advantage of the opportunities presented to pioneer imaginative and rewarding Exploration projects. One of the reasons has been the lack of national terms of reference or a collection of examples to fire the imagination.

This information seeks to take the mystery out of Explorations.

The National Office Team

For many participants, the Qualifying Journey of the Adventurous Journey Section is the highlight of their Award experience. It is an intensive period where the participants are dependent upon their own resources; it is the coming together of all the preparation and training.

There are an endless variety of options that can form the basis of an Exploration, and they do not have to be based on the sciences or field study type of projects.

Arts and the humanities are equally important and the scope is only limited by the participants' initiatives and imagination.

Alternatively, activities such as orienteering, climbing, abseiling, caving, rafting may be undertaken within the context of an exploration.

Whatever the project undertaken, it should be based on first hand enquiry and personal experience.

Contents

This information should be read in conjunction with The Award Handbook which provides more in-depth information on requirements, risk management, training and adult supervision.

What is an Exploration?

The aim of the Adventurous Journey Section has remained unchanged since the inception of The Duke of Edinburgh's Award. It is 'To encourage a spirit of adventure and discovery'.

The 'adventure' element of this primary aim is provided by a demanding journey; the physical challenge is a great motivator and facing it provides a real sense of achievement. The 'discovery' element, usually closely identified with the purpose of the journey, is of equal importance but as a rule is not given the same attention and focus.

> An Exploration is a journey involving less journeying than that of an expedition and a greater proportion of time spent on approved, first hand investigations or other specified activities.

In the minds of some young people, an Exploration may be associated with 'field studies' as undertaken at school – especially if their experience was closely directed by a teacher. The Award's philosophy is different. Explorations are task-orientated and participant-centred. The choice of journey lies firmly in the hands of the participants and is totally dependent at each stage on their practical effort and motivation. It is in every sense 'owned' by the young people themselves.

Exploration is not an easy option. Comprehensive Preliminary Training, Practice Journey(s) and the Qualifying Journey are all necessary, with an additional "discovery" component integral to each.

For some participants, the Exploration will take the form of fieldwork, the purpose of which is to understand the form and structure of the natural world and the impact that human action has had upon nature. For others, the discovery element will be achieved through heightened aesthetic awareness or personal artistic expression or achievement. All must have the opportunity of first-hand experience: to see, to do, to wonder why, to develop an understanding.

Examples illustrating the difference are:

Expedition	*Exploration*
Tramping around Mt Ruapehu	Studying glacier recession on Mt Ruapehu
Cycling from Cromwell to Dunedin	A photographic essay of old Central Otago goldmines
Canoeing the Whanganui River from Taumarunui to Pipiriki	Study the settlement history of the Whanganui River system
Horse trekking in the Marlborough Sounds	Studying effects of fast-ferry wake on Tory Channel water's edge

The choice of journey depends on the ability, the interest and preference of the participants involved. Ideas are offered at the end of this Guide.

General Conditions

The general conditions that govern the Adventurous Journey Section apply equally to Explorations.

Duration	Bronze:	Two days with one night
	Silver:	Three days with two nights
	Gold:	Four days with three nights
Travel	A minimum of one third of the planned activity hours to be spent on journeying that commences when the group reaches the journey area.	
Accommodation	Where possible nights away should be spent camping but if more appropriate, participants may use huts, hostels, or similar accommodation. While it is desirable that a different camp site be used each night, some Explorations may be more suited to a "base camp" approach.	
Environment	Must be appropriate to the journey and unfamiliar to the participants.	
Purpose	There must be a clearly defined and preconceived purpose.	
	Journeys should involve joint planning and preparation by all members of the group.	
Groups	Must consist of between four and seven participants. All participants must be within the qualifying programme ages.	
Preliminary Training	Topics specified in The Handbook must be covered by experienced instructors.	
Practice Journey	Those holding a Bronze Award are required to undertake at least one Practice Journey at the Silver and Gold levels; direct entrants to Silver require at least two Practice Journeys and direct entrants to Gold require at least three Practice Journeys.	
Qualifying Journey	This should be completed within a reasonable time of the final Practice Journey so that Participants do not lose fitness and competence.	
Supervision	All journeys must be supervised and assessed by suitably experienced adults.	
Report	After completing the journey, participants must produce a report related to the Exploration purpose.	
Special Needs	The Duke of Edinburgh's Hillary Award is designed to be available to all young people, and Awards are made on the basis of each individual's progress, perseverance and achievement. There is only one Award with one set of principles and standards. All can take part on equal terms because of The Award's inherent flexibility and	

philosophy.

Developing an Idea

All explorations begin as an idea, initially as one person's, then shared by a group. The group should consider early on the kind of environment they would like to explore – mountains, river valleys, lakes, forests, remote coasts or islands.

After initial investigation and reference to expert guidance, participants should develop the idea into a viable journey with a clearly defined purpose which reflects their interests and abilities.

Next, some thought should be given to the mode of travel. While this is usually on foot, other options include cycling, horse-riding, water-based transport.

As the general outline of the chosen purpose begins to emerge, thought should be given to how the task might be approached:

- Measuring *For example, to understand the physical and biological processes at work in the natural world, a group could measure, record and make maps.*
- Observing *Projects based on patient and sustained observation of, for example, birds or animals in their natural surroundings, recording movement, social organisation and feeding habits; or historic places/heritage sites.*
- Expressing *Understanding landscape through aesthetic appreciation, expressing feeling and thoughts creatively through forms of art and writing.*
- Challenging *Participating in adventurous activities.*

Finding a Mentor

At an early stage, as ideas begin to take shape, it is useful to find someone who is knowledgeable and experienced in the chosen field of interest, and willing to become the group's 'mentor'; this is someone who combines the function of advisor, guide and friend, and helps derive the best value from the journey.

Initially a Mentor could help to clarify the aims of the Exploration, to focus on realistic and achievable tasks, to suggest useful sources of information and to advise on suitable areas for the journey. So often, groups discover too late how much more they might have been able to accomplish had they only sought expert guidance sooner.

The group's Mentor should be consulted from the early planning stage, throughout the preparation and training, including discussion about the form of presentation of the final report. Finally, when the journey has been completed, the Mentor could receive the final report, review and evaluate the Exploration on behalf of The Award, then complete and sign the appropriate page in the participants' Record Books.

A Mentor, suitably experienced in the skills of expediting, may act as Supervisor during the Practice Journey.

Basic Planning

To ensure the successful outcome of an Exploration, participants and leaders should plan against the following criteria carefully.

1 The Exploration must be located in an area where it is safe for the participants to function by themselves, taking into account their training, preparation and experience.

2 The journey area should be sufficiently remote from habitation for the group to be self-reliant and dependent upon its own resources.

City/Urban based Explorations require prior approval from The Award Office.

3 The Exploration will involve a minimum of one third of the planned activity hours to be spent on journeying. The remaining hours of planned activity are to be spent on investigation, research and other activities, relevant to the purpose whilst still being undertaken in the context of an Adventurous Journey.

4 The Exploration must be suited to the aptitudes and abilities of all the participants.

5 The purpose of the Exploration should be limited and properly focused.

6 It should be possible to fulfil the purpose of the Exploration in the time available.

7 Fulfilment of the purpose should depend upon the journeying element; if it can be completed by visiting a library or museum, it is not suitable for an Award Exploration.

8 The Exploration must be based on the participants' first-hand observations, experience or study and this begins at the training stage.

9 The recording techniques and equipment should be appropriate to the study.

10 The fieldwork during the Exploration should be based on previous study or activity.

11 The format of the report should be agreed beforehand.

12 The group should be aware of the conservation issues and should not harm that which it is studying.

13 If the Exploration involves a more hazardous pursuit such as a water-based activity, climbing or caving, the participants must have the necessary skills and, above all, the experience to cope with situations which may arise.

14 The Supervisor should ensure that the participants are aware of any potential hazards which the Exploration may present.

15 The role of the Mentor, Supervisor and Assessor should be agreed beforehand and adequate lines of communication should be established prior to the journey.

If these questions are directed to the proposed journey in the early stages of planning, and occasionally revisited, they should ensure the successful outcome of any Exploration.

Participants should have a knowledge of equipment use and recording techniques before the Practice Journey.

Preliminary Training

As Explorations will usually be carried out in rural or isolated environments, participants must undergo Preliminary Training as laid down in the New Zealand Award Handbook. While some participants may question the need for Preliminary Training as per expeditions, the New Zealand geography and climate has little respect for those persons not prepared for the unexpected.

Preliminary Training in the following subjects **must** be undertaken for all types of journey:

Understanding of the goals (purpose) of the Journey
First Aid and emergency procedures:
- Outdoor First Aid
- Safety precautions

Necessary equipment and how to use it:
- Equipment
- Stoves & Fuels
- Clothing

Route Planning:
- Trip planning

Navigation:
- Compass Use
- Map Reading
- Route Finding

Camp craft, including food and cooking:
- Camp craft
- Food & Cooking

Team building and leadership training:
- Leadership

Technical skills in the mode of travel:
- Survival/Loss of route
- Water care

Observation & Recording Skills
Understanding the impact of the journey on the environment:
- Environmental care/respect

Appreciating the culture with the journey's environment

The content of each of the above subjects is found in The Award Handbook.

Training requirements should be adapted as necessary to suit special needs participants Additional

specific training is required when participants:

- use bicycles, horses, or water-based transport
- choose an adventurous activity
- lack knowledge of survey and recording techniques

Each training subject must be signed off and dated, by the Instructor who provided the training, before any Practice Journey is undertaken.

Practice Journey

Practice Journeys should be arranged so that experience is gained and skills developed in campcraft, navigation, and in the measurements and observations required to carry out the Exploration project.

The chosen purpose of the Exploration will be the central theme of the journey. Its requirements will be the deciding factor in planning the journey, and its challenges should provide the focus around which a happy and effective team can be built.

Planning and preparation should begin several months before the Qualifying Journey, to a systematic and carefully-timed schedule.

The following sequence of tasks or events may help the planning, and serve as a checklist:

1 Define and focus the Exploration task with help from the group's Mentor

2 Agree on individual areas of task responsibility

3 Continue background study and enquiry

4 Identify location of project area, obtain maps and consider travel plans

5 Be clear about exactly what the group is trying to study in its fieldwork is: what to measure, count, observe, or sample

6 Decide on the methods by which the required data/information can best be collected

7 Obtain, make, or improvise the required equipment

8 Practice the selected techniques of measurement, surveying, sampling, collecting, observing etc

9 Plan how to record information in the field – egg: notebooks, data collection sheets, photography, sketching

10 Check access to Exploration areas and any requirements for visitor permits

11 Complete planning forms and risk management activity as required by The Award Unit

12 During the familiarization period in the chosen area visit museums, wildlife centres, archive offices, visitor/tourist information centres etc for relevant background information

13 Organise the journeying, campcraft and equipment aspects of the journey

Make the fullest use of Practice Journeys to try out and refine exploration techniques, procedures and equipment. Seek feedback from the supervisor of the Practice Journey.

The Qualifying Journey

The National Office requires the Adventurous Journey Planning Form (Green Form) to be submitted for all Gold Qualifying Journeys. Please ensure that all information is forwarded to us at **least six weeks prior** to the planned Expedition/Exploration/OAP or prior to any bookings that need to be made.

These should be reviewed and signed by the participant's Award Leader before any journey is undertaken.

For many participants, the Qualifying Journey is the highlight of their Award experience; it is an intensive period, generally spent remote from habitation, and dependent upon their own resources. It is the coming together of all the preparation and training.

All participants should carry notebooks in which they can keep a log, diary or journal of each day's events. Apart from the all-important observations and recordings, participants may well write down their feelings and responses to the journey as it progresses. Details of the food consumed and timings of the journey will be useful for later personal trips.

Whatever the project undertaken, it should be based on first hand enquiry, rather than on the reproduction of material which has previously been published.

Assessment

Each participant is assessed on both the journey itself and their report.

It is permissible, and indeed desirable, that the two parts are assessed by different people. The Assessor(s) need to be independent (is did not train the participants) but may be the group's Mentor. They will ensure not only that the conditions of the Section are fulfilled, but that the group derives the most from the experience.

All Explorations should be assessed using the criteria on page 9 of this guide.

On completion of the journey and/or receiving a satisfactory report, the Assessor(s) will complete and sign the relevant section(s) of the Record Book.

Tidying Up

You arrive back home, hopefully elated and most probably tired. Your pack is dumped somewhere, opened to retrieve an item that needs to be passed to someone else, then you head for a shower for a personal clean-up, or to the fridge for a long thought-about drink or food snack. You briefly report on the trip to those who ask questions, then focus on due assignments, friends or sleep. It is hard to believe you have been away for 3-4 days ... life at home becomes familiar so quickly … back to the old routine … what shall I do now?

The above scenario is common throughout the country, and, particularly where schools are concerned, tents are often returned late, dirty and damp, parts missing. Users have a responsibility to ensure gear is returned in complete and proper condition, just as those who are going out should check the completeness and condition of gear prior to the journey.

Cleaning gear is an integral part of any exploration /expedition.

Tents	Should be unpacked, shaken to remove sand etc that often accumulates inside, and hung up. If dirty, wash down with weak soapy water, ensuring mud is off joins etc. Use a soft toothbrush for awkward places.
	All tents must be hung up to ensure they are dry - mildew destroys the fabric and its water resistant nature.
Pegs	Wash to remove dirt and dry. Straighten if bent. Clean peg bag as necessary. Ensure the correct number of pegs, and advise tent owner of any shortage.
Poles	Wipe down with a damp cloth to remove grit and dry. Clean pole bag as necessary. Check poles right in number and repack. Advise owner of any missing or damaged.
Billie's	Cleaned inside and out, shined and food-free inside, and loose black taken off outside. Lid clean. Stored dry.
Primus	Gas – ensure screwed on firmly; wipe clean. Liquid
	- ensure pressure released; wipe clean.
Pack	Emptied, shaken clean; external dirty parts washed; hung up to dry.
Boots	Mud scraped off soles; washed; slow dry (with paper inside to retain shape). Do not dry in front of a heater. If insoles caused you problems, replace.
Parka	Wash to remove dirt, following manufacturer's instructions. Dry and store.
Scientific gear	Cleaned and returned. Breakages must be reported and paid for.

After the cleaning

Letters	Write 'thank you' letters to those who drove, supervised, mentored, assessed.
Accounts	Ensure petrol money reimbursed, hut fees paid, etc.

Exploration Report

The form in which the report will be presented should have been decided well before the journey. The options are limited only by the creativity of the group, and may include:

- Written and illustrated log
- Portfolio of individual reports, maps, sketches, photographs etc which could be used to mount an exhibition
- Verbal reports, slide presentation, music and/or poetry, a collection of collages, a piece of drama or dance, sculpture or music

It is vital that the report

- Reflects **individual contributions and involvement to the project**
- Contains a map and as much illustrative material as possible
- Provides clear conclusions based on interpretations of findings

The person to whom the report is submitted must be sufficiently familiar with all the participants to be able to assess their submissions or contribution in relation to their age, aptitude and ability, and where possible should not be related to any of the participants in the group.

Written reports, or other forms of report submitted after a period of time, have considerable advantages. They provide time for consideration, reflection and a more structured approach. They lend themselves to studies and investigations of an involved nature where a considerable amount of recording has taken place. They can be supported by photographs, drawings, sketches and diagrams. The written report also has the great advantage of providing a permanent record of a major achievement.

Finally, the report is also a personal record, which may be treasured in later life.

Reviewing the Experience

It would be sad if, in years to come, participants were to share the sentiment expressed by Tselios, who wrote *"We have had an experience but missed the meaning."*

The Adventurous Journey Section should offer ways in which participants can offer some meaningful evaluations of themselves rather than having someone else do it. The reviewing process is an important learning experience. Participants will gain more from the journey if given the opportunity to reflect upon their own performance, feelings and impressions. The Assessor merely caught a glimpse or flavor of what was happening within the group and can therefore only offer a snapshot of an altogether bigger picture.

The Qualifying Journey should become a memory that will remain with the participant for a long time to come, what Abraham Maslow calls a 'peak experience'.

Participants should be encouraged to review and reflect on their personal 'peak experience', to look for the inspirational moments or the overall effect of the three or four days, and express their feelings.

Exploration Ideas

The following notes are not designed to be an exclusive list … rather, they should trigger ideas on what could be achieved.

While the overall picture is important, project themes and investigations can focus on just one aspect. In a group project members may elect in ones or twos to concentrate on different aspects, combining their findings in a single comprehensive report.

Whatever the project, it is essential that the chosen theme or idea be expressed as a question. For example: what is the effect of fast ferry wake on the Tory Channel water's edge?

Mountains

Acknowledgement – Richard Clark It is not always easy to decide on a project for a mountain journey, when just being there is a new experience for many; the remoteness, wildness and hardness of mountains can be demanding physically, emotionally, socially and spiritually. A useful starting point is to discover the basic facts of the geological history of the chosen mountain region. Thereafter, project themes may include -

- Structural elements – rocks
- Ranges and valleys – shape, aspect
- Processes of change – weathering, rain, floods, wind, frost
- Glacial cirques and tarns
- Glacial processes in a valley

Islands

Acknowledgement – Brian Ware

The relative isolation and remoteness of islands make it more important that an Exploration should have a well-researched and achievable aim and that preparations should be thorough. Project themes include:

- The natural world - by carefully allocating survey tasks among group members. It is quite practicable to use many of the themes mentioned in this section to build up a comprehensive picture of a small island or part of a larger one.
- Visitor pressure - there may be islands where seasonal visitor pressure in specific areas is giving rise to some concern, apparent in track erosion, pollution and wildlife disturbance.

Forests/Bush

Acknowledgement – Jean Crosbie

Modern farming methods together with commercial forestry have intensified the impact of humans on the natural environment – the landscape, its woods and wildlife.

Most of New Zealand's forest/bush falls within the conservation estates of city/regional councils or the Department of Conservation. Seek out a local Department of Conservation officer or Regional Council ranger to guide/advise your group.

A forest/bush exploration may be approached from a variety of perspectives – scientific, cultural or aesthetic/creative – but ideally should combine all these approaches to give a well-rounded experience.

The project value lies in confronting conservation issues and reaching conclusions on the importance of forest/bush in our natural environment. Preliminary study should aim to achieve a broad understanding of the different types of forest/bush and their history, management, ecosystems and wildlife. Considerations include:

- Boundaries
- Dominant species of trees
- Ages of trees
- Different habitats and cycles of life in the forest/bush
- Why there, and management of

Added value is achieved by participants being alone on occasions to "experience" the forest/bush.

Rivers

Acknowledgement – Sue Townsend & Liz Clark

Rivers flowing from source to mouth provide an amazing variety of i n s p i r a t i o n a l opportunities for adventure, enquiry and discovery. Little by little the evidence of human impact on the environment increases and no longer is there a wilderness feel about places where agricultural techniques have suppressed or replaced natural vegetation, where water flows between channeled banks and flooding is restrained by embankments.

There are many themes to study within one river catchment area. Ideas include:

- Life – organisms, animals, plants
- Structure – shape, slope, channel
- Process – erosion speed, deposition, use of (egg for irrigation)
- Water – color, transparency, temperature, smell, acidity, speed and turbulence
- Aesthetics – touch, smell, taste, sounds, sight

Lakes

Acknowledgement – Graham Derrick

Participants in explorations involving water-based activity must have the skills and experience to cope with any situation which may arise; and they and their supervisors must have undertaken a risk assessment and produced a risk management plan.

Exploration projects include -

- Lake survey
- Lake soundings
- Plant and animal communities around a lake
- Waterfalls

Coastal Features

Acknowledgement – John Pohick at the place where land and sea meet, powerful natural forces are at work and there is constant movement and change. Over long periods of time one stretch of coast may be eroding and retreating, while another may be building outward into the sea. In recent times humans have come into conflict with this natural cycle in seeking to protect coastal settlements. Additionally, there are threats of industrial pollution and global warming.

Care must be taken, however, to identify coasts where there is a suitable element of remoteness and challenge. At the same time, it is imperative that a good understanding of tides and local conditions, such as shifting channels, unstable cliffs or deep mud, be obtained before starting out.

Projects may be of two groups – survey projects (egg: a measure of plant distribution) or a study of relationships (egg: observed distribution of cliff falls to wave action).

- Beaches - wave action, distribution and movement of - sand/shingle/litter/invertebrates
- Salt marshes - mapping, movement of mud during tidal movement
- Sand dunes - supply and movement of sand, vegetation stabilization, animal distribution
- Estuaries - tidal movements, bird life, movement of pollutants
- Off shore zones (<15m depth) - bathymetric survey, nature of sea bed, water temperature

Animal Studies

Acknowledgement: Mary Cornwall

the previous options have been concerned with exploring the natural world in terms of the broad environmental sectors of our landscape. Each one provides a habitat for distinctive and diverse animal (including bird) communities.

From an individual's point of view this is a special opportunity to undertake a study in some depth of an animal that is already, or might become, a major hobby interest. From a group's viewpoint such individual studies can contribute something of value and interest to the overall exploration project.

Landscape and Settlement History

Acknowledgement: Robert Aitken & Arnold Webster

New Zealand settlement is recent by world standards, and yet there are parts of the country where people have faced the challenges of dense bush, exposed and steep terrain and adverse weather to establish, or attempt to establish, distinctive settlements. Nature in most instances has been the winner. Include in this option the reason for, and demise of, towns.

Examples include the early Otago goldfield settlements, Martins Bay and northern Westland timber and coal settlements, those associated with the Whanganui River system, towns such as Oteri in the Southern Alps and Napier before and after the earthquake.

European and Maori place names shown on maps tend to represent historic and geographic features, or community associations. Are they still significant in the new millennium?

Initial background reading and study about the chosen area is essential and, while proving interesting and rewarding, will help you to establish the broad outlines of a picture into which your own observations and discoveries in the Exploration can be fitted logically.

Also included in this domain is our archaeological heritage, but you need to clearly differentiate an archaeological Exploration from those of archaeological skills.

Form, Fibre and Fabric

Acknowledgement: Sandra Skinner

Challenge comes in many forms – emotional challenge from being part of a team sharing a new experience; physical challenge from living and moving in adventurous country; and aesthetic challenge from a close association with the natural world.

In this option the journey aim may be … to closely observe the natural world; then explore perceptions of beauty or creative design; and finally to explore and present these ideas. Planning and development should involve the following stages:

1 Observation - observational skills are developed by training the eye to see more clearly. To appreciate the changing colors of the sky; the changing shape of clouds; shape and colors of fields; detail of rock shape.

2 Translation - observations may be translated into design by learning techniques which reflect shape, and structure, light, color and texture. Examples here include - photography, drawing, poetry, weaving, embroidery, needlecraft.

3 Inspiration - from seeing, interpreting and developing ideas may spring from an individual but can be fostered in a group context. The opportunity to find a Mentor active in one of the creative arts, with whom to discuss ideas and plans, is very important.

4 Interpretation - the way in which observations are interpreted forms the basis of the Exploration project. Interpretation is concerned with:

- *shape and structure* – lines, shapes, structure, patterns, depth, dimensions
- *light* – at different times of the day and night, and during different seasons; shades, tones and subtle shapes made by reflected light, shadows and fading light
- *colors* -- vibrant and subtle; natural washes and dyes
- *texture* – the touch, feeling and sight associated with (for example) conglomerate rocks, volcanic rocks, bark, roots, mountain grasses, moss

Adventurous Exploration Activities

Acknowledgement: Pat Knightley

These offer special opportunities for young people to undertake an Adventurous Journey of some distance with friends, spending time investigating an aspect of the natural world.

In each case it is essential that participants have been trained to a high standard of personal competence in the chosen pursuit, before undertaking the journey.

The following are only a brief introduction to the possibilities. Participants, Award Leaders and supervisors must ensure that expert advice is sought, and that risk management activity is undertaken.

Water Based Projects

Throughout New Zealand are a number of significant rivers with many tributaries, each worthy of exploration in their own right. The extensive coastline also provides opportunities for supervised groups to undertake journeys using either canoes, kayaks or sailing craft.

Exploration ideas include:

- Mapping a bay
- Taking depth soundings
- Measuring temperature changes
- Studying the impact of identified activity on the environment
- Preparation of a waterways guide

Exploring cliffs and outcrops

Although most cliffs, outcrops and crags lend themselves to a wide variety of possible Explorations, the activity of rock-climbing can realistically only provide opportunities for either surveying and measurement projects, or for a detailed study to be undertaken to compile a guide book of the area. Exploration projects to compare and contrast vegetation, geology, lichens, and even fauna, are very difficult in practice due to the precarious nature of the activity.

- Surveying and mapping
- Preparation of a rock climbing guide

Explorations Underground

To explore the beauty of the underground environment gives rise to a sense of wonder, achievement and comradeship which arguably is unparalleled in any other form of outdoor activity. However, it should be recognised that all caves, and mines especially, are potentially dangerous, hostile environments; they are always dark, frequently wet, cold and muddy, arduous to explore and require a level of experience. Ideas for Exploration include:

- Surveying and mapping
- Observing living things
- Studies in hydrology and geomorphology

Useful Contacts

Department of Conversation (DOC)

Fish and Game Council

Forest and Bird Society Greenpeace

Libraries

Local city, district or regional Councils Local

historians

Local landowners

Local tertiary institutions (egg polytechnics, universities)

Museums

National Institute of Water and Atmospheric Research (NIWA) Outdoor

activities organisations