



# HOW TO RUN FIELD CAMPS

## A BEGINNER'S GUIDE TO ORGANISING A FIELD CAMP FOR TEEN BIRDERS

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## Purpose

As stated in the Constitution of the Ornithological Society of New Zealand Incorporated, the objectives and aims of Birds NZ are:

1. To encourage, organise and promote the study of birds and their habitat use particularly within the New Zealand region.
2. To foster and support the wider knowledge and enjoyment of birds generally.
3. To promote the recording and wide circulation of the results of bird studies and observations.
4. To produce a journal and any other publication containing matters of ornithological interest.
5. To effect co-operation and exchange of information with other organisations having similar aims and objects.
6. To assist the conservation and management of birds by providing information, from which sound management decisions can be derived.
7. To maintain a library of ornithological literature for the use of Members and to promote a wider knowledge of birds.
8. To promote the archiving of observations, studies and records of birds particularly in the New Zealand region.
9. To carry out any other activity which is capable of being conveniently carried out in connection with the above objects, or which directly or indirectly advances those objects or any of them.

Bird Camp purpose: To support teen birders to develop skills in ornithology including field observations, data collection, identification, monitoring skills and contribution to national schemes.

*Note: Field Camp is expected to be the “jewel in the crown” of teen birding activity. The hope is that the regions will be able to provide day trips (and possibly weekend trips) targeted at this age group.*

*One annual field camp is never going to cater for the full demand once camp is well known...*

## Youth engagement strategy of Birds NZ

Birds NZ has an ageing membership. It is important to attract new members, and to target young people to ensure the continuation of birding activity in New Zealand.

The Teen Field Camp (“Bird Camp”) is intended as the peak activity for teens. The hope is that regions are able to provide a series of day/weekend activities specifically designed for and targeted at teens.

Forest & Bird Kiwi Conservation Club (KCC) caters for younger children. With their model, activities require the child to be accompanied by a parent or guardian at activities. This becomes unattractive to older children/teens.

Additionally, primary schools are well served with curriculum material on ecological subjects (by DOC, Forest & Bird, NGOs etc). Options are more limited in high school, where subject choices have to be made. Not all schools offer activities such as field trips as part of the curriculum or as part of school-run extra-curricular activities

Birds NZ is therefore targeting the 13-18 age range to ensure that those who enthusiastically engage with groups like KCC still have opportunities for birding activities, particularly in the field.

Young Birders NZ, who primarily have teen members, entered into a Memorandum of Understanding (MOU) with Birds NZ on 1 June 2019. In part, this MOU describes the agreement of Birds NZ to support field activities for teens, including:

- Leading the organization of an annual Field Camp for teen birders and sourcing sponsorship to ensure costs are affordable to young people.
- Providing guidance, expertise (including bird identification, handling, banding, eBird etc) and administrative support to young birders to assist them to organize and run field birding activities that meet health and safety standards, learning objectives and are financially sustainable.

Teen birders are particularly interested in opportunities that allow them to learn from experienced birders, while in the company of their peers. Successful activities will need to be targeted to the age group.

### Field camps in the 1980s

Historically, Birds NZ ran field camps in summer for mixed adult/teen groups. Many of those involved in these camps in the late 1980s are still involved in birding today – and some are directly involved in running the recent series of Bird Camps (take a bow Lynn Adams and Paul Cuming).

## Getting started

### Appoint a leader/project manager

For a successful camp, someone has to be prepared to lead the organisation and delivery of the camp. These can be two separate people (Miranda 2016: Andrew Styche, RR Hamilton, led organisation and Sharon Alderson led delivery during Camp, supported by Andrew and his team).

The leader will draw strongly on their team, so they should have at least a few core people lined up to help before committing to a camp. Likely this will be the person(s) with local knowledge, and at least one expert birder.

### Timeline

- Appoint leader (with core team members in support)
- Identify location
- Draft activity programme
- Draft budget
- APPROVAL/endorsement from local RR and from Council to proceed (minuted)
- Develop programme
- Confirm support team – all adults required
- Book venue
- Obtain any required permits/landowner permission etc
- Obtain FINANCE – through sponsors or funding applications
- Advertise for participants
- Select participants
- Finalise activity programme
- Plan detailed delivery (of each activity) & camp schedule
- Develop health and safety plan
- Communicate with applicants (success/wait list etc)
- Review gear list and amend if needed

- Participants provide detailed permission form with dietary/medical/parent contact information
- Appoint chef and helper
- Finalise menu and shopping list
- Plan logistics for arrival/departure of Bird Camp participants and adults
- Book van if required/source a driver
- Engage with sponsor – promotion planning etc
- Book any required activities (ferries etc)
- Activity leads identify any equipment needs and make arrangements (mist nets etc)
- Send gear list to participants
- Request payment of camp fees
- Confirm plans with all adults supporting
- Show up and run Bird Camp
- Collate receipts and invoices and send to treasurer for refund/payment
- Write up camp summary and add to this document
- Ensure sponsor media arrangements met
- Photo-sharing with participants
- Thank you letters etc
- Email to parents/request feedback

*Break down tasks above and relate to sections of this document for further detail*

## Marketing

There is now an email [youthcamp@birdsnz.org.nz](mailto:youthcamp@birdsnz.org.nz) – please contact Roger Sharp for the password. You will need a promotional flyer to send via attachment (example – see appendix 5)

Places to Contact with promotional Flyers and Emails:

- All RRs in all Birds NZ Regions – then forwarded to all Birds NZ members.
- Previous attendees and Birds NZ Youth
- Secondary Schools – there is an online directory of contact details
- Forest and Bird Youth
- Local environmental groups

## Required Forms

- General Information / Programme and Payment
- Gear / Equipment list
- Registration and Permission Form
- Medical Form
- Code of Behaviour Agreement Form
- Interest Form – for the participant
- At the conclusion of the camp: Evaluation Form – for the participant
- Health and Safety Guidelines – if requested by the parent

**Appendix 6 – Generic Forms (all to be signed by a parent and the attendee)**

## Location, location, location

The main considerations when choosing the location for Bird Camp are:

- Local support
- Base camp facilities
- Birding activities
- Timing of camp

### Local support

You will need the agreement (and preferable active support) of the local Birds NZ RR/Region.

There is no expectation that the RR runs the camp, although they are very welcome to volunteer to do so!

If the region is supportive but does not wish to lead, they must be in contact with the leader. Roles must be clearly defined early in the planning stages so that all involved are clear who is accountable for what.

### Base camp facilities

Consider the number of people you can accommodate at any facility you are considering.

### Sleeping/gear

You will need separate rooms/bunkrooms for males and females.

If possible, adults should have rooms separate from the kids (they will need a rest!) but close enough to keep an eye on them/monitor noise levels etc.

Depending on location, you may have adults that will stay at home and travel to camp, or adults that rotate in and out for a few nights only. Make sure you have a clear plan if there is room sharing/reallocation halfway through camp.

Rooms need to be lockable, as likely there will be a variety of phones and cameras with each participant. Participants are to take personal responsibility for their own gear at all times.

Ensure one person is accountable for the key for each room (don't do it for them).

Make sure you know beforehand what, if any, gear (e.g. mattresses, pillows, sheets, duvets and pillowcases) is provided at the accommodation and what participants need to bring (e.g. sleeping bags).

### Eating

Probably the most important thing other than the birds!

You will need cooking and storage facilities sufficient for a large volume of food.

Ensure you have enough fridge space for perishables or arrange for these to be resupplied at intervals (milk etc). Alternatively, plan a menu that does not require perishables if space is limited or there is no power.

Ensure that you ask about dietary requirements before setting the menu – there are likely to be a fair number of vegetarians (5 of 12 teens in 2017 were vegetarian). You can do entirely vegetarian meals; you don't have to include meat for the non-vegetarians.

Pay particular attention to allergies – dairy/gluten/peanuts are the most common.

Make sure you refer back to the permission forms for information about the dietary requirements of participants, including allergies, when planning the menu.

Gluten-free vegetarian nachos (cheese optional) are a good example of something that can easily accommodate dietary needs, are uncomplicated to make, and are generally well received by teens.

Teenage boys will generally eat a lot more than the girls – offer seconds or additional fillers (garlic bread etc).

Ensure there are snacks (fruit/biscuits/muesli bars etc) between meals.

It is likely you will have to provide packed lunches if the kids will be in the field all day.

They can make their own sandwiches, or frittata/quiche/vegetable slices etc are also good options.

Scones/muffins/slices are also well received.

You can use caterers/paid staff (Miranda Camp 2016 used this model), but it is usually more expensive than having a nominated camp chef (possibly with assistant).

Participants are expected to help with dishes and clean-up but will usually not be available for preparation (they will be doing field activities or in the classroom).

Ensure you know what cooking facilities are available and what equipment is provided.

- Is the stove gas/electric?
- On islands – is there permanent power or only at specified times?
- Are there microwaves/toasters?
- Is there a freezer as well as a fridge?
- What number and size of pots and utensils are available?

### **Kitchen equipment checklist**

- Is there a BBQ?
- Sufficient large pots
- Baking trays
- Lasagne pans
- Good knives
- Crockpots recommended (crockpots/slow cookers can be very useful, e.g. Orongo Bay Camp 2017).
- LOTS of tea towels
- Crockery and cutlery
- Sensible dishwashing arrangements
- Serving utensils
- Plastic bins/fish bins and chilly bins for transporting food (if required by biosecurity)
- Rubbish bags for recycling etc
- COFFEE PLUNGER!!!

Make sure your camp chef/volunteers have the opportunity to attend at least some of the field activities (if they so choose).

### **Classroom/meeting room**

You will need a room big enough to hold everyone and suitable for briefings/lectures/group activities/indoor back up options. This may be the dining room/social area as well.

You'll want a whiteboard (or flip chart paper) e.g. for recording daily bird lists.

You may want to have a board for locations, so you can record which kids are in what groups and where they are (if you have concurrent sessions). This can also be managed using post it notes etc so you can keep track of everyone.

If you can manage it, a screen and data projector are useful, allowing for presentations by visiting scientists/birders such as showing lots of ID photos or giving moult explanations. You may need several of these presentations if you have bad weather.

Alternatively, if you have an unpowered site, ensure you have some activities planned "in case of emergency/heavy downpours".

### **Bathrooms/toilets**

Obviously required. Ensure there are separate facilities for males and females OR if there are limited unisex facilities, specify times for male/female use (on Mana Island in 2015, this was achieved by the use of pink or blue post-it notes on the shower area door at various times).

Also make sure you are clear on when toilets will be available during field activities and let teens know during the pre-activity briefings.

If bathrooms are unavailable during field activities, ensure that there is a way for participants to clean their hands after activities like beach patrols and banding.

Consider also access to the camp.

### **Travel**

Camp organisers must know how each participant's travel arrangements to and from camp and arrange for them to be met / taken to airports / bus stations etc as required.

Organisers are responsible for the safety of all participants from when they are met to when they are delivered back to their parents or seen onto their flight / bus etc. Of course, never leave anyone at an airport or coach depot until the flight bus is boarded by the young person, then the parent will need to be contacted that the participant has boarded.

### **Unaccompanied minors/young travellers:**

Airlines have strict rules about young people travelling. The age limit is 12 for "unaccompanied minors". Teens are allowed to travel solo, but must have proof of age, usually a passport or birth certificate. If there is no proof of age, they will NOT let them on the plane even if the parents are there at the airport. This happened with a teen from Wellington travelling to Auckland for the Miranda 2016 Bird Camp. His parents drove him from Wellington to Miranda instead.

### **Timing of camp**

Timing to date has been based on availability/expressed preference of the teens, but other times are possible.

April – Within the school holidays between terms 1 and 2. Note that Easter is usually in there somewhere (and possibly ANZAC day) so take account of public holidays and their likely impact on factors like travel times. Weather can be good at this time – in 2016 and 2017, there was excellent weather with lots of sun. But there is also the possibility of appalling weather (Mana Island 2015 – 5 days of rain!).



Mid-year – Not recommended due to likelihood of adverse weather, lower bird activity etc.

Term 3-4 holidays – For older teens, this may be when they are preparing for exams. Spring weather is likely to be unsettled, but there should be good bird activity.

Summer – December/January. There are often family holidays at this time, but it would probably work if enough notice was given that plans could be made around Bird Camp.

2021 – We found April school holidays a good time – weather was still good.

## **Appendix 1 - Comments on previous camps**

### **Field activities**

The purpose of the camp is to support the development of birding skills in our teen birders. It is expected that participants have a good knowledge of New Zealand birds – this is NOT intended as a camp for beginners.

The field activity schedule must allow for a good range of activities across a wide range of species. It is desirable to include the opportunity to see rare species if possible. Diversity is key to success. Our participants enjoy looking for new birds as well as ensuring they find the same core species each day. Therefore, build in activities early on that will give you an idea of the skill range of participants in terms of bird identification (visual and calls) so you can adjust the programme to suit (if needed).

This can include:

- ID quiz
- Bird call quiz
- Five-minute bird counts (5MBCs) in the field
- General discussion about experience
- Encourage questions and participation by all, even where some are less experience
- Ask participants to describe their favourite bird (in some detail). This gives an idea of what sort of technical level of detail they can use (supercilium, tertial feathers etc)
- Identify who uses eBird, and whether regular notebook use is a habit or not.

Some of this should be apparent from their applications.

### **Bird identification**

Including physical descriptions, behavioural observations, calls and flight patterns.

There should be a good range of birds to practice on at the base camp location. These can be primarily introduced (finches, starlings, thrushes etc) although common natives are also desirable.

If you are lucky with your site, you may have primarily natives with some unusual birds (Mana Island – kākārīki and takahē). It doesn't matter so long as there is a reasonable range.

Activity: After a briefing on what sort of things to record (in notes/diagrams), go and observe a bird and record all the information that you can on its identification features. Field sketches should be encouraged. Good background data should also be included (habitat use, weather, time, date etc).

## Camp daily bird list

All participants should keep their own daily list. These are combined each evening into the camp list for the day. This allows discussion of any uncommon sightings, and some moderation by the experts if there are disputed species on anyone's list.

These lists should be entered into eBird.

It is useful to identify the different locations throughout the day separately – and note which species were found in multiple locations.

Example: Orongo Bay 2017 – Day 2 – locations were: C-Camp, B-Boat , I- Island (Urupukapuka)

- Tarapunga/Red-billed Gull B,I
- Tiu/House Sparrow C,I
- Banded Rail C, I

Activity: Daily Bird Record

You need a recorder to write all the birds down, going around the team with each person offering one bird they have seen/positively identified by sound.

Others should add additional locations the same bird was seen (if applicable).

Repeat until there are no new birds to record. Lists will be longer on days that multiple sites/habitats are explored.

Participants should also keep their own daily lists and record these in eBird.

The exercise can be run using common names, Māori and common names, scientific and common names etc.

Pay attention to detail – e.g. “welcome swallow” not just “swallow” in the interest of accuracy!

Note that there can be some debate (wild turkey/feral turkey?). A copy of the latest checklist or access to NZ Birds Online would be useful.

Ensure anything reportable is submitted as an Unusual Bird Report (UBR).

Use of scopes and binoculars: As part of pre-camp checks (or by amending the application form if you prefer), identify whether participants have their own binoculars or need to borrow some. Few, if any, participants will have scopes. If scopes are required, they will need to be borrowed from local adult helpers/other local Birds NZ members.

## Monitoring techniques

- 5MBCs, 5-minute presence/absence, transect counts etc
- Kiwi/morepork call surveys
- Optional other wildlife unique to location (Mana Island 2015 – geckos)

Use techniques as described in Inventory and Monitoring Toolbox (DOC website) or other standard reference, so participants can find and reuse the information.

Reinforce the use of eBird wherever possible.

Refer to the moult and nest record schemes, the beach patrol scheme etc where possible.

### **Mist netting**

Mist netting took place at the Mana Island 2015, Miranda 2016, Marlborough 2018 and Hawke's Bay 2021 camps.

Mist netting is hugely popular with participants – in some cases it is their only opportunity to handle a bird. Close supervision (after appropriate instruction) is needed.

You MUST have the required permits to capture/handle birds at the specified location AND you must have certified Level 3 banders to run the sessions. This requires advance planning, especially if running the camp in April – this is core translocation season.

Note that some participants may have had the opportunity to be significantly involved in banding (e.g. those based in Wellington when Peter Reese ran monthly sessions at the zoo).

### **Size of camp**

The number of participants is determined by several factors:

- Capacity at base camp
- Adult support
- Costs

### **Capacity at base camp**

This may be the main limiting factor e.g. Mana Island bunkroom capacity of 16 plus one ranger house (capacity 3)

Some locations may allow more flexibility than others.

You may be able to add additional capacity if tents can be used but consider carefully whether this is viable – 5 days of rain (2015) would have made tenting quite unpleasant!

### **Adult support**

There will need to be both male and female adults on the camp. At least one male and one female adult will need to spend the night on-site.

You will need a ratio of 1 adult for every 4 teens at all times.

If undertaking night work/more dangerous activities, you will need 1 adult for every 3 teens.

Note: All adults must be included in cost calculations.

Adults do NOT need to have police checks done (we have confirmed this with NZ Police) as this is not the organisation's core business. However, the leader should ensure that all adult support crew are well vetted informally (i.e. are known Birds NZ members or recommended personally).

Adult support needs to cover a range of skill sets:

### ***Camp captain (leader/project manager)***

One person needs to be in charge overall. This person is responsible for ensuring the camp is adequately planned, financially sustainable, that participant selection has been appropriate, and that a health and safety plan is completed and adhered to. They have the final say on any decisions

that need to be made (e.g. those that might incur additional costs, reprioritisation due to weather etc). This person does not have to be an expert birder

***Bird experts – number depends on activity schedule.***

The participants need very experienced and knowledgeable birders to learn from. If your location is suitable, you can bring extras in for short periods if needed. This can include scientists/species specialists/local members with specific knowledge, career ecologists, etc.

Local DOC staff may also fit into this category (2017- Helen – Project Island Song, Lindsay – Kiwi calls video).

***Level 3 certified banders – if you are offering mist netting/other capture methods***

You MUST have properly certified banders (Level 3) for mist netting and banding. The DOC banding office can supply a list if you do not know who to contact.

***Local knowledge***

At least one person needs to know all the local sites and species well. They will need to supply driving instructions to the chauffeurs, location maps/plans where required, and be involved in activity planning to supply drive/walk timings etc. They should also be involved in the safety plan development and review.

This person is likely to know local DOC staff who may need to advise on permits etc if there is any activity on Public Conservation Land (DOC managed land). This may be relevant to bird surveys or mist netting activities.

***Camp chef & assistant***

Responsible for developing the menu, building the shopping list, and taking account of allergies and dietary needs. Flexibility is required as the programme may change at short notice due to weather etc. Usually this team is also responsible for base camp operations – any cleaning rosters, ensuring things are locked up when they should be, liaising with the facility owner if required, etc.

***Drivers***

No special licence is required to drive the 12/13 seater passenger vans, but it is useful to have a confident driver with van experience.

The hire company will require a credit card and signature (even if the van hire has been paid on a separate credit card).

It is in the H&S guidelines that all drivers will have an current driver's licence and if using their own vehicle the WOF will be current.

***Youth representative***

Consider including a youth representative on the organising team. This has not yet been tested, but some participants are keen to help if Bird Camp is in their area. Even if there are no local young birders who are interested in helping with camp organization, consider if it would be worth liaising with Young Birders NZ around aspects of the camp such as the programme.

**Relevant costs**

Accommodation – per person, per night

Transport – van hire, petrol, ferry/boats.

Note that participants are responsible for their own travel costs to/from the meeting point for camp, so flights etc are not included here.

Food – calculate at \$20 per person per day (\$100 per person for a 5 day camp)

Carefully consider cost implications of adding additional participants (see also Finance section)

## **Appendix 2 – Sizes of previous camps**

### Finance

Funding the camp must be organised before committing to bookings/suppliers/participants. There are three main funding options, and a mixture of each is preferred:

#### Participant contribution

This was kept at \$100 for the 2015, 2016 and 2017 camps, but was raised to \$200 for the 2018 camp. Participant contributions cannot be too high, or they will become off-putting for youth who may otherwise be interested in attending.

#### Grant funding

2015 – Funding was successfully sought from Lotteries Grants that covered transport and food. The process requires budgeting in advance, Birds NZ Council approval and documentation in meeting minutes, money to be spent within a specified timeframe, and accounts to be presented within a certain time after the event. The full amount sought was funded.

Due to late changes at short notice, Birds NZ funded the shortfall for accommodation costs on Maitu-Somes Island. Participants (and adults?) paid \$100 each.

#### Sponsorship

Where sponsorship is part of the funding approach, you need to discuss the sponsor's needs. This will likely include publicity photos, recognition in written material (Regional Newsletters, Birds NZ Magazine), and to be mentioned at the conference.

Goodness Kitchen required daily updates for Facebook from a participant – in 2016 and 2017 this was Sophie Mephan. Please encourage liking and sharing of the Facebook posts.

#### Finance paperwork

Invoices will be paid directly by the Birds NZ Treasurer.

Participant payment instructions

- Deposit to central Birds NZ account.
- Use “participant name” and “Bird Camp” as references.
- Advise treasurer of how many payments are expected and the list of names.

Generally, pay locally for all expenses which are not done by invoice, and submit combined receipts for reimbursement as a package shortly after camp. GST receipts are required.

OR – the local Birds NZ Region may choose to deal with the finances – income and expenses - then reconcile with the Birds NZ treasurer. Full statements and all receipts are required.

## **Appendix 3 – Previous Costs and Sponsorships**

## Equipment needed

- 3 x First Aid Kits
- Several hand guides/reference books
- It is generally useful to ensure whiteboard and markers/post its etc are available if required (even lunch-wrap paper and a vivid can be used!)
- eBird notebooks, pencils etc
- All data sheets for activities such as field surveys and 5MBCs
- Any handouts
- Brochure/map of islands
- Any forms you want completed e.g. feedback form (or use post it notes for this).
- Copies of health and safety plan
- Mist netting equipment – nets, poles, guy ropes
- Banding kit – bands, pliers, wing rulers, scales, callipers, bags to transport birds etc.

## Communication

### Before camp

The leader should send all emails to participants' parents (as well as the participants if they have their own email accounts), so that they have a consistent point of contact.

All camp planning emails should be copied to the leader, so they are fully informed of details.

Where possible, team meetings or phone calls are helpful to keep the organising team up to date.

Keep all emails and other communications until after camp, especially any containing financial information.

Ensure all forms are reviewed and updated with the correct information for that year's camp.

Ask the EO of Birds NZ to update the website for you as/when required.

Keep Young Birders NZ advised as they are a key channel to reach the target audience.

### During camp

The leader should have all participants' and adults' mobile numbers in their phone

It is also useful to have parent contact numbers to hand – either from hard copies of permission forms or loaded into their phone.

Generally mobile coverage should allow teams to maintain contact.

Ensure there are plans to cover any out of range sites

### After camp

Send a thank you email to supporting adults, especially the main local contact.

Ask one or two participants to write an article for the Birds NZ magazine, with photos.

### Youth feedback

Getting feedback from participants around what they enjoyed about camp and any suggestions for improvement is an important tool for the organization of future camps.

On the last day of camp, feedback forms could be given to participants to fill out before they leave. This is probably the best way of getting feedback. It allows participants to make comments while the camp is still fresh in their minds – and hopefully ensures everyone provides some feedback.

Alternatively, follow up emails could be sent to participants after camp asking for feedback/improvement suggestions, and could also ask what parents have heard from their teens since they got home.

2021 – There is a feedback form in the generic form file

#### **Appendix 4 – Participants Feedback from Previous Camps**

### Photos

Participants will take many photos on the camp. It may be a good idea to arrange photo sharing between participants (if they have not already arranged this themselves).

At some point during camp (often on the last day), you'll want to get a team photo of all the participants. This should be taken for sponsors, and also for camp records.

You will probably want to add a photo waiver for this to the permission form, so these photos can be shared. This was not done on some camps (e.g. Miranda 2016) and participants had to design bird inspired masks to wear for the group photo.

### Health and Safety

(for a more detailed Health and Safety Policy – see in the Generic Forms file)

Birds NZ is legally required to make sure that all its activities – including field camps – meet its health and safety obligations.

When constructing the health and safety plans for the camp, refer to the Birds New Zealand Health and Safety Policy, the Health and Safety Guidelines for Field Trips, and the Hazards and Risks Assessment Form. These can all be found on the Birds NZ website.

You will need one health and safety plan that covers all the activities in the programme.

You can review the existing plans from previous years and reuse sections appropriately.

Consider the hazards specific to the activities you will be doing.

You will be able to use the standard information for walking on tracks etc, along the coast. Then consider carefully how to manage:

- Night work
- Coastal cliffs (seabird work)
- Beach patrol – handwashing hygiene
- Bird handling – handwashing hygiene etc
- Boating (pelagic)

In most cases what you need to do is:

- Ensure an appropriate ratio of adults: participants
- Conduct safety briefings before activities

- Ensure appropriate clothing for the weather – raincoats, sunhats and sunscreen
- Ensure first aid kits are carried on field activities

Note: it is very likely that the teens will be up early and birding around the camp. Make sure that they are clear on where they are allowed to go and any restricted areas. Generally, they should either be supervised, or have permission in advance to go to a certain location for a specific period of time.

### Medical aspects

You should have been informed by parents of any specific medical needs on the permission form. You may need to monitor that medication has been taken, if requested to do so.

If allergies have been indicated, find out how severe these are, whether epi-pens are needed etc.

If you are including a pelagic, make parents aware that the teens are responsible for their own choices about whether to take medication such as Sea Legs. Do not provide or issue medication unless authorised to do so by the parents.

First Aid kits should contain enough to deal with physical injury and not medication (except Panadol). If possible, adult supporters should have first aid training.



## **Appendices:**

### **Appendix 1. Comments on Previous Camps**

#### ***2015 Mana/Matiu-Somes Islands (Birds NZ Wellington Region)***

This camp was intended to be based on Mana Island for the full 5 days.

Due to very bad weather, the boat could not get to Mana Island. At short notice, camp was diverted to begin on Matiu-Somes Island, with a shift to Mana on Day 3. This caused additional accommodation and ferry expenses (unbudgeted).

If there is boat access to your location, ensure you have a back-up plan!

#### ***2016 Miranda Shorebird Centre, Firth of Thames (organized by Birds NZ Hamilton Region)***

Some participants were driven to camp, while others flew into Auckland Airport (from a variety of places) and were collected up and driven in a rental van to camp.

An adult needs to be at the airport to meet the first incoming flight. Flights need to be timed so everyone arrives within a reasonable window (about 2 hrs). The adult should have a list of all flight numbers and expected arrival times and ensure there is a clear meeting point. They should provide their mobile number to all incoming participants so they can be contacted easily at the airport.

#### ***2017 Orongo Bay Holiday Camp (Birds NZ Far North Region)***

Participants flew/were driven to Auckland Airport for pick up by van and car.

This was due to the expense and limited seating on flights to closer locations such as Whangarei or Kerikeri.

Auckland to Russell was designed as a road trip with birding hotspot visits along the way:

- Johnsons Point Road, Waipu – fairy tern
- Limeburners Creek and Waro Lake Reserve – Australasian little grebe (no grebes found however)

Arrival at camp was approximately 6pm after 12pm departure from Auckland Airport.

No-one complained of travel sickness luckily, but this is quite a long time to spend in the car, and it is probably better to reduce that if possible. Drive time from Whangarei would be under 2 hours – but the cost of flying to Whangarei may have been prohibitive for some participants

*Note that Birds NZ regions may support participants with travel or registration costs if they so choose.*

#### ***2018 Southland/Stewart Island Camp (Birds NZ Southland Region)***

Participants flew into Dunedin or Invercargill. Adults collected participants from the airports and drove them to Invercargill. Two pickups were arranged from Dunedin airport at different times (one mid-morning, one mid-afternoon) to accommodate the different arrival times of participants. Participants travelled to and from Stewart Island by ferry. Despite poor weather and some ferry cancellations, luckily both ferry trips were able to go ahead as planned.

### **2019 Marlborough (Birds NZ Marlborough Region)**

The Marlborough branch held a youth camp for 16 students from the 15th to 20th of April 2019. An interesting group of teenagers with varied birding experience and knowledge arrived from a far north as Tutukaka and south as Dunedin. The weather was perfect for the entire week.

Our first afternoon involved a visit to the Brancott Estate Falcon Trust. It was spectacular seeing these birds up close. Dianne from the trust is a superb advocate for these birds and their recovery/rehabilitation. We enjoyed a day trip to Blumine Island where we saw Orange fronted parakeet, Saddleback, and Rowi Kiwi. Bill Cash was our main guide here. He has had many years' experience with translocations and conservation work on Blumine. Willie Cook has also been involved in the past on Blumine on projects with Bill. So, it was a privilege to have them showing us around. Another day trip involved a coastal walk from Marfells Beach to Cape Campbell. Grace and Finn in particular enjoyed collecting beach wrecks. They picked up pieces of Albatross, Blue penguins and seal skulls and spent well over an hour examining them. What a great way for them to learn about the species that interest them. We walked out onto the reef, and also climbed up to the light house and used scopes to watch a raft of shearwaters and albatross. On the way home we called into Lake Elterwater, and were lucky to see a Hoary Headed Grebe. Jack Taylor was with us for this day. He was the first person to record grebes breeding on Elterwater. Our half-day excursions included banding passerines and handling Harriers, gull band reading, Wairau Lagoon walk, visits to Taylor Dam and Kaipupu Point Sanctuary. Evenings were filled with guest speakers. Nick Dillon on painting birds, Willie Cook about his work with Caspians and Gannets, Samantha Rowe about e-bird, Tamzin Henderson about bird photography. Dave Barker also shared his knowledge about Lake Elterwater and provided brochures about the lakes ecology and the changes it has had in recent years.

It was great to have some of the local members assist in the camp. Shiree Murray played a huge role in applying for funding. Jan and Dave Roxburgh had perfect timing with a huge pot of soup one evening, Patrick Crowe was excellent in teaching the students about bird handling and banding, along with L3 banders Willie Cook, Jack Taylor and Paul Bell. Thanks to Sue Bell for allowing us to set up nets at her place and for providing a hot morning tea of sausages and bacon sandwiches. Willie Cook came over from Nelson and stayed with us for the week. Willie has a wonderful ability to communicate with any age group and his enthusiasm, knowledge and humour were appreciated by all of us. Ian Southey joined us from Auckland.

For the organisers here – Bill Cash, Heather Davies, Chris and Shiree Murray and Kristin Ruwhiu, the week was considered a success. We enjoyed the company of everyone. It was rewarding to hear parts of the programme included activities that some had been wanting to experience for a long time.

### **2021 Hawke's Bay**

The camp spent 4 nights in the Napier area at a Holiday Park where a house and two motel units were hired. They then moved on to Boundary Stream (near Tutira) for 3 nights and stayed in the DOC volunteer quarters.

There were 4 locals. 2 flew in from Auckland and were met by Birds NZ members (one was an unaccompanied minor). One was collected in Cambridge by the camp leader in the van on the way down from Auckland. Two drove up with family from Wellington (one had flown over from Nelson). The rest were driven by family.

## **Appendix 2 – Size of Previous Camps**

Participant numbers have varied over previous camps:

2015 - Mana Island - 11

2016 - Miranda - 12

2017 - Orongo Bay - 12

2018 - Stewart Island - 22

2019 - Marlborough - 16

2020 - no camp due to Covid 19 lockdown

2021 - Hawke's Bay - 13 (although one went home sick on day 2)

## **Appendix 3 – Previous Costs and Sponsorships**

Previously there has been sponsorship from Goodness Kitchen that has been put towards camps.

2016:

- Participants at \$100 each
- Goodness Kitchen sponsorship for remaining full cost of camp

2017:

- Participants at \$100 each
- Donation of accommodation costs by Orongo Bay Holiday Park
- Adults on pelagic trip \$150 each
- Goodness Kitchen sponsorship for remaining costs

2021:

- Participants paid \$200 each
- Hawke's Bay region contributed \$500.
- The cost of the van was generously donated.
- Very few adult supervisors claimed expenses
- Council made up the deficit of about \$600

*Note: in 2017, a generous donation was received by Birds NZ Council that is targeted specifically to Youth Field Camps. This will be used to partially fund future camps*

## **Appendix 4 – Participants Feedback from Previous Camps**

2015 – More mist netting please.

2016 – More mist netting please; the dissection was great.

2017 – The pelagic was good.

2021 – More mist netting! More classroom time – the evening before talk about the birds we will be targeting the next day, what to look for etc. We had a vote on the best bird of the camp.

## **Appendix 5 – Flyer**

See separate file.

## **Appendix 6 – Generic Forms**

See separate file.

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