

A Guide to Green Fringe Activities



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An A.N.Z.A.C. Fellowship Project, 1992.

Foreword;

The potential for Outdoor Recreation and Outdoor Education in New Zealand is largely untapped. Opportunities abound for sensitive development of a wide variety of informal and commercial activities: for local, regional, national and international markets; and for market segments - schools, families, employed, unemployed, youth, women, singles, older adults, etc.

An area of potential development is the natural reserves and parks surrounding urban centres. For many reasons this location is ideally suited for development of Outdoor Recreation and Outdoor Education opportunities.

An A.N.Z.A.C. Fellowship in 1992 allowed me the chance to follow-up activities that would be suited for this area of development. I was aware of the operations of Brisbane Forest Park, in Queensland, Australia, which runs a comprehensive range of recreational and educational activities - from the Park Headquarters 10 kilometres from Brisbane City Centre.

The aim of this project is to discuss the potential and components of Green Fringe Activities, introduce the concept of Brisbane Forest Park and to provide an inventory of activities that can be adapted for development near urban centres in New Zealand.

It is my vain hope that this information will be readily used by school teachers, conservation officers, recreation personnel, commercial developers and community groups to spur on a continual flurry of nature-based recreation.

Acknowledgements;

I would like to extend my heartfelt gratitude to the Australia New Zealand Foundation for providing this opportunity through an A.N.Z.A.C. Fellowship, similarly Wanganui District Council for allowing my leave to pursue this research.

The team at Brisbane Forest Park have been particularly friendly, open and supportive during the project. My thanks to Brad Wilson for setting up my visit and to Margot Sallows for looking after me during our stay.

Thank you to Lin Martin and Simon McLean, for the use of Simon's cartoons for the project.

Rex Hendry,
1st October, 1992.

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Green Fringe Activities

1. Introduction;

Recreation is now being recognised as a right of life, central to human existence, not at the periphery. Recreation is important to who we are, what we do, who we live/associate with and how we live¹.

Recreation is the activity in our lives where we are in control, enjoy freedom of choice, and derive refreshment and satisfaction². It is when we are not concerned with the day to day business of survival, domestic chores or work commitments.

Recreation is growing as an activity area and as an industrial sector, in fact proportionally greater than other industrial sectors³. The range of recreation activity and opportunity is diverse, from informal pursuits to commercial provision.

Given a growing urbanisation, the growth of recreational opportunity has been focused in an urban setting, however there is now a noticeable trend for Outdoor Recreation. As John Pigram puts it;

Apparently, urban dwellers, who have voted with their feet for city living, are not fully adapted to the urban environment. They have a physical and social need to seek novel, irregular and opposite situations and this need is reinforced by growing awareness of what the surrounding countryside has to offer, together with enhanced means of making use of its recreation potential. This striving for self-renewal in a different, specifically outdoor setting inevitably leads the city dweller to the urban fringe and beyond for recreation⁴.

Another area of growing awareness is towards the environment. With the publicity surrounding the "greenhouse effect" has come a new concern for the human affect on the ecosystem that sustains life. Consequentially an opportunity exists for the development of outdoor and environmental education.

Knowing that there is an inverse relationship between distance and recreation activity⁵, and that, in an economic recession, discretionary spending decreases, then reserve or parklands near an urban centre become an important resource.....

..... providing the missing link - geographically and environmentally in a recreation system which extends from the city to the national parks.....⁶

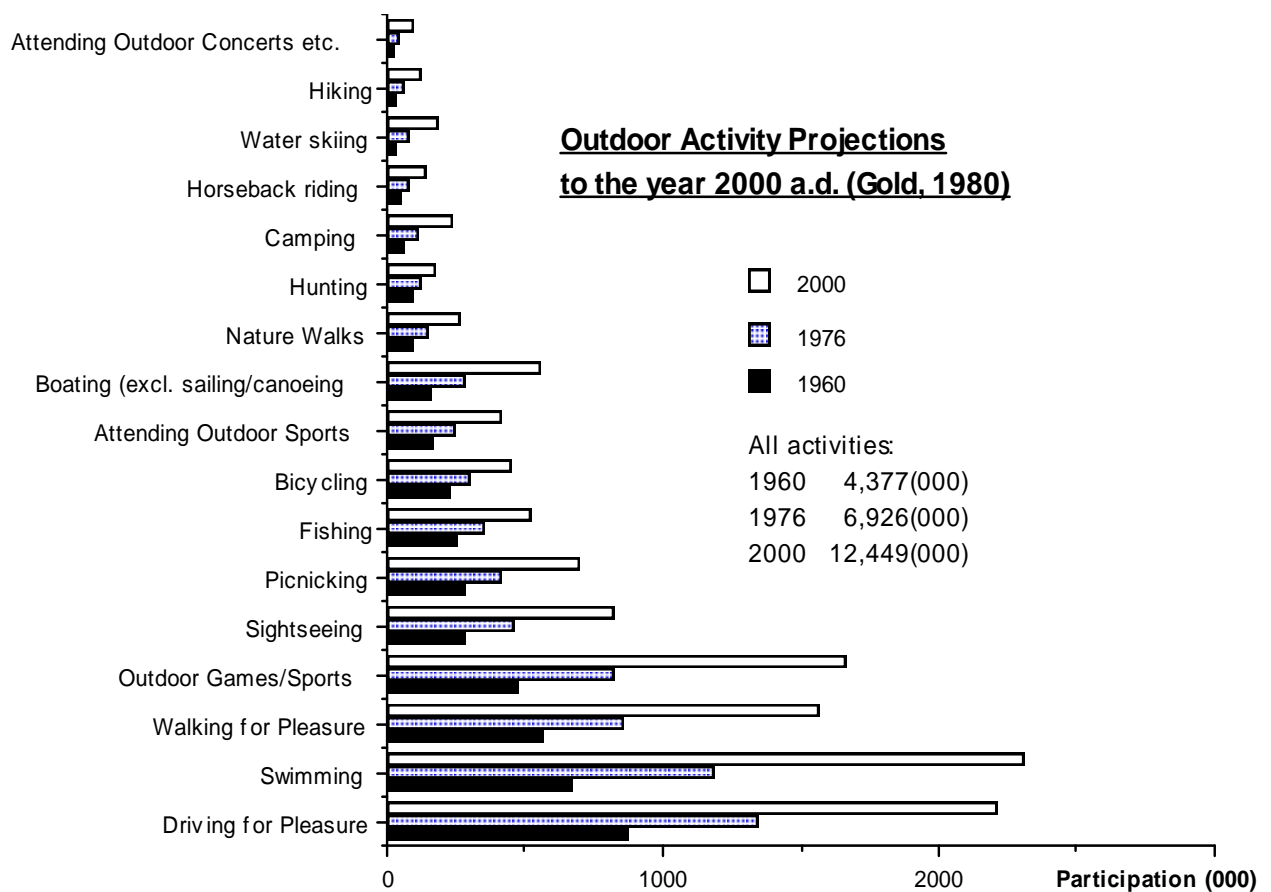
Furthermore, it is becoming increasingly accepted that tourism shares similar characteristics as outdoor recreation - that is, tourism is for leisure, commonly outdoors, for the purpose of pleasure and personal satisfaction. Both involve travel, often overnight and both require extensive interaction between the visitor and the environment. In many cases tourism is a specialised manifestation of outdoor recreation⁴.

There is no doubt that the scene is set for development of 'green', or urban, fringe recreational and educational activities.

2. Factors relating to "Green Fringe Activities";

2.1 Future participation:

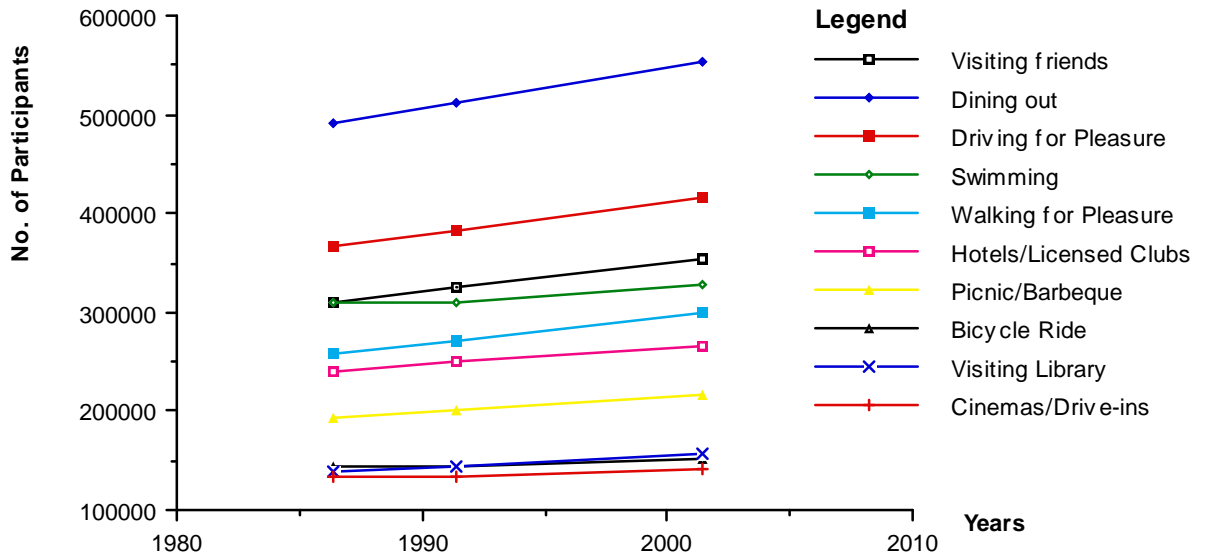
Earlier projections for Outdoor Recreation growth in the U.S., by the Outdoor Recreation Resources Review Commission, in 1962, were later considered (1980) to be too low and was adjusted. Gold⁷ projected that participation was expected to triple between 1960 and the year 2000. These projections are graphed below;



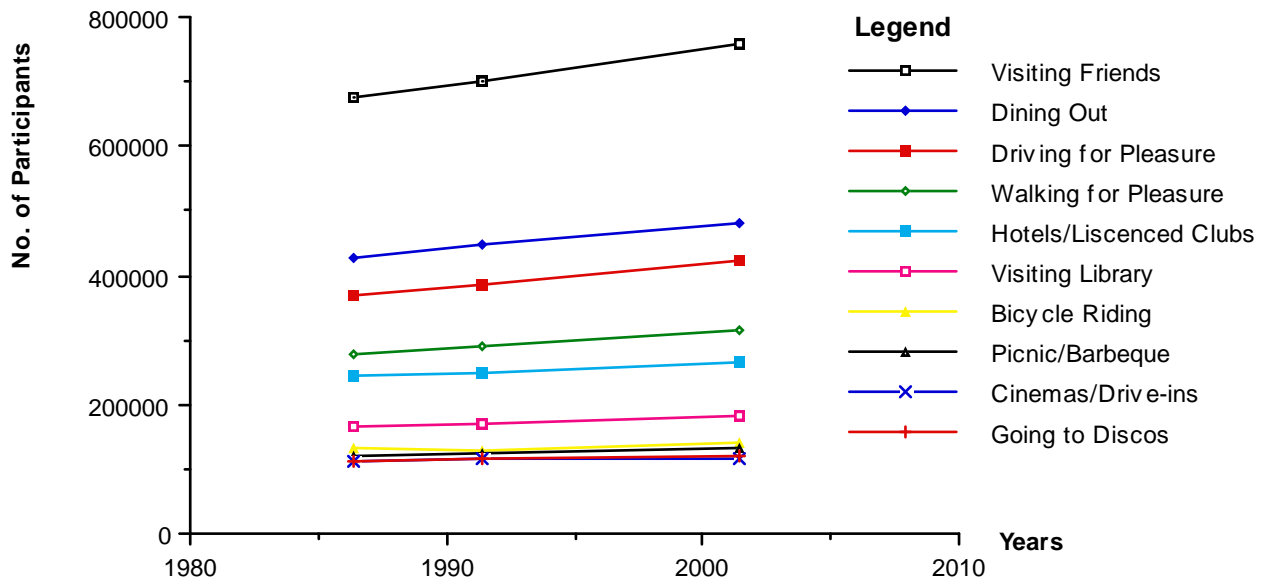
Trends in individual activities reveal greater emphasis on self-reliant, self-mobile, physical activities. Pigram suggests⁴ that some of the activities that are not shown in the above diagram are predicted to show *higher* rates of increase - Jubenville⁸ (1976) estimates that wilderness recreation will rise 800 percent by the year 2000.

More recent information indicates similar recreation trends also occur in Australia³;

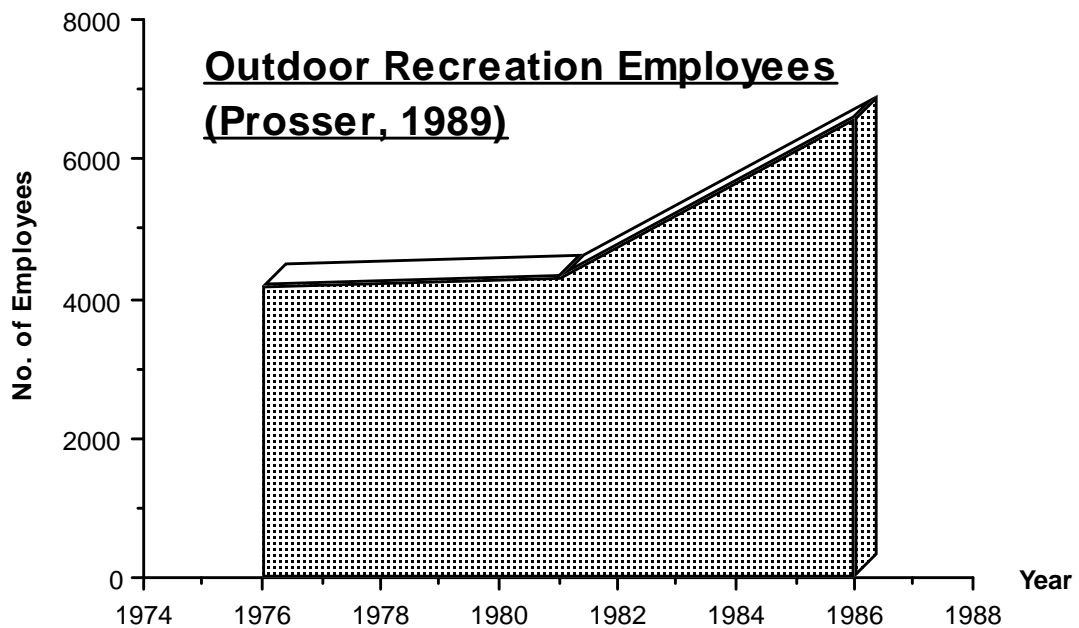
Trend: Activities away from Home - Summer



Trend: Activities away from Home - Winter



And in relation to Outdoor Recreation in Australia, employment statistics would indicate a significant increase⁹;



These trends are likely to become evident in New Zealand and areas of national significance, like Tongariro National Park and Arthurs Pass National Park, will be placed under further demand and consequent stress. Offsetting this demand with localised recreation opportunities would assist in conserving popular areas, while also allowing access for those people with limited resources.

2.2 Issues;

- **Balance:**

A level of sustainable usage needs to be established to ensure the long term viability of both the environment and the activity. Make environmental education part of the experience. This is covered in more detail in 3.4 Carrying Capacity.

- **Access:**

Activities need to be located so that they are readily accessible by either foot or transport. The activity itself also needs to be designed to allow access by people with varying capabilities.

- **Use of Private Land:**

If private land is used as part of the activity ensure the following aspects are discussed with the land owner and understood by both parties;

- ⇒ Legal liabilities for injury or damage to recreationalists,
- ⇒ Economic or financial implications associated with the costs of access and possible damage to the private property,
- ⇒ Social considerations such as loss of privacy or trespass,
- ⇒ Ecological impact as a result of the activity.

- **Conflict of Use:**

It is important as part of the developing process to ensure that there is joint use of resources where appropriate, however potential conflict of use also needs to be identified. Conflict might occur where there are both vehicles and foot traffic, similarly various uses of waterways may conflict, e.g. motorboats and canoes.

3. Components of the Activities:

3.1 Informal versus Commercial Activities:

In planning to develop green fringe activities a wide range of opportunities can be provided for. These opportunities can include informal activities that require no further resources than to arrive and partake, e.g. walking tracks, picnicking areas, fitness trails; to structured activities that require formal organisation and additional resources or expertise, e.g. kayaking, abseiling, art-in-the-park.

These opportunities will have a further dimension from those that contain a high level of 'public good' and do not attract a user contribution, to those that contain solely individual benefit and will be operated at a full cost recovery or profit.

Providing for a full range of informal and/or commercial activities will allow for accessibility from diverse market segments.

3.2. Site Selection:

This is probably the most important step, which will establish the ease or difficulty of subsequent management.

The fundamental considerations are access to users and the suitability of the activities envisaged⁴. Where competing sites exist for the same activity, the focus should be on the features of each site and the sustainability of both the environment and the activity. Go for the site with the highest sustainability and the most attractive features.

In all site selection, an environmental analysis is necessary and selection should favour the environment. To support this, the area in question should be larger than required, with the provision of a buffer zone to segregate any adjoining development. The environmental analysis should include a hazard survey⁸ to identify conditions such as exposure to falling trees, avalanches, dangerous waterways, poisonous plants, etc.

The activity should utilise the features of the landscape. This should allow for a more aesthetic experience, higher usage, and decrease maintenance costs⁸.

Complementary design can also increase satisfaction and safety, while decreasing any restrictive control measures.

3.3 Site Management:

Site management has several components;

- resource management,
the relationship between the landscape and the visitor
- visitor management,
maximising the experience in a social environment
- service management,
services supporting the resource and social environments (e.g. toilets)

These should be planned for during the site selection process.

3.4 Carrying Capacity:

Determining the recreational carrying capacity for any given area will allow for informed site selection and assist with site management thereafter.

The recreation carrying capacity is the level of recreational use on an area without deterioration of the character and quality of the resource or experience (adapted from the UK Countryside Commission, 1970). The carrying capacity has four separate aspects;

- physical capacity - the maximum number of people, activities, cars, boats, etc., which can be accommodated safely on the site. Many of these features can be designed in to the area and, in some cases, controls for overuse can be incorporated, e.g. limiting boating by regulating the number of boat-ramps.
- economic capacity - or economic compatibility, where the recreation activity does not impede the economic viability of the non-recreational activity, e.g. recreational use of forests or farms impacting on the efficiencies of these operations.
- ecological capacity - the usage that can be applied before an area or ecosystem declines in ecological value. Pigram⁴ suggests that this is somewhat subjective, as any activity could decrease the ecological value, however he recommends that it is interpreted to relate to the capacity reached where 'further use will impact the site beyond its ability to restore itself by *natural* means.' The ecological capacity is probably best determined by a survey of the landscape, flora and fauna, combined with regular monitoring. Visitor feedback will also assist in establishing the ecological carrying capacity.

- social capacity - is the maximum level of recreational use, in terms of numbers and activities, above which there is a decline in the quality of the recreation experience from the point of view of the participant¹⁰. This, again, is somewhat subjective and will vary considerably, not only between people, but also with the same person at different times for different situations. Some activities have an inherent component of solitude, and others, human encounter. Design of the physical site features will assist in extending the social capacity and user feedback will help ongoing development.



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Brisbane Forest Park

Overview and Handy Hints

4. Introduction to the Park:

Brisbane Forest Park, on the north-western outskirts of Brisbane City, is 26500 hectares of bushland incorporating National Parks, State Forests and Brisbane City Council reserves. While the landholders continue to manage their lands in accordance with their own legislation, the Brisbane Forest Park Administration Authority, a Queensland Government Agency, is charged with planning, development and management of the recreational and educational use of the lands.

The Park Headquarters is 10.5 kilometres from the City Centre.

Brisbane Forest Park currently offers a variety of recreational activities; informal, structured, semi-commercial and commercial. Informal activities include bushwalking, horse trekking, and a host of others (see inventory); structured activities would include the Go Bush and schools Programs, which are run semi-commercially; and commercial activities include Bush Ranger Tours and the retail souvenir shop.

Bush Ranger Tours are a range of activities that are promoted through tourist outlets for small groups and individuals visiting Brisbane. The Tours allow for a more 'up market' niche of visitors to the Park.

Since 1983, Brisbane Forest Park has conducted four seasonal Go Bush programs a year. These user-contribution programs have proved enormously successful as vehicles for interpreting the park, and have introduced thousands of people to nature-based recreation. The innovative and dynamic programs are considered a model for environmentally-based recreation in Australia.

The following section discusses aspects of establishing and running the activities at Brisbane Forest Park. As most of the informal activities are self explanatory, the bulk of the text and inventory relates to structured activities that can be used in any 'green fringe' environment.

5. Research:

Before planning commences for an activity or program of activities, it is necessary to collect some information on current provision in this area and your organisation's ability to become involved. This information should encompass three areas;

- Internal research. Identify what you are now doing that relates to your activity/program. What are your resources?
- External research. Identify what else is being done, by whom and for whom?
- User potential. Who will come to your activity, why, and how can they be reached?

5.1 Internal Research:

Identifying your current range of operation should assist in seeing where existing resources could support new activities. These resources will include,

- Human resources. People with the skills required in the proposed activities. These people will include those that provide administrative support, through to those at the 'coal face'.
- Material resources. The hardware that you will need to run the activity, from computers for bookings, audio-visual aids to on-site requirements.
- Environmental resources. The physical and inherent characteristics of the site chosen for the activity(ies). This will also include cultural, weather and seasonal considerations.

5.2 External Research:

Establish what is happening in recreation generally in your area, and how your program can fit into the local picture. Talk to other professional recreators and local media.

Scanning the local library will provide a source of local information, and reading relevant material will promote new ideas,

From the information gathered, draw up a list of possible styles, ideas, ranges and 'target markets'.

5.3 User Potential:

Identify possible user groups and obtain information about them such as;

- Who are they?
- What are their characteristics - are they families, individuals, educated, wealthy, disadvantaged?
- Where are they located and how will they get to the activity?
- What are they likely to want? What level of involvement, for how long and how much?
- How can they be reached?

Local councils are a good source for a lot of this information. Otherwise put together a survey, get out and talk to people. Polytechnic business studies programs may be able to assist in this research. Be aware that people may not be familiar with the type of program you wish to organise.

6. Planning:

When setting up the activity, it will help you to establish a goal for it, and a series of objectives so that you can see if you're heading in the right direction, and know when you've arrived at your goal.

An integral part of the goal and objectives will be ongoing evaluation. For example, are you really reaching your target market, are your clients satisfied with the activity, are you coming in on budget? How will you know?

To assist in getting off on the right track, run a pilot activity to test the water. This will also incorporate and check a lot of the systems that will be used later - bookings, safety, equipment. Be prepared to modify your plans.

6.1 Seasonality:

The changes in nature triggered by the seasons offers a wide range of topics for nature-based activities. Nesting habits of birds, flowering times of plants, leafing and leaf-fall, breeding of aquatic animals, tidal influences, are some of the themes that can be incorporated.

Planning activities around the seasons is also a good promotional vehicle.

6.2 Staffing:

The key to successful activities is a well trained, motivated, professional recreational coordinator. This person should possess management, planning, administration and marketing skills. They need to be well organised and be good communicators, and be prepared to accept failure as a learning experience.

The recreation coordinator needs to establish the systems that the activity will require, set operating and safety procedures (e.g. contractors, equipment and consumables, advertising, printing, rosters, etc.), delegate duties, coordinate instructors, and, once the activity is operating, monitor and evaluated it.

Activity instructors need not be paid professional staff and could be volunteers. Instructors can be drawn from a range of interested groups;

- Universities, colleges or other teaching institutions
- Special interest groups - such as ornithological societies; tramping, canoeing, orienteering clubs
- Recreation students at polytechnics
- Professionals (e.g. vets, botanists, wildlife photographers).

They will need to possess some basic skills, e.g. communication, first aid. Your organisation will need to be prepared to contribute to the training of volunteers. In New Zealand, a good basic program would be the KiwiHost course.

6.3 The Activities:

At this stage your research needs to be translated in an activity or a program of activities, whether they are planned informal or structured activities.

Draw up a full outline of the activity(ies) to include;

- The market - state who you are wishing to target. This will affect costing, timing, and promotion of the activity.
- Numbers - maximum and minimum number of participants, or ratio of participants per instructor. This will have bearing on the breakeven point of the costs. Note 'social carrying capacity' section 3.4.
- Scheduling - take note of weekends, school and public holidays, especially long weekends. Time of day, moon and tides will also effect some activities.
- Length of activity - children have a short attention span, and may lose interest if the activity is too long. Older people may appreciate a half day walk, while younger, fitter people may find little challenge in a short walk. Be aware of any special capabilities of your participants.
- Location, venue - consider private and public transport limitations, and travelling time to the venue. Are the on-site resources and services adequate for the activity?
- Resources - list the resources required for the activity. Include instructors, skills, notes and handouts, additional preparation, refreshments, transport and safety resources. Does the activity have a theme which requires special resources? Where are the same resources common to several activities?



6.4 Budgeting and Pricing:

To determine your budget, you will need to decide;

- To what degree is your organisation prepared to subsidise the activity, and how?
- Can fees be returned directly to the budget?
- Should some participants subsidise other?

Each activity should be budgeted separately and built into an annual budget, if required. Where, say, a coordinator's time is divided between activities, this time and cost should be allocated as realistically as possible.

Budgeted expenditure should include staff costs, equipment purchase, development costs, consumables, vehicle use, administration costs and 10-25% for contingencies.

The price will depend on the number of participants and the breakeven point. As a rule of thumb, the breakeven point is 75% of the maximum numbers, however this will vary on the type of activity, the resources required, and the level of subsidy.

Divide the budget by the breakeven point, and subtract the subsidy per person or add the profit margin, to establish the price.

Be aware of the price that the market will stand, and that there is a direct relationship between the price charged and the quality of experience expected. Some activities may be able to produce a profit, which can offset other activities that cannot.

6.5 Promotion:

Promotion can be divided into four main areas - advertising, special events, publicity and personal contact.

Advertising is, generally, the most expensive. It is the medium, however, where you have the greatest control. Advertise in the publications that are best going to reach your target market.

Special events give you the opportunity to demonstrate the activity that you are involved in, it may be to introduce a new activity or to celebrate the birthday of an existing activity. Shopping malls or schools may be good venues for a special event. Pilot activities may also serve as a good promotional vehicle. Special events normally have components of advertising and publicity.

Publicity is the feature articles or clips that you will get in the local newspaper or on the local radio. Media releases can be managed to good effect to promote what you are doing. Most community newspapers are happy to be involved in these styles of activities, and can assist you. Maintain regular contact with journalist that shows interest in what your activities.

Personal contact is the cheapest of all, and may assist in establishing the first

contact for future participants. Local interest groups and schools would be good contacts. Your market research will indicate who to go and talk to. Support your contact with handouts or audio-visual presentations.

In all promotion, keep your information consistent. Adopt a logo, use the same typeface and develop an identity. Keep a record of all promotional activities.

7. Review:

Build in an effective evaluation program to monitor and review the activity(ies). Review all the aspects of planning and preplanning. Solicit feedback from participants. Record this information and make changes where indicated.

An experienced outsider may provide a refreshing, objective assessment that will assist in the activity's development.



Adapted from: *'Go Bush Manual'*
Lin Martin, Andrew McKenzie, Tony Charters,
Brisbane Forest Park, January 1991.
Brisbane Forest Park Activities;

Informal Activities:

Aboriginal Culture	There is an aboriginal cultural site in Bellbird Grove. Called the Turrbal Trail, it consists of a walking track of some 2.5 kilometres with interpretive signage and a village site.
Accommodation	Apart from the camping opportunities, there is Bed and Breakfast accommodation available opposite Manorina National Park. Camp Constable at Mount Glorious is available for hire by groups; it consists of bunkroom accommodation.
Camping	There are a variety of camping sites available throughout the Park. For overnight camping, ranger contact, a map and a permit is required. There is an established bush camp at Manorina National Park.
Displays	<ul style="list-style-type: none">• Static displays in the Park Headquarters. Interpretive information on the Park.• Walkabout Creek Freshwater Study Centre; display cases containing local native fauna. The fauna is changed periodically for refreshment and the displays are seasonal. Situated at the Park Headquarters, under the restaurant.
Driving	A formed asphalt road extends up the main ridgeline of the Park. This provides access to most picnicking spots, and to Mount Nebo and Mount Glorious. This road continues for 21 kilometres from Mount Glorious to form the Northbrook Parkway to Lake Wivenhoe. The Parkway opens up more recreational opportunities at Wivenhoe. Park administration is currently considering the potential of cabins, interpretive material and a small farm-visiting operation along the Parkway. Samford Road, terminating midway up the range, is an ideal loop road for a day trip from Brisbane.
Firearms	There is no permitted (recreational) use of firearms within the Park.
Fitness Trail	There is a fitness trail at Ironbark Gully. It contains four activity stations with an optional hill climb.

Gold Mining	An historical gold mining site exists in Bellbird Grove. There is a formed track with interpretive signage.
Horse Trekking	Horse trails are throughout the Park. For most trails ranger contact, a map and a permit is required.
Mountainbiking	Mountainbiking trails are throughout the Park. For most trails ranger contact, a map and a permit is required.
Orienteering	Bellbird Grove, Maiala or elsewhere. Cunning running in the Park, with map and compass.
Picnicking	Picnicking is available at a variety of sites throughout the Park.
Rockclimbing	There is some rockclimbing available at Northbrook Mountain. This is not a usual activity and currently happens in conjunction with the abseiling.
Self-Guided Walking Trails.	A variety of interpretive, self guided trails.
Trail Biking/4 W.D.	Not permitted in Brisbane Forest Park, however it is a permitted activity in State Forests to the north of Lacey Creek Road. Not permitted in pine plantations.
Unguided Walking	Walking trails are throughout the Park. No permits are required for day walks. For walks on Brisbane City Council controlled areas (i.e. the water catchments) permits are required. It is planned to develop a long range walking trail, with loops of 1 to 5 days, through the Park with formed camping facilities. For this trail ranger contact, a map and a permit will be required.



Structured Activities:

Abseiling

Northbrook Mountain; some instruction followed by a 20 metre abseil. For those fourteen years of age and over. Transport provided to and from Park Headquarters.

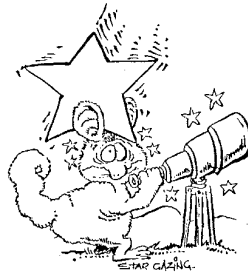
Art in the Park

- Animal Bush Theatre; create your own animal characters and then put them into action.
- Creative Writing Workshop. In a relaxed, informal setting; in quiet bush surrounds spend some time working on your creative writing talents with distinguished Australian writers.
- Dragons and dinosaurs; discover real dinosaurs and their modern counterparts - lizards and snakes. Make your own dinosaur.
- Drawing for kids; learn how to draw a variety of resident animals.
- Enviro News; your chance to write, produce and present your own T.V. news on the environment.
- Krafty Kids I & II; a wide range of creative activities - making collages, painting didgeridoos, make gumnut accessories, mobiles, fridge magnets, etc.
- Mad hatters and mask magic; go crazy creating your own masks or decorating your hats.
- Paper making. Learn how to make your own cards and writing paper using recycled paper and other natural materials.
- Photography. An introduction to nature photography; an illustrated talk followed by a fieldtrip.
- Puppet show; a show imitating native animals and natural features (moon, sun, etc.).

- Sketching. An introduction to the skills useful for many hours of sketching nature.

Astronomy

At the disused Fire Tower (Map ref. 868667). Explore the wonders of the night sky. Through telescopes you will learn the difference between a nebula and a globular cluster! This site is used by TAFE and University groups.



Career Information An explanation of career opportunities in Forestry and National Parks for secondary and tertiary students.

Education Program The Park runs a comprehensive program for schools, and mainly consists of activities described in Interpretation & Guided Walks.

Family Fun Day Bellbird Grove; a potpourri of environmental games, short walks and leisure activities.

Fire Management A day learning about controlling forest fires, and the dangers and benefits for local flora and fauna. Adults only.

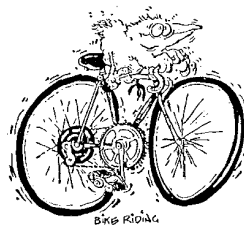
Guided Walking:

Introductory

- Bellbird Grove; includes Aboriginal culture (Turrbal Trail), gold mining history (Golden Bolder), animals and local features.
- Bird walks; at Maiala, Bellbird Grove and Ironbark Gully; spotting and identifying birds of the Park.
- Cedar Flats; creekside mini-nature ramble.
- Jolly's to Boombana; an ideal family walk, discovering forest types and birdlife.
- Ironbark Gully; wildflower walk with billy tea and damper.

- Lowland Rainforest Walk; discover plants and animals at a leisurely pace.
- Moderate**
- Cedar Creek; pleasant walking within a closed forest, some steep grades.
 - Lake Manchester Nature Ramble; observing waterbirds. Moderate day (up to 6 hours), some tracks.
 - Mt. Nebo Lookout; views of Samford Valley and Moreton Bay. A six kilometre circular walk from Manorina Bush Camp.
 - Mermaid Mountain; a mini-safari/bushwalk incorporating views from the ridges and exploring the creeks. Moderate day (up to 6 hours), some tracks.
 - Mystery Walks; a variety of walks through the park.
 - Northbrook, peak to creek; views from the top, descending an old forestry road for billy tea and damper at England Creek.
- Advanced**
- Kobble Creek; exploring the creekbed and a rainforest gorge. Hard full day (up to 8 hours), cross country.
 - Mt. Samson; rewarding views scrambling across granite outcrops. Descending through a rainforest creek. Hard full day (up to 8 hours), through rugged terrain.
 - Beyond the Rock walls of Northbrook; scrambling over rocky pinnacles, discover the life behind the rocks and in ferny glades. Hard full day (up to 8 hours), through rugged terrain.
- Interpretation**
- Animal Design; create imaginary animals, living in a specified habitat. Design your animals with zany or normal adaptations.
 - Backyard bushcare; discovering how native plants and animals can live harmoniously in your backyard.
 - Bat chat; these flying mammals have intrigued people for ages. Discuss these critters and meet some of them close up.

- Birdwatching for beginners; an early morning birdwalk, followed by an identification session.
- Bush Brunch. At Bellbird Grove. Cooking up a true bush brunch on an open fire. A diverse menu including native bush foods.
- Bush Detective; discover the local fauna from hints and clues. Extend to include drawing animals, modelling with clay, building natural shelters, etc.
- Bush Skills; learn how to use map and compass, read the terrain and find your way in the bush. Ethics, equipment access, clubs, and preparation are discussed.
- Bush Safari. A day tour of the Park in the safari bus (22 seater).



- Caring for Koalas; learn about the care and treatment of these furry animals, the release programs and meet an orphaned koala found in a vegie garden.
- Dip netting; an introduction to freshwater ecology followed by a fieldtrip down at the waters edge. Return specimen to the water.
- Down by the creek; the creek is home to many interesting animals, but they are usually well hidden. Discover some of these secretive animals.
- Ecosystems and environmental awareness; a selection of audio-visual and discussion presentations on the concept of

ecosystems and the environment. Can include environmental games.

- Enoggera circuit walk; adjacent to Park Headquarters. An introduction to the local environment; animal sign, history, land and water habitat.
- Eucalypt forest botany; telling one type of gum tree from another is easy once you know a few characteristics.
- Eye to Eye with the birds of Prey; a day field trip to identify falcons, bazas and eagles.
- Fauna/Flora Presentations; identification and presentation of a variety of Park fauna and flora to groups. Held in the auditorium. Could include chalk, talk, touch, feel, slide or video.
- Fire tower tour; a walk up the tower to view the park. Good for illustrating land use.
- Focus on Frogs; an illustrated discussion of frog biology, identification, and how to keep and grow them.
- Food chain and Life cycles; a variety of games illustrating the intricacies of the food chain and lifecycles within.
- Freshwater Life; an activity to support dipnetting and Walkabout Creek. A detailed presentation on freshwater life, including an audio-visual display.
- Geology of the Park; a guided drive through the Park stopping at points of geological interest. Worksheets are distributed to the group.
- Headquarters Tour; an introduction the facilities and how they are used for education and nature based recreation activities. Location and public presentation is discussed.
- Historical highlights. A day mini-bus tour of the historical aspects of the Park.

- Identification of Rainforest Plants; learn the basic skills of identifying plants.
- Kids activity workshop; looking for interesting and educational activities for the kids in the school holidays, rainy days or on the family bushwalk? Park staff share some of their creative secrets and tricks with you.
- Kids on Safari; step aboard the safari bus for a day exploring old mines, climbing mini-mountains and giant hollow rainforest trees. Enjoy a BBQ by a stream and create your own adventure.
- Koala tracking; monitor the movement of released, radio-wired Koalas in the Park. This project is in conjunction with the University of Queensland.
- Legends around the Campfire; sit around an open fire and listen to stories tall and true, while the billy boils and the damper cooks.
- Mapping at Bellbird Grove; the basics of maps and map designs.
- McAfees Farm Historical Visit; view and walk through one of the oldest houses in the area. Discover the richness of the local history.
- Moonlight Midnight Meader; a gentle walk on a forest track with a stop for dinner. Discover the bush at night.
- Monotremes, macropods and misfits; an introduction into the fascinating world of Australia's unique mammal fauna.
- Mt. Nebo Recycling Station; a visit to the local rubbish dump to view the value of recycling materials.
- National/Forest Park Management; a description of aims and objectives of management practices in national/forest parks. Chalk, talk, touch, feel, slide and/or video.

- Park Introduction; an audio-visual display describing the facilities and services of the Park.
- Open forest investigation; a field trip observing and discussing the characteristics of the open forest.
- Water Treatment Plant; an introduction to the catchment and the process of water treatment from trees to sea. To cover water quality issues and catchment values.

Kid's Camp A 3-day camp at Mount Glorious. The funfilled program includes environmental activities, group games, rainforest walks, and camp sing-a-longs.

Orienteering Bellbird Grove, Maiala or elsewhere. Cunning running in the Park, with map and compass.

Ropes Course Bellbird Grove; challenging activities designed to develop confidence, agility and co-ordination. Supervised by trained instructors. This activity is contacted to a private enterprise.

'Save the Planet' At the Park Headquarters. Introduction to environmentally friendly and non-friendly products. For adults and children.

School Based Programs There is a resident teacher based at Brisbane Forest Park, who visits schools to develop environmental education programs. These trips are generally followed with a trip to the Park.

Solar Cooking Discover a unique cooking method.

Spotlighting Spend an evening with a Ranger and let them cast some light on the mysteries of the forest at night.

