Bushcare Boosters Module 3

The Birds and the Bees of Bushcare

Facilitator Notes
Acknowledgements

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About the Bushcare Boosters training modules

This module is part of the **Bushcare Boosters** workshop program developed by the Sydney Metropolitan Catchment Management Authority as support training material for Bushcare volunteers. Boosters workshops aim to help volunteers value and understand their Bushcare and other on-ground work as part of the big picture of biodiversity restoration across Australia. The program encourages recognition of the interconnectedness of work across all sites, big or small and its contribution to habitat health and landscape change.

The series includes:

- **Module 1** – Working safely and weed control techniques
- **Module 2** – Bushcare and the Big Picture
- **Module 3** – The Birds and the Bees of Bushcare

The modules do not need to be completed in numerical order or in their totality. The series has been designed to support a flexible delivery approach that can be tailored to meet the individual needs of each training group. Each workshop in the Bushcare Boosters program can be delivered as a stand alone training event or combined with other modules and field sessions. The modules provide base information which can be altered, added to and tailored to suit the needs of participating volunteers. There are specific learning outcomes for each module.

About Module 3

This workshop is the third in a series produced by the Sydney Metropolitan Catchment Management Authority to support community involvement in biodiversity restoration. It looks at the often forgotten side of the Bushcare equation, the fauna. While it will not give you detailed solutions for every situation, we aim to provide some tips for making your Bushcare project as fauna friendly as possible.

The content of Module 3 is of a general level and is most suitable for volunteers who have some practical experience in the field but who wish to participate in a short refresher course to develop a better understanding of the importance of fauna and the Bushcare techniques that can enhance fauna habitat. It is not aimed at volunteers who have obtained accredited training in environmental restoration. This module is best delivered with a combination of indoor and outdoor components.

**TIP:**
Module 3 is best delivered with a combination of indoor and outdoor components.
# General tips for delivering a Bushcare Boosters workshop

## 1. Choosing the venue

<table>
<thead>
<tr>
<th>Close to your target group</th>
<th>Remember, volunteers are interested mostly in local Bushcare, and their local sites. Keep it local.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within close proximity to a key local natural site</td>
<td>A key component of making this day an effective awareness exercise is spending some time on a working site where the issues raised can be examined and practical solutions explored. Ideally this will be in walking distance from the training venue. Preferred sites should be within a brief walk (less than 5 minutes). The closer the better. Another option is to have a mini bus to take participants into the field, but the preferred option is always to be able to walk straight from the venue into a suitable practical demonstration site. This allows the trainer to take advantage of good weather and enjoy the outdoors. After all, Bushcare is about getting out there.</td>
</tr>
<tr>
<td>Comfortable in terms of heating, seating and sound</td>
<td>Simple venues are fine, but tables, chairs, heating and lighting must be adequate as a relatively comfortable setting will help to promote a relaxed atmosphere. Watch out for too much external noise – e.g. roads or sporting activities.</td>
</tr>
<tr>
<td>Parking should be available within several hundred metres of the venue</td>
<td>The more complicated the access arrangements, the more likely there are to be late starters, or lost participants. Venues should be easy to find, and close to parking or other transport. Where possible, sandwich boards or other signage should be used to indicate where the session is being held and put out at least 1 hour before the advertised commencement time.</td>
</tr>
</tbody>
</table>
| Public transport access | Access points should be identified in promotional material distributed to participants prior to the event. Participants should be provided with a map prior to the session indicating:  
  - the venue  
  - parking options  
  - public transport options  
  - amenities options  
  - emergency contact numbers. |
2. Needs for inside the venue

<table>
<thead>
<tr>
<th>Seating to comfortably fit your proposed participant numbers</th>
<th>The ideal number of participants for this workshop is 12 – 14. There are several reasons for this. The timing of activities is structured for this size of group. More than this number and the time taken for discussion activities will lead to the workshop running longer than planned. This may not be a problem, as long as the model timetable is amended to cater for the larger groups. Groups smaller than 10 may struggle to get the interactivity that helps to make this activity a success. The room should not be overly large (i.e. school hall), or the atmosphere is not conducive to good communication. On the other hand, an overly crowded venue will be uncomfortable and stifle discussion. NOTE: The presence of one or two agency/council support staff should be strongly encouraged and they should participate in all the activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tables and chairs desirable</td>
<td>Tables should never be set up in a classroom lecture format. This is the quickest route to a disengaged and sleepy audience. Where possible, participants should sit around tables in groups of 4 to 5 and be encouraged to have as much interaction as possible around each discussion activity.</td>
</tr>
<tr>
<td>White board desirable</td>
<td>When “feeding back” after each discussion activity, a useful exercise is to write up key points on a white board as they are raised. This reinforces the value the facilitator places on the feedback, and provides a framework for later review activities.</td>
</tr>
<tr>
<td>Power available</td>
<td>For any displays. Check whether a screen is available, or at least a plain white wall to project on to.</td>
</tr>
</tbody>
</table>
3. **Desirable features of a field visit site**

A field walk and talk is a key component of making the day a success. Your field visit site should have the following characteristics:

- Be typical of the sites that the participants deal with on a regular basis
- Contain some remnant bushland
- Contain some patches of weed
- Have good access
- Be varied enough to illustrate the major themes of the day
- The purpose of the field visit is to reinforce the principles of the day’s discussions.

4. **Promoting the event**

An invitation template is provided at the rear of this book.

Make sure this key information is included in any flyer:

- Who the session is for
- Where it is located – include map and address
- Day and date
- Cost
- Catering arrangements
- Start and finish times
- An RSVP deadline
- Contact person for more information
- Contact email and phone number
- Public transport options
5. **On the day**

| Ensure participants have a contact number for late corners or people who can’t find the venue. | Make sure that a contact number is provided upon confirmation of the place, and that the organiser also has a contact number for each participant. Make sure that whatever contact number is provided is contactable on the morning of the event – for example do not give a number that can only be reached from 9 – 5 if the event starts at 8 am. |
| Place notices if possible to advise people of directions to the venue. | Notices in car parks, and at entrances to the venue are helpful to direct people to where you would like them to be. Ask someone who has not been to the venue before to come along and seek their advice on where signs would be best located. |
| Have some sticky labels for people to write their first name on and stick on their shirts. | Pre-printed name labels are very helpful and show a commitment to the participants that is appreciated. When time does not allow this, sticky label sheets can be used with hand written first names. Always have extras. A fall back is some paper that can be folded over and left in front of the participant on the table. NOTE: Although common sense, having names personalises the session and encourages better and more open communication |
| Have several permanent markers to write names | Permanent markers can be used to write names on the sticky labels. |
| Packet of pens | People always forget pens. Have a bag handy, it is appreciated by participants. |
| Whiteboard marker pens | There is no point having a white board without whiteboard markers! Don’t forget the whiteboard cleaner also. |
| Laminated aerial photos | Laminated aerial photographs of the area that is being looked at are very helpful when looking at significant environmental sites. Topographic sheets are available with colour aerial photos very cheaply and if laminated can be very long lasting. |
| Copies of Council policies and other documents including local reference books, field guides etc | e.g. Plans of Management, Policies, Development Control Plans, Filed Guides, Local Plant lists. |
### Event planning template

<table>
<thead>
<tr>
<th>Before you start</th>
<th>Requirement</th>
<th>Who</th>
<th>Date completed</th>
</tr>
</thead>
</table>
| Identify your target audience | • Find out participants names, roles and groups they are from. If possible, a pre-survey of participants can assist to better target the workshop to their needs.  
• Promotional material should highlight the nature of the session (e.g. introductory, advanced, general). | | |
| Check the venue | Preferred location is:  
• Within close proximity to a key local natural site  
• Comfortable in terms of heating and sound  
• Within several hundred metres of parking where possible  
• Near public transport access points, to be identified in promotional material distributed to participants prior to the event. | | |
| Promoting the event | • Distribute the flyer (template attached) in hard and electronic copy  
• Note an RSVP deadline and contact person  
• Provide a confirmation of place booking | | |
| Materials preparation | • Prepare maps and aerial photos, powerpoint presentation if desired, sign on sheet, evaluation forms and programs (templates attached), copies of participant's workbooks for each attendee, additional signage to direct participants to location, labels, pens, markers, camera, laptop and remote mouse.  
• Compile relevant case studies of fauna found at the participants’ sites. | | |
| On the day | • Take maps and aerial photos, tools, PPE, powerpoint presentation if desired, sign on sheet, evaluation forms, programs, copies of participant's workbooks for each attendee, additional signage to direct participants to location, labels, pens, markers, camera, laptop and remote mouse.  
• Ensure participants have a contact number for late comers or people who can’t find the venue  
• Place notices if possible to advise people of directions to the venue  
• Have some mail merge labels for people to write their first name on and stick on  
• Make sure permanent markers do not get used on the whiteboard!  
• Keys to venue! | | |

**Other items (insert for your own plan)**
Facilitator’s Notes for delivery of Module 3

These notes provide a guide and prompts for the person delivering the Module 3 workshop. Remember that as the trainer you can make decisions about where to have emphasis, what to omit or add and what sections may be more or less relevant to your participants. Habitat is a big topic and you may wish to send out the draft program prior to the event and ask the participants to tell you which sections they are most interested in, so that the content can be tailored specifically to the group.

The trainer or facilitator should use the Participant’s Workbook for Module 3 as a foundation and build the workshop using case studies and examples of fauna that are relevant to the site where the volunteers work. Case studies will be completely different for suburbs that have large tracts of native bushland and well-connected corridors where the focus of the activities is natural regeneration, as opposed to highly urbanised suburbs where the focus is on reconstruction and replanting in pocket parks.

Trainers might like to use the “Fauna Case Study Template”, included in these notes, to build up a set of case studies relevant to the local area. Bushcarers with an interest in specific fauna should be encouraged to complete the template prior to the training event which can then be incorporated into the training workshop. The case studies discussed during the training session should be relevant to the local context of the majority of participants, where possible.

The workshop materials developed for this module aim to be broad enough to cater for a range of groups. It is important to note the different habitat constraints faced by highly urbanised areas with isolated, small fragments of bushland, (for example the Marrickville area in Sydney) as opposed to areas with large contiguous areas of bushland, (for example local council areas in Sydney such as Sutherland, Hornsby, or Ku-ring-gai). The more highly urbanised areas usually have a focus on restoring and reconstructing habitat, while those areas with larger bushland areas might be more interested in retaining existing fauna and maximising existing habitat opportunities.

If delivering this module for a shorter evening presentation or, in the event of bad weather, it is recommended that the trainer develop a powerpoint presentation as a useful resource.
Guidelines and prompts for delivery using the Participant’s Workbook resource.

Approximate running time:
4.5 hours with 30 minute break and 2 hours field work included.

<table>
<thead>
<tr>
<th>Workshop Activity</th>
<th>Tips for the facilitator</th>
</tr>
</thead>
</table>
| Welcome                    | • Welcome the participants  
• Provide a brief introduction to the session, the reasons for its scheduling and any other local details that are relevant.  
• Do (or ask someone else to) an “Acknowledgement of Country”  
• Give an overview of general housekeeping such as emergency procedures, toilet facilities and the timetable for the day.  
• Reinforce that the session is for their needs, is meant to be fun and interactive, and is flexible enough to address relevant issues and problems that they have an interest in or are seeking more information about. |
| Introductions              |                                                                                                                                                                                                                         |
| Activity 1: Getting to know the group, why did we get involved and who are we?  
• This activity aims to get participants talking about the things that interest them, motivate them and the reasons why they got involved.  
• Give people time to talk and introduce themselves. Don’t hurry them through this session. Allow the participants to share a bit about themselves, their story and their wisdom. |
| Introduction to Bushcare and fauna  
Activity 2: Your fauna feelings  
• This activity is likely to generate “favourite” fauna stories & discussion about the more visible and obvious ‘nice’ fauna  
• (In Bushcare) we need to look after the whole environment (“Weed cows” –is a term used by Mark Walters at Ryde TAFE to describe weeding activities that don’t look at the whole environment)  
• Try where possible to refer back to the items raised in this discussion activity throughout the day to reinforce key messages and relate the day back to the experiences and needs of the participants. |
Understanding ecosystems and fauna relationships

- This session should elaborate on the basic principles of ecosystem dynamics. Reinforce the importance of the diversity of habitat required to maintain all species on site. Highlight the fact that the visible species, and the “iconic” species, can only be maintained if all the other species and environmental conditions around them that support them are present and protected.
- Reinforce the idea of all species having value, not just the cute and cuddly ones, or their favourite ones.
- Use the illustrated model to elicit interactions with fauna and their environment, and also between fauna of the same species, and fauna of other species (i.e. intra and inter specific competition).
- Make this section relevant to the participant’s bushcare site. Is it a site where the original vegetation has been recreated and reconstructed or is it remnant vegetation?

Activity 3: Fauna relationships at your Bushcare site

- This activity should go beyond the previous discussion and elicit discussion about fauna not always visible and less obvious interactions and relationships. (Refer again to the model).

Natural change in ecosystems

- Reinforce the dynamic nature of ecosystems. People tend to have a mental snapshot of a natural area, and assume that this is the state that should be maintained. Elaborate that this provides a reference point, but it is not possible, nor necessarily desirable to keep an area in a static state to reflect our snapshot image.
- All systems will change within a range of conditions around the key environmental variables. It is important that participants have a basic understanding of the drivers of change, e.g. succession, disturbance etc

Activity 4: Table completion. Site problems and impacts on fauna.

- Elaborate on how human impacts can alter the “natural” range of environmental conditions that might occur on a site.
- Discuss, using the table to elaborate on the most common issues. Where possible use feedback from participants about issues at their site to stimulate the discussion of that issue.
- Explain that possible solutions will be discussed later in the workshop in more detail. (See Activity 6).
Elements of Habitat

Activity 5: Table completion. Plant communities and related fauna.

• Before looking at the ‘Elements of Habitat’ graphic, elicit participant’s ideas and brainstorm the different elements. Compare with those in the illustration. Emphasise that plants are only one of the elements.
• After completing the table, refer to the Fauna Profile Sheets in the Appendix and identify relevant examples for the area.

Elements of Habitat

Caves, rocks & crevices, hollows, leaf litter & debris, soil, water and man-made objects

• OUTDOOR SESSION: Walk (followed by break)
• Reinforce the elements of habitat, the ways that they are impacted and modified by humans, and common approaches to minimising these impacts. Do for each element of the manual. Use the illustration for back up, if required.

Case Studies and Animal Interactions

• Select the case studies that you think are going to be most appropriate for the group. Take the opportunity to include new ones and/or invite participants to complete the Fauna Case Study template.

Requirements for Specific Fauna

• Review the table and reinforce the relationships for birds, in particular.

Steps to achieving a fauna-friendly Bushcare site

Steps 1 & 2

• Go through each step. Highlight that this is one approach, there are many others but they share common elements.

Activity 6: Discussion about changes and impacts at your site

• Refer back to table about impacts (Activity 4.)

Step 3: Habitat management practices

• Discuss the key points in the text. Link to field walk issues that were identified.

Step 4: Monitoring

• Highlight the challenges of monitoring, but reinforce the importance of keeping some records.

Limitations of urban fauna

• Remind participants that there are inherent limitations of each natural area that need to be considered when managing fauna.
• Fauna in natural areas are not like pets where you can choose the ones that you like for your local reserve.
Activity 7: Take home activity. Introduce table completion for work site

- OUTDOOR SESSION: Walk
- Illustrate key points of managing a work site using the prompt questions in the Activity 7 table with another walk in the field to wrap up.
- If time allows, or as a follow up activity, participants go out to a site and come up with a list of actions and a tentative time frame for those actions on a real world Bushcare site. This is best done as a discussion activity in small groups with a reporting back activity. The ideas put forward by the volunteers should be discussed in terms of the content of the workshop, and participants encouraged to think of applications for their areas of interest.
- Review the day’s activities and complete evaluations.
- NB: The two outdoor activity sessions should be combined into one longer session if the venue is too far from the field site and too much time will be wasted walking back and forth.

<table>
<thead>
<tr>
<th>Other suggested activities</th>
<th>Web browsing session- use of wildlife atlas; Bird or other fauna ID.</th>
</tr>
</thead>
</table>

Other suggested activities

- Web browsing session- use of wildlife atlas; Bird or other fauna ID.
Dear Bushcarer,

Bushcare Boosters –
The Birds and the Bees of Bushcare

You are invited to a free *(insert duration)* interactive Bushcare Boosters training workshop that will teach you how to make your Bushcare project as fauna friendly as possible by covering:

- elements of habitat and fauna requirements
- animal interactions
- habitat management
- site monitoring

The content is most suitable for volunteers who have some practical experience in the field but who wish to develop a better understanding of environmental restoration techniques. It is not aimed at volunteers who have obtained accredited training in environmental restoration, though all are welcome to attend.

Date:

Time:

Location:

What should you bring:

*(Insert map showing location, parking and any public transport options)*

Places are limited. Bookings are essential, please RSVP to *(insert contact)* by *(insert date)* via the contact details below.

T: *(insert phone number)*

E: *(insert email address)*
## Workshop Program

**Welcome & Introductions**

* (Insert times) Introduction to Bushcare and fauna
* (Insert times) Understanding ecosystems and fauna relationships
* (Insert times) Natural changes to ecosystems
* (Insert times) Common problems at sites

**Outdoor session:**

* (Insert times) Elements of habitat

**BREAK**

* (Insert times) Animal interactions and specific fauna requirements

* (Insert times) Steps to achieve a fauna friendly site
  * Limits of urban fauna

**Outdoor session:**

* (Insert times) Work site exercise

* (Insert times) Wrap Up and Evaluation
Feedback about today’s workshop -

THE BIRDS AND THE BEES OF BUSHCARE

This workshop has been designed to help you in your Bushcare work. We appreciate your feedback and suggestions, so we can make future workshops as useful as possible.

About you: (please tick)

I am:  
- □ new to bushcare  
- □ a beginner with some experience  
- □ an experienced bushcarer

I have:  
- □ no background in the natural environment  
- □ some knowledge of the natural environment  
- □ lots of knowledge of the natural environment

Please tick the most suitable box below about today’s workshop:

<table>
<thead>
<tr>
<th>Training feedback</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learnt something new about Bushcare and how work at my site can promote fauna diversity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have better understanding of all the habitat elements at my Bushcare site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The outdoor sessions helped me to develop a ‘whole environment’ plan for my site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I thought the training was thorough and well presented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The workbook was useful for me and easy to follow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any further feedback or comments you would like to pass on?

Is there other training or workshops that you would like to do?
<table>
<thead>
<tr>
<th>Species Name</th>
<th>Appearance: (Attach photo or link to electronic image)</th>
<th>LGA</th>
<th>Site Name</th>
<th>Address</th>
<th>Interesting facts about this species:</th>
<th>How does this species use typical site throughout the year in your area?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Jan</td>
</tr>
</tbody>
</table>

*Examples of areas where species has been found: (Give general areas or specific sites below, if possible)*

e.g. Site Name

*Address

*How does this species use typical site throughout the year in your area? (e.g. mating, reproduction, feeding)*
Think about your species’ needs and complete the table below.

Wildlife need habitat where they can eat, hide, rest, move about and mate. How does this species use different habitat elements at the site or on nearby sites? How would this affect your Bushcare work in the area?

<table>
<thead>
<tr>
<th>Habitat feature (e.g. open grass, rock platform, leaf litter, tall tree canopy, water, dense shrubs, tree hollows, water, soil)</th>
<th>How does your fauna species use these habitat features? (e.g. shelter from predators or weather, rest, food, movement, mating, reproduction etc)</th>
<th>Bushcare strategies for managing the site for this fauna</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What else can be done at your site to better support this species?
..............................................................................................................................................................................................................................................
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..............................................................................................................................................................................................................................................

What are the threats to this species?
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