BETTER WORLD PROGRAMME

CONSERVATION

Introduction:

The Better World – Conservation badge is about forming a personal connection with nature, building knowledge and understanding of biodiversity, and investigating what lives in your local natural environment. Plus, you will learn skills to help your community address local conservation issues to build a safer, healthier, and more resilient future for people and our planet.

Conservation is the preservation or protection of our natural environment. This includes protecting species from extinction, maintaining and restoring habitats, enhancing ecosystems, and protecting biodiversity.

Conservation is not an abstract or theoretical concept – it's about our natural environment and the plants, animals, and birds that live in our very own backyards, school playgrounds, local parks, and reserves, as well as the public conservation land found across Aotearoa New Zealand. Our natural environment is unique, special, and fascinating! Conservation is about the future of our country. What kind of Aotearoa do you want to see in 50 years' time?

There are between 30 and 50 trillion stars out there and somewhere between 80 and 140 billion galaxies, but Earth is the only place we call home. For life to survive and thrive here we need to understand that we are all part of one natural world. Without clean air, water, seas, fertile soils, forests, mountains, animals, and plants, humans can't survive. Everything, even the tiniest of bugs, has a role to play, and that includes you. You are part of your local environment. You, your school, your Scout Group, and your neighbourhood are all part of a bigger ecosystem. Everything is connected – from the deepest ocean to outer space – and what we do, does make a difference. This badge will help you better understand why conservation matters and motivate you to take action and become a positive driver of change in your community. Use the *Background Information* supporting document to help you learn more about these issues and back up your learning by doing.

To complete this badge, you will carry out activities to help learn about and connect with a local natural environment. This will include identifying local conservation issues, and then planning and implementing a conservation action project alongside your community.

Remember to Plan, Do, and Review as you work through each stage.

Contents:

ALIGNMENT WITH SDGs:

BETTER WORLD – CONSERVATION REQUIREMENTS

SECTION 1: EXPERIENCE

- Undertake **one** activity related to **each** of the following, to help you
  a) get into nature, connect with a local natural environment and learn about conservation
  b) understand the importance of biodiversity
  c) identify local conservation issues
  d) recognise some solutions and take conservation action

These activities can be from the Activity Guide (page 4), or create your own activities.

SECTION 2: ACT

- Select one of the topics you have learned about that you would like to focus on in detail.
- Find out more about the problem, and research what (if any) solutions people are already working on to remedy it.
- Determine a goal that you would like to achieve around this issue.
- To achieve your goal, create a project you could complete that would help fix the problem you have identified. Use the Project Guide (page 17), or create your own.
- Plan the project. This includes researching, delegating responsibilities, working out a timeframe, working out what equipment is needed, determining what skills and people you need, using experts, and putting all the pieces in place to successfully do the project.
- Do your project. If it's a team activity, make sure everyone's involved and working as a team. Test out new skills, follow your plan, and have fun.

SECTION 3: SHARE

- Did you achieve your goal? Why/why not?
- Reflect on the impact of your project.
- Reflect on what you have learned. How do you feel about conservation now? Are you worried about it, excited about how you can make a difference, or just not interested?
- Choose a way to share your project and what you have learned with others as a way to spread the word and encourage participation. This should include explaining how human activity can affect conservation and what actions people can take to help protect nature.
- Share your project and service hours on scout.org

- Identify future actions that could take place in your local or global community and how you could continue to act on what you have learned.

Acknowledgements:

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CONSERVATION: ACTIVITY GUIDE

Note: K, C, S, V, and R refer to Keas, Cubs, Scouts, Venturers, and Rovers, and indicate which sections the activity is most suitable for. These are suggestions only.

A) GET INTO NATURE, CONNECT WITH A LOCAL NATURAL ENVIRONMENT AND LEARN ABOUT CONSERVATION

After completing these activities, you will have EXPERIENCED nature in your local environment and DEVELOPED an understanding of what conservation is.

- Choose an animal native to New Zealand to learn about and then draw or paint a picture of this animal. Talk about what kinds of plants/animals it eats. Turn this into a story, song, or poem. Share your artwork with your group and discuss why you chose the animal you did.
  K
- Think about what plants need in order to grow and plant a seed in your garden or local neighbourhood. Look after your plant while it grows by making sure it has enough water and sunlight.
  K
- Choose an introduced weed common in your area and learn why it is bad for native plants. Then go for a photo safari with your group, searching for and taking photos of your chosen species. Use these to further understand its impact on native plants. Upload your photo observations to 'inaturalist' (https://inaturalist.nz) and get help from scientists to help identify what species you have photographed.
  K, C
- Learn about pollination and why plants need to be pollinated. Then go on a pollinator scavenger hunt and look for bees, butterflies, tui and the different plants they pollinate such as pohutukawa, kōwhai, flax etc.
  K
- Draw a picture or take a photo of two plants: one that lives on land, and one in the water. Label the different parts of each plant (e.g. flower, stem, blade, holdfast). How are the plants similar? How are they different?
  K, C
- Complete one of the DOC 'nature taster' activities in the Resource pack.
  K, C, S
- Animals living in water have evolved different body adaptations to help them move in their liquid environment. Compare different animals. What are some of their adaptations? How do they move? If possible, visit an aquarium to see your creatures in action.

K, C

- Explore biodiversity that lives off the ground. Put a large piece of paper or a bed sheet under a low branch. Shake the branch. Watch what flies away when you shake the branch. Examine the things that fall off the branch, such as leaves, insects, mushrooms and plants. How do these creatures get up on the branch? Why would they live above the ground? How do they interact with each other to find food and shelter? What other animals might visit the branch in search of food, shelter, or even a nesting site? Discuss your answers with your group.

  K, C, S
- Explore biodiversity that lives above the ground #2. Walk around your neighbourhood, with a pair of binoculars if possible. What do you see just above the ground in the bushes? What is living halfway up the trees and grasses? What is at the top of the canopy (tree tops?). Do you see leaves, insects, mushrooms and plants? What else? How do these creatures get up onto the branch? Why would they live above the ground? How do they interact with each other to find food and shelter? Complete a bird-count, and come back every 2 months to count the birds again. Do you notice a difference over a period of a year? Discuss with your group.

  K, C, S
- Look around your home, school, garden, or park. What travels in the air? What methods do animals use to fly or glide? How do plants (their seeds and pollen) travel by air? Draw or photograph two traits that allow animals and plants to move through the air.

  K, C, S
- In autumn or spring, visit a park or conservation area where bird-watching is possible. Which migrating bird species stop over there? Try to see them and listen to their songs. Create posters for your school or home complete with drawings or photographs.

  K, C, S
- Read *The Very Hungry Caterpillar* by Eric Carle with your group and discuss how he changes from a caterpillar to a butterfly. Then use paper and magazines to make a collage of either a butterfly or caterpillar to share with your group.

  K
- Using a bingo sheet with different plants and insects, go for a walk in small groups to find what species you can. Keep looking until you've completed a row from your chart.

  K
- Form a circle around a tree and ask who would like to be a tree. Give this person the end of a ball of string to hold then ask what animal might live in the tree? Unwind the string to the animal (eg bird), then ask what could the bird need to survive? Continue this way until you have everyone playing the part of leaves, caterpillars, soil, worms, water etc. Show how you are all connected by explaining that if one element was removed the whole web would collapse – tug on one string and everyone who feels a pull then pulls until the web collapses.

K, C

- Pick a room in your house. Identify the objects in it that originate from biodiversity, for example a wooden table that was once an oak tree, or a bedspread that was once cotton plants. Make a poster showing the links between the objects in the room and their biodiversity origins.
  K, C, S, V, R
- Learn to identify 3 different native animal species, then go for a walk in your local bush and look out for these native species. Look for animal signs such as browsed leaves and bark, or animal tracks, holes in trees or in the ground, nests, fur, feathers, and scat. If possible, invite a biologist to come along. Record or draw what you see to later share with your group.
  K, C, S
- Research rare tree species native to your area. Why are they rare? What animal species use these trees for food and shelter? Choose one of these tree species and plant it in an appropriate location.
  K, C, S, V, R
- Find a tree in a forest or a natural area and plot a one metre radius around its base. On a piece of paper, draw all the life forms you find within that area (e.g. grasses, mosses, insects, fungi etc). Try to identify the species names, or upload to 'inaturalist' (https://inaturalist.nz) to help with identification. If possible, invite a biologist or naturalist to help you with the activity.
  C, S, V, R
- Insects are everywhere. Studying them is a fun way to learn about nature and how different parts of biodiversity are linked to each other. Find a colony of ants and observe it regularly during two seasons. Find out what ants carry to their colony. Follow their path and measure it. What happens to ants and their home before and after a rainfall? Do all ants do the same work?
  K, C
- Walk through a field with tall grasses wearing trousers that collect a lot of seeds. At the end of your walk, change pants and inspect the seeds that collected on the first pair. How big are the seeds? Are some seeds only found at certain heights? How do you think these seeds would be dispersed into nature? You can also try this activity wearing different kinds of fur to mimic the different mammals that would walk through the field collecting and dispersing seeds. Are certain furs better for holding seeds than others? Share your findings with your group.
  K, C, S, V
- Learn about the different native bird species in your area. Then make a pinecone bird-feeder to attract these native birds to your home. Find out what types of food different species of birds prefer (e.g. some like fruit, others like seeds). Choose food for birds which are native to your area. Place your bird feeder in a place where the birds will be safe from predators. Record the number of birds who visit your feeder for two weeks.
  K, C, S, V

- Plant a nectar bar for hungry bees, wasps, and flies. Grow a garden with a mixture of flowering plants and shrubs. Choose plant species that flower at different times of the year to ensure a constant supply of food for your insect guests. You might want to put your nectar bar away from entrances to buildings and busy walkways.
  K, C, S
- Visit a wetland near your home. Observe different species of birds that catch their food in the water. How do they hunt – by wading, by diving from the air, by dabbling? What are the shape and size of their beaks? What are the shape and size of their legs? Which traits are best suited for different ways of hunting? Draw three birds and point out how their beaks and legs are suited to their way of catching food.
  K, C, S
- Explore a stream or pond. Examine the life beneath the water. Take a water sample and examine it under a magnifying glass or microscope. Record what you see. Return the water and creatures back to the stream or pond. Different species can tolerate different levels of pollution. How polluted is your stream or pond?
  K, C, S, V, R
- Choose a native reptile to learn about. Consider which ecosystems they are a part of and the habitats they live in. Then create a lizard garden in your backyard out of corrugated iron, rocks, and plants.
  C
- Make a Grass Head. Take an old sock and fill it up with some dirt and grass seeds to create your own friend. Then look after them until they come to life!
  C
- How long do things take to decompose? Fill a box with soil. Bury ten samples (e.g. newspaper, apple core, tinfoil, glass bottle, leaf, plastic bag, candy wrapper and animal fur) and mark the location of each. Add some water so the soil is slightly damp. Once a week, dig up each sample and check how decomposed it is. Record your observations for six to eight weeks. Based on the results of the experiment, how long do you think it will take for your garbage to decompose? Once you've completed your experiment, dispose of your samples appropriately (e.g. compost bin, recycling).
  K, C, S, V
- Choose a native plant that holds significance to Māori culture and learn the legends or history relating to it. Then take action to increase the awareness for protection of this species. If possible, work with your local iwi to develop a better understanding of the cultural significance of the species.
  S
- Choose a threatened species in your area. Where does it live? What does it eat? What animals eat it? What are its habitats? Why is it threatened with extinction? Who is responsible for that? Write a story or present a skit about what the environment would be like if that species becomes extinct.
  K, C, S

- Go out in a boat. Observe all the plants (including seaweed) and animals (birds, fish, shellfish, etc.) you see, hear, and smell. Create a short report summarising your findings.
  K, C, S, V, R
- Do any other activity approved by your Youth Leadership Team or Kaiārahi.
  K, C, S, V, R

B) UNDERSTAND THE IMPORTANCE OF BIODIVERSITY

These activities will help you to UNDERSTAND what biodiversity exists in your neighbourhood and RECOGNISE the importance of conservation to different species.

- Learn about the kiwi and think about why it may be particularly vulnerable to predators such as rats, stoats, and possums. Draw or paint a picture of the kiwi, and then write a story, song or poem, and share what you have learned with your group.
  K
- Choose a native animal that is affected by introduced predators to research. Learn as much about this animal as you can; specifically what predators or other factors may be reducing its population. Share what you have learned with your group in a creative way.
  C, S
- Work with your local Predator Free group (https://predatorfreenz.org/map/) to track introduced predators, and build and manage traps within your area. Then discuss with your Scout group how your daily actions may impact those at risk from predators.
  S, V, R
- Learn about the issues surrounding the decline in bee population. Consider the causes and consequences of this decline. Then investigate the different plants/flowers that attract bees and get involved in planting these in your backyard or local bush.
  S, V, R
- Learn about the possum (or another introduced predator). Why was it initially introduced? How has our relationship with the species changed? Also consider the predator control methods currently being used to control this species. Are there any impacts on our native bush and native species? What do you think about the predator control methods? Share your findings with your group.
  C, S
- Learn about your local watershed – an area of land that catches rain and snow, and drains into a larger body of water such as a marsh, stream, river, lake, ocean, or groundwater. Make a model (using soil, bark, rocks, papier-mache, or recycled materials) of your watershed. Include all the inputs to the water including natural streams and runoff from farms or industrial areas. Explain how your model works to your Kaiārahi, family, friends, or group, OR create a guided tour for your family/friends of the watershed. How do plants and trees on land fit into the watershed? How do land- and water-based animals fit into the watershed? Use this resource to help you:
  https://www.sciencelearn.org.nz/resources/803-water-run-off

K, C, S

- Draw a map of your community. Include both natural (such as forests and rivers) and human features (such as buildings and roads). Identify the possible sources of pollution on your map. Remember, some pollution comes from a single source (like a pipe) while other pollution comes from many small sources (like runoff from land). How does pollution affect biodiversity? On your map, draw arrows linking the pollution sources to the biodiversity they affect. What can be done to minimise pollution? Share the findings with your group.

  C, S, V, R
- Do an experiment to test the effects of acid rain on plants. Grow three plants in three separate pots under identical conditions (except for the watering). Water the first plant with 100% water. Water the second plant with a mixture of 90% water and 10% lemon juice or vinegar. Water the third plant with a mixture of 50% water and 50% lemon juice or vinegar. What happens? How do you think acid rain affects plants and trees? Share your findings with your group.

  K, C, S, V, R
- Learn about 1080 (sodium fluoroacetate) and the controversy surrounding it. Develop an informed opinion and take an action that promotes positive change within your community. Hold a debate within your group about this issue and what you've learned.

V, R

- Learn about endangered species and how consumer choices affect them directly and indirectly. For example, eating shark fin soup directly affects sharks because they are hunted for their fins. Eating lots of meat can indirectly affect endangered species living in rainforests because their habitats are destroyed to create pastures for grazing cattle. Prepare a poster portraying the most endangered species in your country, and identify the challenges they face.

  K, C, S, V, R
- Investigate invasive species of plants and animals. What impact do they have on New Zealand's conservation efforts?

  V, R
- Possum Picnic. Brainstorm species introduced into New Zealand – what are they, characteristics, different impacts they have, major problems etc. Define the playing area using cones (1/2 a netball court for approx 20 Scouts). All Scouts are trees (they can choose a native if they want to, a good way to test their knowledge of native trees). Trees are slow growing so can only walk. Choose one person to be a possum. Possums chase and tag the trees. If they tag a tree the tree also becomes a possum. Possums must link arms/hold hands and chase other trees together. Run the activity for 5-10mins until all the trees have become possums. Discuss: What happened to possum numbers during the activity? What happened to tree numbers? Why? What things could we do reduce the numbers of trees being caught? Repeat the activity and this time allocate one Scout to be a 'hunter', who can use sponge balls to shoot the

possums. When a possum is hit, they break from the chain and become a tree again. Undertake a debrief and game extensions using this resource:
https://www.doc.govt.nz/get-involved/conservation-education/resources/possum-picnic/
K, C, S

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.
  K, C, S, V, R

C) IDENTIFY LOCAL CONSERVATION ISSUES

These activities will help you UNDERSTAND the threats to nature and RECOGNISE what can negatively affect a healthy ecosystem.

- Pollution can hurt biodiversity. Do an experiment to find out how an oil spill can damage a bird's feathers. Take two feathers. Use a cotton ball to rub one feather with a few drops of cooking, bike, or lubricating oil. Pour some water onto each of the feathers. What happens? How do you think an oil spill would affect birds? Share your answers with your group.
  K, C
- Investigate how native species in urban areas are affected by otherwise common species and what this means for local ecosystems.
  V
- Do some research to find out about the 'dirty dozen' pest weeds. Learn to recognise these invasive weeds and how to control them. Check your own backyard and dispose of any invasive weeds carefully. Check you aren't spreading seeds or weed scraps when you travel around. Join a community group working to remove this issue and work with them to remove invasive weeds in your local area.
  C, S, V, R
- Visit a water body (sea, lake, river, pond etc) at least once a season over the course of a year. Photograph or draw a picture of the plant and animal life present during each season and upload to 'inaturalist' (https://inaturalist.nz) – recording changes in the environment over time. Record the temperature and describe the weather conditions. How do the seasonal conditions affect plant and animal life over the year? Explain your findings to your group.
  S, V, R
- Research how habitat fragmentation can affect genetic diversity within a species. Have a group debate on a relevant case study in your area. Assign roles to each person (such as a town planner, biologist, Māori / iwi representative, animal affected by habitat fragmentation, property developer etc).
  V, R
- Go to your local water body and check the water for the 5 C's (cool, clear, clean/clarity, current, critters) and decide if it's healthy. Present your findings back to your group.
  K, C, S, V, R
- Play Biodiversity Battleships to learn about the impacts of deforestation on the biodiversity of New Zealand. https://www.sciencelearn.org.nz/resources/1463-biodiversity-battleships
  S, V, R

- Learn some Māori words, phrases, or concepts that relate to conservation and the environment. Create a display that explains some of these concepts and share them with your group. Start using the words and phrases with your family and peers in the work you are doing.
  K, C, S, V, R
- Do any other activity approved by your Youth Leadership Team or Kaiārahi.
  K, C, S, V, R

D) RECOGNISE SOME SOLUTIONS AND TAKE CONSERVATION ACTION

After completing these activities you will be able to IDENTIFY some solutions and conservation practices and TAKE ACTION to protect our natural environment.

- Plant vegetable seeds in egg cartons and grow them until you have your own mini veggie garden. Then transfer the seedlings to your garden and continue to look after them.
  C, S
- Investigate weta and learn about the different food webs and ecosystems they are involved in. Then build a weta hotel (either by yourself or within a group) and study any weta that inhabit this. Use available resources (including DOC) to ensure you optimize the effectiveness of your project e.g. https://www.doc.govt.nz/parks-and-recreation/places-to-go/toyota-kiwi-guardians/take-action/build-a-weta-motel/
  S
- Research 3 predator control methods and learn about the advantages and disadvantages of each. Using this research make an informed decision about the most appropriate control method for your area. Partner with DOC or your local predator free group (https://predatorfreenz.org/map/) to build and monitor tracking tunnels or traps. Document the species trapped and numbers to then share with your group.
  S, V, R
- Meet with a local government or local conservation agency responsible for a stream or river. Discuss with them what messages or signs would encourage people to protect these areas. Volunteer to paint and help put up the signs to support their work.
  S, V, R
- Make a rain barrel out of clean recycled material. List all the possible uses for the collected water. Use the water for some of the ideas on your list.
  K, C, S
- Reducing, reusing and recycling is good for biodiversity. One tonne of recycled paper saves 17 trees. More recycling means more habitat is saved for plants and animals. Recycle paper, and try making your own. For this activity, you will need: 1. Waste paper from old notebooks/newspapers/magazines, 2. A little starch, 3. A bucket or an old basin, 4. A mortar and pestle or any other device to pound the paper, 5. A wire mesh sieve or a perforated plate. Steps: a) Tear the paper you are using into small pieces. b) Soak the paper pieces in warm water in a bucket with a little starch. c) After a few hours, take it out of the water and pound it with a

mortar and pestle until it becomes soft and pulpy. Add more starch to thicken it. d) Put this pulp in the sieve to allow the water to drip out. Press it if required to get the excess water out. e) Now tip the sieve slowly upside down, spreading the pulp over a smooth surface. Put some weight on the pulp to make it flat. f) Once it dries up your handmade paper is ready for use. You will not be able to write on it but you can draw on it or use it for some other purpose.

K, C, S, V, R

- Conduct a waste audit in your house, Scout hall, school or other location. Create an action plan to reduce the amount of waste you produce and to divert it away from landfill.
  K, C, S, V, R
- Get involved with biodiversity conservation. Join a conservation organisation. Visit a wild animal rescue centre and offer to help in the centre for a period of time. Report back to your group on your activities, what interests you, and how your efforts are helping biodiversity.
  C, S, V, R
- Create a biodiversity friendly yard that offers lots of homes for different species. Use recycled goods or material that might otherwise end up in the trash. Bee houses can be made of bundled bamboo straws. Another home can be made from an old half-buried teapot. Use your imagination! Watch the wildlife take up residence in your backyard.
  K, C, S, V, R
- Grow a vegetable, herb, fruit, nut, or spice garden. Nurture your green thumb in a container garden, a community garden, a rooftop garden, or a backyard garden. Keep track of how much water and sunlight different plants need to grow best. What kinds of animals visit the garden? Why do you think they come?
  K, C, S, V, R
- Learn about composting. What is it? What creatures are the workers in a compost? What can/can't you put in a composter? What are the benefits? Try composting yourself.
  K, C, S, V, R
- Investigate grey water recycling. Invite a representative from your local government water department to talk with your group. What is grey water recycling? When and where is it appropriate? What regulations does your area have for grey water recycling? Design the ideal grey water recycling system for your home or school. Present your findings to your group.
  V, R
- Get involved in Bird Banding locally. Investigate how bird banding may be beneficial to the conservation efforts of your area. Find out more at https://www.doc.govt.nz/our-work/bird-banding/
  V, R
- Attend BLAKE Inspire (www.blakenz.org), or similar environmental leadership course, and on your return share with your group what you have learned.

V

- Visit a predator-free location. Learn about the control methods used to keep predators out - how do they impact the natural environment and its ecosystems? Reflect on their effectiveness.
  S, V, R
- Investigate the South Island Kokako Presumed Extinction (or presumed extinction of another species). Learn about the actions being taken to confirm or potentially preserve this species. Recommend a possible course of action that could be taken.
  V
- Do any other activity approved by your Youth Leadership Team or Kaiārahi.
  K, C, S, V, R

CONSERVATION: PROJECTS GUIDE

These projects will enable you to ORGANISE and participate in a community initiative to help protect our environment, plus CONVINCE other people to join in with these solutions.

Note: It is vital to ensure that your project is going to achieve its intended outcome of benefiting others through a focus on community development. Being helpful, rather than just assuming helping through your service project. Use a partnership focus – find out what is needed and helpful to the community you are intending to support, and find out what is already happening that you could get involved with, before creating your project. To make significant change, partnerships and empowerment are key.

- Build a pond to create a new habitat for insects, amphibians, plants, and others. Make sure you plant only native species.
  S, V, R
- Partner with the Jane Goodall Institute's *Roots & Shoots* programme (http://www.janegoodall.org.nz/roots-shoots/). Design and implement a sustainability action project with positive impacts for animals, people, and the environment. This is an open project in which you are able to receive support from the Jane Goodall Institute and make a difference in the areas you're passionate about.
  V
- Track and monitor predators in your local area to identify what traps would work best, and to understand what other animals are in your local environment. Then, set up some traps in your local area to assist with predator control. Monitor these traps regularly to analyse the impact you are having. More information is available at https://www.doc.govt.nz/parks-and-recreation/places-to-go/toyota-kiwi-guardians/take-action/become-a-backyard-detective/
  S, V, R
- Choose a species or area of Māori Environmental Significance and take an action to raise awareness around this.
  V, R
- Become a biosecurity champion! Choose a plant disease or fungus that is relevant to New Zealand (such as kauri dieback, myrtle rust, didymo) and organise a project that will help improve the issue. Increase awareness about important biosecurity actions in your community by creating posters, videos, and/or factsheets, setting up your own cleaning station, or practising biosecurity actions by setting up a checking post/quarantine area before entering your Scout meeting place.
  S, V, R
- Organise an event to raise public awareness about a specific local biodiversity issue. Have a specific goal. Make a banner and posters – how else could you publicise the event? Contact your local media and ask them to cover the story. Try to get as many people as possible to take part in your event.
  K, C, S, V, R

- Organise a tree planting or land redevelopment project for your group to partake in, particularly near waterways.
  S, V, R
- Organise a BioBlitz – an attempt to record all the living species within a designated area. Use scientists, naturalists, and volunteers to conduct an intensive field study over a continuous time period (e.g. usually 24 hours) in an urban reserve. Use the iNaturalist app (https://inaturalist.nz) to get help from scientists to help identify what species you have seen.
  S, V
- Do any other project approved by your Youth Leadership Team or Kaiārahi.
  K, C, S, V, R