Canterbury Youth and Outdoor Recreation: An investigation of youth group leaders’ perspectives on recreation opportunities on Banks Peninsula

Jessica Hughes Hutton
Stephen Espiner
Emma J. Stewart

LEaP Research Paper No. 29
May 2015
Canterbury Youth and Outdoor Recreation: An investigation of youth group leaders’ perspectives on recreation opportunities on Banks Peninsula

Prepared for the Rod Donald Banks Peninsula Trust and Department of Conservation

Jessica Hughes Hutton
Stephen Espiner
Emma J. Stewart


ISSN 2230-4207 (on-line)

Lincoln University, Canterbury, New Zealand
Acknowledgements

This summer scholarship project was commissioned by the Rod Donald Banks Peninsula Trust and Department of Conservation. The authors are grateful to members of the Trust and Department for their support and acknowledge the encouragement given to Lincoln University summer scholarship student, Jessica Hughes Hutton. In particular, we would like to thank Suky Thompson for her guidance and support throughout the project. The authors are also grateful to the youth group leaders who contributed their time by answering the questionnaire and participating as interviewees.

All photographs used in this report are credited to Jessica Hughes Hutton unless otherwise stated.

Contact details:
Jessica Hughes Hutton:  Jessica.hugheshutton@lincolnuni.ac.nz
Stephen Espiner:  Stephen.Espiner@lincoln.ac.nz
Emma Stewart:  Emma.Stewart@lincoln.ac.nz

Further information about the Rod Donald Banks Peninsula Trust is available at roddonaldtrust.co.nz

Cover Image: Walking the Waipuna Saddle, Banks Peninsula (S Espiner)

Recommended citation:

©LEaP, Lincoln University, New Zealand 2015
Contacts - email: leap@lincoln.ac.nz
web: http://www.lincoln.ac.nz/leap

This information may be copied or reproduced electronically and distributed to others without restriction, provided LEaP, Lincoln University is acknowledged as the source of information. Under no circumstances may a charge be made for this information without the express permission of LEaP, Lincoln University, New Zealand.

Series URL: http://hdl.handle.net/10182/3410
Contents

Acknowledgements........................................................................................................................................................................... i
List of Tables ......................................................................................................................................................................................... iii
List of Figures ....................................................................................................................................................................................... iii
Executive Summary................................................................................................................................................................................... iv

Chapter 1 Introduction........................................................................................................................................................................... 1
  1.1 Spine of the Lizard tracks on Banks Peninsula ......................................................... 2
  1.2 Youth Groups ........................................................................................................... 3

Chapter 2 Study Methods ................................................................................................................................................................. 5
  2.1 Developing the database ........................................................................................ 5
  2.2 Online Survey ........................................................................................................ 5
  2.3 Qualitative Interviews ............................................................................................ 6
  2.4 Limitations ................................................................................................................ 6

Chapter 3 Results ............................................................................................................................................................................... 8
  3.1 Online Survey Results ............................................................................................ 8
  3.2 Interview Results .................................................................................................... 18

Chapter 4 Concluding Discussion ..................................................................................................................................................... 23

Chapter 5 Recommendations .......................................................................................................................................................... 24

Chapter 6 Future Research ............................................................................................................................................................... 25

References ......................................................................................................................................................................................... 26

Appendix 1 List of Organisations ..................................................................................................................................................... 27
Appendix 2 Online Survey - Understanding Youth and Outdoor Recreation in Christchurch and Surrounds .......................................................... 30
Appendix 3 List of locations used by youth groups .......................................................... 37
Appendix 4 Qualitative Interview Schedule .................................................................. 38
Appendix 5 List of interview participants ....................................................................... 39
List of Tables

Table 1: Number of online surveys sent to various youth organisations ............................................. 6
Table 2: The organisation type, role and number of youth leaders interviewed................................. 6
Table 3: The online survey response rate of the various youth organisations...................................... 9

List of Figures

Figure 1: Totara skeletons on Banks Peninsula...................................................................................... iv
Figure 2: Trampers learning about the Banks Peninsula ........................................................................ 1
Figure 3: The Summit Walkway ............................................................................................................. 2
Figure 4: Sign of the Packhorse Hut (DOC, 2011) ................................................................................. 3
Figure 5: The new Rod Donald Hut ....................................................................................................... 3
Figure 6: Type of youth organisation ..................................................................................................... 8
Figure 7: Role of survey respondents within organisation ....................................................................... 9
Figure 8: Location of organisation ........................................................................................................ 10
Figure 9: Current member numbers of youth organisation ................................................................. 11
Figure 10: Outdoor recreation activities undertaken by youth organisation members......................... 11
Figure 11: How often youth organisation leads outdoor recreation activities ...................................... 12
Figure 12: Locations used most frequently by youth organisation for outdoor recreation activities.. 12
Figure 13: Spatial spread of activity locations in South Island (n=122) ..................................................... 13
Figure 14: Spatial spread of activity locations in Christchurch and Banks Peninsula ......................... 14
Figure 15: Mean importance scores for location attributes........................................................................................................ 14
Figure 16: Trip duration to nominated locations..................................................................................... 15
Figure 17: How often youth organisation leads outdoor recreation activities in Banks Peninsula and the Port Hills .......................................................................................... 16
Figure 18: Banks Peninsula tracks used by groups within last 5 years .................................................. 16
Figure 19: Reasons why groups do not utilise Banks Peninsula more often ........................................ 17
Executive Summary

In the summer of 2014-2015, Lincoln University, in conjunction with the Rod Donald Banks Peninsula Trust, undertook research to explore the use of the Banks Peninsula walkways among youth organisations. The aim of this investigation was to understand the demand for local outdoor recreation opportunities among youth groups in Christchurch, as well as to gauge the implications for the Banks Peninsula “Spine of the Lizard” project.

Key Findings

- Youth group organisations are frequent users of a wide range of Canterbury outdoor recreation areas – use that appears to be governed primarily by ‘tradition’.
- Most youth organisations report high levels of recreation participation, engaging in some form of outdoor activity (but not necessarily beyond their immediate neighbourhoods) at least 2-3 times every month.
- Relative to some other locations, Banks Peninsula is not currently a high-frequency outdoor recreation destination for youth groups. Although one in six groups surveyed never used Banks Peninsula, just under 70 per cent had visited at least once in the last twelve months. The most common visit frequency reported was once every 6-12 months (26%).
- The majority of respondents (61%) reported that they would like to use Banks Peninsula more often for their groups‘ activities. Common reasons for not doing so included ‘traditionally using other sites’ and ‘lack of information’.
- Respondents were relatively evenly divided on their likelihood of using a two night tramp (utilising huts or tents) on Banks Peninsula starting within one hour of Christchurch City, with 47 per cent of respondents saying that they would be ‘unlikely’ to use it, and 42 per cent saying they would use it.
- Among those youth leaders who participated in an interview, all reported a decline over time in outdoor recreation participation among youth.
• Health and safety, cost and accessibility are the main barriers for youth leaders when making decisions on locations for outdoor activities in general.
• All interview participants acknowledged that Banks Peninsula has considerable recreational and educational opportunities.
• Youth leaders identified the lack of circular tracks on Banks Peninsula as a prime logistical challenge.
• All participants were enthusiastic about the Spine of the Lizard project and the new Rod Donald Hut.
• More mountain bike opportunities, connecting routes and communicating the opportunities to the public were the most common suggestions for the Rod Donald Banks Peninsula Trust.

Key Recommendations for recreation management on Banks Peninsula
• Develop marketing tools to improve communication.
• Install interpretation at key sites and facilities.
• Create a hut booking system for youth organisations.
• Increase capacities of facilities to cater for larger youth groups.
• Explore possibilities for a shuttle transport system.
• Continue to develop and maintain mountain bike tracks.
Chapter 1
Introduction

The ‘Spine of the Lizard’ refers to an existing network of trails on Banks Peninsula, including a main track along its central ridge from Gebbies Pass to Hilltop and a series of connecting tracks. The Department of Conservation and the Rod Donald Banks Peninsula Trust are working in partnership to upgrade and develop these tracks into a cohesive recreation and education resource on the doorstep of Christchurch. For these two agencies, the collective objective is to establish introductory gateway opportunities to facilitate the participation of young people and allow them to explore and better appreciate the outdoor environment specifically through walking and tramping but also through other outdoor recreation activities.

During 2013-14, a Lincoln University summer scholarship student project profiled and established an approximate current-use baseline for the Spine of the Lizard network, largely deploying on-site observations and surveys (Holland, Espiner & Stewart, 2014). To build on this initial work, the current study sought to understand the needs of a range of organisations taking young people (under 18 years of age) into the outdoor environment and their leaders’ responses to the Spine of the Lizard concept. The information from this investigation may be used to inform the capital bid process of the Department of Conservation and the Trust, including the development and replacement of new facilities such as huts, track construction and interpretation.

Figure 2: Trampers learning about the Banks Peninsula bush along the Spine of the Lizard track
1.1 Spine of the Lizard tracks on Banks Peninsula

The current track network on Banks Peninsula is accessible to public recreationists due to the visionary efforts of Harry Ell, an early twentieth century conservationist from Christchurch. His aim was to create a network of scenic walkways around the Port Hills, linked by the Summit Road (from Cashmere to Akaroa), as well as a series of huts to allow walkers to make rest stops during their travels. Building on Ell’s passion and drive, Banks Peninsula has a range of walking tracks, stretching from Godley Head to Akaroa. The iconic Sign of the Packhorse Hut is also a result of Ell’s work, which has provided accommodation for walkway users since 1916 (Oakley, 1960).

Today, the vast network of tracks that exist across the Port Hills (and the feeder tracks to Ell’s summit route) represent a recreation legacy of a range of individuals and organisations. The existing track network, close to Christchurch City on one end and Akaroa at the other end, provides a range of recreational and educational opportunities at varying levels. The tracks predominantly pass through pastureland, as well as protected remnants of the original bush.

Specifically, the “Spine of the Lizard” is a project name describing a sub-set of these walks along the Summit Walkway from Gebbies Pass to Hilltop along the main spine of the Peninsula and the set of feeder tracks linking to it (see Figure 3). The Spine of the Lizard track system allows for easy walking, with capacity to suit varying levels of experience through utilisation of the feeder tracks.

Figure 3 shows the Spine of the Lizard project tracks. The spine is the ridgeline route from Gebbies Pass to Hilltop in red and the connecting feeder tracks are in blue.

![Figure 3: The Summit Walkway](image)

The track system currently has a single hut - the Sign of the Packhorse. The Packhorse Hut (Figure 4) is managed by the Department of Conservation (DOC) and portrays the New Zealand backcountry character. The hut includes nine bunks, a water tank, stove and a toilet.
Recently, a new hut has been provided by the Rod Donald Banks Peninsula Trust and will work alongside the Packhorse Hut to offer accommodation for recreationists. It is located on the Waipuna Saddle, approximately halfway between the Packhorse Hut and Hilltop (Figure 5).

The location of these huts along the Spine of the Lizard route allows for a multi-day 28km tramp, relatively easily achievable for young people and novice trampers.

1.2 Youth Groups

Since the emergence of the scouting movement in New Zealand around 100 years ago, groups designed to accommodate the outdoor recreation and education interests of young people have held an important role in the community. While numbers of participants are hard to quantify, the range of ‘youth groups’ with an outdoor focus has expanded since the first scout troupes were established, with various age segmentations now common, alongside opportunities for girls as well as boys. Various sociological changes (including increased urbanisation, single-parent families, burgeoning consumerism and a prevailing sentiment of risk aversion), especially since the 1980s, have begun to
erode some of the traditional mechanisms through which children and young people connect with ‘the outdoors’. Youth groups and outdoor education programmes in schools in some cases may represent a last vestige linking children to nature, as families struggle to find time, information and opportunity to engage in these environments.

Furthermore, with increasing access to, and popularity of digital technology, as well as the ease of access to diverse extra-curricular activities, there are growing concerns that youth participation in outdoor recreation is in serious decline. With limited exposure to the outdoors, young people are less likely to show initiative regarding the natural environment as a place for recreation. In order to maintain relevance, and address the perceived decline in participation numbers, new approaches are required by youth organisations and the broader recreation sector to motivate and attract youth into the outdoor setting.

“Nature Deficit Disorder”, a concept coined by Richard Louv (2005), raises the concern that young people are spending increasingly less time in outdoor environments. According to Louv (2005), this has led to a range of behavioural problems among these children, as well as a disconnection with nature and a lack of respect for their natural surroundings. Studies conducted in New Zealand have concluded that more opportunities are needed to encourage families and young people into the outdoors (Reis, Thompson, Lovelock, & Boyes, 2010). These opportunities need to be easily accessible, safe and inexpensive to cater to busy families and youth organisations, whom are often restricted by time, money and safety regulations (Reis, Thompson, Lovelock, & Boyes, 2010). The claim is, if the natural environment is to be preserved and maintain its relevance to society, it is vital that people are exposed to outdoor activities and environmental education at a young age.

Banks Peninsula, with its rich history and biodiversity, appears to offer opportunities for young people to develop environmental understanding and appreciation for the outdoors. As well as this, the long ridges along the spine of the Peninsula present easy to moderate walking opportunities to introduce young people to tramping and to develop their outdoor recreational skills.
Chapter 2
Study Methods

This project aimed to provide an understanding of the opportunities needed for young people to recreate in the outdoors using the following approaches:

- Development of a database of youth organisations in the Christchurch area that participate in outdoor recreation;
- An on-line survey of youth organisation leaders in Christchurch to discover what outdoor recreation activities they participate in and which locations they use, as well as their perceptions of Banks Peninsula as an outdoor setting for young people; and
- Qualitative interviews with youth leaders involved in the decision making process to understand what is required for young people to explore the outdoors.

2.1 Developing the database

Following an extensive internet search, a database was compiled of all youth organisations in the wider Christchurch area that engage in some form of outdoor recreation (see Appendix 1). The criteria for inclusion was reasonably broad, but excluded groups catering for specifically for primary school aged children. The list included 150 organisations and was organised into the following six classifications:

- Schools – including all intermediate and secondary schools in Christchurch (primary schools were excluded from the database);
- Uniformed youth groups – including Scouts, Girl Guides, Cadet Corps, and Boys’ and Girls’ Brigade groups in Christchurch
- Activity clubs – including tramping and mountain bike groups in Christchurch
- Church groups - including church-based youth groups in Christchurch
- Outdoor education centres - including outdoor education centres in the wider Christchurch area
- Holiday programmes – including after school and holiday programmes in Christchurch targeted at youth

2.2 Online Survey

A quantitative online survey was constructed through Qualtrics to establish existing outdoor recreation use among these groups (see Appendix 2). Between early December 2014 and mid-January 2015, the survey hyperlink was distributed via email to 150 organisations directly, as well as to some youth leaders via their organisational body (Table 1). Following two email reminders (sent either side of the Christmas / New Year break), 72 usable surveys were completed representing a 48 per cent response rate, which is excellent for this type of research.

Table 1 shows how many surveys were sent to the various youth organisations. This table only shows the number of surveys that were sent directly to the organisations. The precise number of surveys sent to uniformed youth groups indirectly is unknown, as some groups wanted to send out the survey themselves directly to their mailing lists.
Table 1: Number of online surveys sent to various youth organisations

<table>
<thead>
<tr>
<th>Organisation Type</th>
<th>Number sent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity club</td>
<td>7</td>
</tr>
<tr>
<td>After school club</td>
<td>21</td>
</tr>
<tr>
<td>Church-based youth group</td>
<td>7</td>
</tr>
<tr>
<td>Holiday programme group</td>
<td>15</td>
</tr>
<tr>
<td>Outdoor education centre</td>
<td>5</td>
</tr>
<tr>
<td>School</td>
<td>36</td>
</tr>
<tr>
<td>Uniformed youth group</td>
<td>39</td>
</tr>
<tr>
<td>Youth club / organisation</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

2.3 Qualitative Interviews

Youth group leaders who completed the on-line questionnaire were given the opportunity to participate in a follow-up qualitative interview (see Appendix 3). These interviews were constructed to find out more about how these groups engage in outdoor recreation, the criteria they use to select locations for their activities and where they go, and to test the concept of the Spine of the Lizard proposal. Of the 72 online questionnaire respondents, 34 were willing to participate further and of these, thirteen were interviewed between December 2014 and January 2015 (Table 2). Appendix 4 comprises a list showing the organisations represented in the interviews.

Table 2: The organisation type, role and number of youth leaders interviewed

<table>
<thead>
<tr>
<th>Organisation Type</th>
<th>Leader role</th>
<th>Number sent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Outdoor education teacher</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>Youth therapist</td>
<td>1</td>
</tr>
<tr>
<td>Youth club / organisation</td>
<td>Activity manager</td>
<td>4</td>
</tr>
<tr>
<td>Uniformed youth group</td>
<td>Scout leader</td>
<td>2</td>
</tr>
<tr>
<td>Uniformed youth group</td>
<td>Cadet leader</td>
<td>1</td>
</tr>
<tr>
<td>Uniformed youth group</td>
<td>Girl Guide leader</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

2.4 Limitations

This study was conducted over a relatively short period of time over Christmas and New Year. Many youth organisations stop operating over the summer break, and therefore may be underrepresented in this research. As a result of some online surveys being distributed to Scout and Girl Guide leaders indirectly (via their organisational body), it is impossible to determine the exact number of surveys that were sent. This means that the response rate of these particular groups is unknown.
Given that survey participants had the option of giving their contact details for a follow-up interview, it is possible that only those with a particular interest in, or knowledge of, Banks Peninsula were willing to be interviewed. Those groups that use the Peninsula less often therefore may be under represented in the interview sample.
Chapter 3
Results

3.1 Online Survey Results

This section contains the results of the online survey completed by 72 youth leaders in December 2014 and January 2015.

3.1.1 Organisation types

The majority of survey respondents (47%) were affiliated with a uniformed youth organisation, with most from within this group being from Scouts (44%) and Girl Guides (32%). School groups made up 17 per cent of the total sample. Of those affiliated with schools, most (75%) were with secondary (years 9-13) schools (Figure 6).

Youth organisation types

The following table indicates the response rate of the various organisations contacted to participate in the online survey. It can be seen that outdoor education centres (100%) and uniformed youth groups (87.2%) were most likely to return the survey, followed by groups in the ‘other’ category (60%) and activity clubs and church-based youth groups (both 42.9%). After school clubs (9.5%) were by far the least likely group to return the survey.
Table 3: The online survey response rate of the various youth organisations

<table>
<thead>
<tr>
<th>Organisation Type</th>
<th>Number sent</th>
<th>Number of responses</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>36</td>
<td>12</td>
<td>33.3%</td>
</tr>
<tr>
<td>Youth club / organisation</td>
<td>15</td>
<td>4</td>
<td>26.7%</td>
</tr>
<tr>
<td>Activity club</td>
<td>7</td>
<td>3</td>
<td>42.9%</td>
</tr>
<tr>
<td>Outdoor education centre</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>After school club</td>
<td>21</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>Holiday programme group</td>
<td>15</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>Church-based youth group</td>
<td>7</td>
<td>3</td>
<td>42.9%</td>
</tr>
<tr>
<td>Uniformed youth group</td>
<td>39</td>
<td>34</td>
<td>87.2%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

3.1.2 Respondent roles

The respondents were asked to identify their main role in the organisation (Figure 7). Most (57%) reported being youth leaders. Of these same respondents, 85% indicated that they were actively involved in the planning and leadership of outdoor recreation activities for youth within their organisations.

Figure 7: Role of survey respondents within organisation (n=72)
3.1.3 Location of organisation

Survey respondents were asked to identify where in Christchurch or Canterbury their organisation was based (suburb or town). These place names were then collapsed to form nine categories: Central City, North-West Christchurch, North-East Christchurch, South-West Christchurch, South-East Christchurch, North Canterbury, South Canterbury, Selwyn and Banks Peninsula (excluding the Port Hills). Of the respondents, the majority (83%) were based in Christchurch City, and within the city most were located in North-West suburbs. Of the suburbs closest to the Port Hills (34%), most were situated in Cashmere and Halswell. Only a minority were based in the Selwyn district (4%), North Canterbury (7%) or South Canterbury (3%) (Figure 8).

![Location of organisation](image)

**Figure 8: Location of organisation (n=72)**

3.1.4 Members of youth group

Respondents were asked to report how many young people (18 years or under) were current members of their group (Figure 9). Groups may have been considered as the ‘unit’ (such as Cadet Unit) or the whole organisation (such as the entire school population if the respondent was responsible for the entire school). More than one third of the respondents (37%) indicated that they have more than 50 members in their group. This figure is consistent with the two most represented groups, uniformed youth groups and schools, whom both generally have high member numbers. Of all the respondents, 36 per cent reported their youngest members being between the ages of 6 and 10, and 49 per cent reported their oldest members being between the ages of 16 and 20.
3.1.5 Outdoor recreation activities

Respondents were asked to identify the types of outdoor recreation activities in which their groups participated (Figure 10). Camping and day walks (both 72%) were by far the most popular activities undertaken by groups. Just under one-half (42%) indicated that they participated in overnight tramps utilising huts, while 47 per cent said they participated in overnight tramps utilising tents or bivvies. A small number of other activities were nominated by survey participants including caving, coasteering and mountaineering.

Figure 10: Outdoor recreation activities undertaken by youth organisation members

(Note: Some respondents gave multiple answers)
3.1.6 Frequency of activities

One quarter (25%) of survey respondents indicated that their groups led young people in outdoor recreation activities weekly (or more often) and 22 per cent said they participate in activities once or twice every 2 months. Of the responses, 42 per cent engage in outdoor recreation activities at least 2-3 times every month (Figure 11).

![Activity frequency chart]

Figure 11: How often youth organisation leads outdoor recreation activities (n=64)

3.1.7 Activity locations

Respondents were asked to identify the main locations their organisations used when undertaking outdoor recreation activities (Figure 12). Respondents were able to nominate up to three different locations. Just less than half (42%) indicated that they use the wider Canterbury region for their activities, while 35 per cent reported that they stay within Christchurch, including the Port Hills, when undertaking outdoor activities. Banks Peninsula is used by 12 per cent of respondents, and only a small percentage (8%) use locations further afield in the South Island. Not surprisingly, only 3 per cent reported activities taking place in the North Island.

![Locations chart]

Figure 12: Locations used most frequently by youth organisation for outdoor recreation activities (n=122) (Note: some respondents gave multiple locations)
Figure 13 shows the spatial spread of South Island locations used by youth organisations. Most (n=42) use various locations in Christchurch City and surrounds, including some parts that fall within the Selwyn area. Many (n=16) use Banks Peninsula to undertake recreation activities. A lot of organisations (n=18) also use South Canterbury, however very few travel further than Ashburton for their activities. Locations north of Christchurch, including Kaiapoi and Waipara, were also relatively common among respondents (n=13). Arthur’s Pass was a popular location (n=8), and seemed to be the furthest west that groups travelled. Few ventured north of Canterbury with the Abel Tasman (n=3) being the most northern location in the South Island. Only a minority of respondents used locations on the North Island for outdoor activities (n=4).

Figure 13: Spatial spread of activity locations in South Island
(n=122)

Figure 14 shows the same spatial spread of locations in the Christchurch and Banks Peninsula regions specifically. Not surprisingly, most (n=42) use locations in Christchurch City, with the most popular areas being the Port Hills (n=10), Cracroft (n=6) and Spencer Park (n=4). Areas in Banks Peninsula included Lyttelton (n=5), Wainui (n=3), ‘Banks Peninsula various’ (n=4), Living Springs (n=2), Cass Bay (n=1) and Quail Island (n=1).
3.1.8 Location attributes

In nominating these main three locations for their youth organisations’ outdoor recreation activities, respondents were asked to indicate the importance of a small number of location attributes. Importance was measured using a 7-point Likert-type scale, where 1 = not important at all, and 7 = very important (Figure 15).

![Figure 14: Spatial spread of activity locations in Christchurch and Banks Peninsula (n=58)](image)

![Figure 15: Mean importance scores for location attributes (n=122)](chart)
Figure 15 shows that most of the location attributes were judged ‘important’ by the respondents, if a scale mean score of ‘5’ is used as the benchmark, with only ‘educational opportunity’ and ‘proximity to home base’ falling below this threshold. Most important for youth organisation leaders, in making their decisions about activity locations, were the recreation opportunities offered by the location, the physical attributes of the setting and the cost per participant. This finding appears to contradict the results presented in Figure 14, which indicates that most activities take place relatively close to home-base. It is important to emphasise, however, that while Figure 14 reports on a single (spatial) element, Figure 15 represents a relative measure of importance. Hence, while proximity to home is rated as relatively less important than recreation opportunities and physical setting, this does not necessarily mean that those attributes cannot also be found close to home.

In addition to these attributes, survey respondents were asked to indicate how long (typically) each visit to the three nominated locations would be. When these are aggregated across up to three locations for each respondent (Figure 16), just under half (46%) of these visits were between 2 and 7 nights’ duration. Almost exactly one third (34%) were day trips, and 15 per cent were single overnight trips. Further analysis determined that when only the visits that were between 2 and 7 days are examined, the most frequently mentioned specific destinations were Arthur’s Pass (13%), Blue Skies in Kaiapoi (9%) and Waipara (7%). The most commonly mentioned geographic regions among this same group (locations for trips spanning more than two nights) were: mid-Canterbury foothills (16% - including Mt Somers, Loburn, Oxford etc); Christchurch city and perimeter (11% - including Cracroft, The Groyne, Spencer Park and West Melton); and Port Hills and Banks Peninsula (9% - including Lyttelton Harbour and Quail Island).

[Diagram showing typical duration of visit to nominated locations (n=122).]

3.1.9 Use of Banks Peninsula and the Port Hills

When asked how often the youth organisation used Banks Peninsula or the Port Hills for outdoor recreation trips, 44 per cent reported that they visited the area with their groups at least once every three months (Figure 17). One quarter of respondents said that they use the area once every six months to a year, while a minority said they never used the area (16%).
3.1.10 Banks Peninsula routes

Respondents who indicated that they have used Banks Peninsula or the Port Hills were then asked if their groups have used any of the Banks Peninsula track routes within the last 5 years. The most frequently mentioned route (18%) was the Packhorse Hut – Orton Bradley Park track, followed closely by the Gebbies Pass – Packhorse Hut track (16%). Almost one quarter (24%) of respondents said they had not used any of the Banks Peninsula tracks listed, and 15 per cent said they were not sure which tracks they had used (Figure 18).

Figure 17: How often youth organisation leads outdoor recreation activities in Banks Peninsula and the Port Hills 
(n=64)

Figure 18: Banks Peninsula tracks used by groups within last 5 years 
(n=54) (Note: some respondents gave multiple answers)
3.1.11 Future use of Banks Peninsula

The majority of respondents (61%) reported that they would like to use Banks Peninsula more often for their groups’ activities. Only 8 per cent said that they would not like to use Banks Peninsula more often, and 31 per cent were undecided.

3.1.12 Reasons for not using Banks Peninsula more often

Respondents were asked to indicate why their group does not use Banks Peninsula more often for outdoor recreation activities (Figure 19). The three most common reasons were that groups traditionally go to other locations (43%); there is a lack of information about the opportunities on Banks Peninsula (31%); and leaders ‘prefer other locations’ (18%). Other reasons attracting more than 10 per cent of respondent agreement were that the Banks Peninsula was ‘too far away’ (14%); the ‘capacity of huts’ (12%) didn’t meet needs; the area lacked ‘landscape appeal’ (12%); and the area did not ‘apply to curriculum’ (12%). While distance and landscape attributes are relatively fixed, other elements (in particular, preference, tradition and information availability) are subject to change, suggesting that, with the right combination of promotion and opportunity, this area could become a popular choice for youth organisations.

![Reasons for not using Banks Peninsula](chart)

Figure 19: Reasons why groups do not utilise Banks Peninsula more often (n=64) (Note: some respondents gave multiple answers)

3.1.13 Likelihood of utilising Spine of the Lizard Track

Just under one-half (47%) of the respondents reported that it was unlikely that they would use a two night tramp on Banks Peninsula, whereas 42 per cent said that they would be likely to use it. A further 11 per cent of respondents were neutral or unsure.

3.1.14 Interview participation

The final question of the survey gave respondents the option to include their contact details if they were willing to participate in a follow-up interview. Of those who completed the survey, 45 per cent agreed to participate in an interview.
3.2 Interview Results

This second section of the results presents the data gathered via the 13 interviews conducted in December 2014 and January 2015. The material is presented under a series of central topics and themes.

3.2.1 Locations used

Of the participants interviewed, more than half reported that they are already currently using Banks Peninsula as an outdoor recreation place for their groups.

“Rather than white water kayaking, which involves a lot of burning hydrocarbons, we’ll sea kayak in the harbour and stay on Quail Island” (Teacher)

“We use Banks Peninsula to do the Summit Walkway and use the Packhorse Hut quite a bit” (Scout Leader)

“We do a bit in the Kaituna Valley. There’s some big circuits, but they’re not bush environments which is good for navigation” (Teacher).

Many said that they also use Arthur’s Pass, Lewis Pass and other areas in wider Canterbury for their trips. Other locations included Aoraki/Mt Cook, Mt Somers, Marlborough Sounds, the Craigeburn Ranges, and the West Coast.

“When they get a bit more experienced, they actually need a little bit more. They need to go to Mount Cook or Mount Somers, places further afield” (Outdoor Educator).

“We always go to Arthur’s Pass because we have a lodge in Craigeburns” (Scout Leader”).

“Obviously some of the things we do require snow, which is why we go to the Craigeburn Ranges” (Teacher).

3.2.2 Perception of Banks Peninsula as an outdoor recreation setting for young people

Of the 13 interview participants, 9 commented on Banks Peninsula having a wide variety of recreational and educational opportunities for youth.

“It’s a nice place. It’s got so many different areas. No matter where you go, it’s a totally different place. It’s awesome for little kids. It’s just rough enough; you can get off track a little bit, and for little kids that’s brilliant. It’s endless the options that you have” (Outdoor Educator).

Many mentioned the range of landscapes that make the setting useful for environmental education. Unsurprisingly, it was also noted by some respondents that children learn and retain information more successfully when experiencing things hands-on.

“I think Banks Peninsula as a whole is such a rich place because it’s got beautiful old forest, regenerated forest, it’s got awful pollution runoff from farming, it’s got all the history of Maori settlements, and obviously there’s lots of recreation activities” (Teacher).

A local outdoor educator stressed the importance of the local context.

“It’s just such a great resource. It has got natural bush environments for that environment interpretation side. I am aware of some other schools that go further afield and actually bypass what they have on their back doorstep, and it just doesn’t sit right with me. I like that local content” (Outdoor Educator).
More than half of the interview participants also liked the fact that Banks Peninsula is in close proximity to Christchurch, which in turn cuts down travel time and overall cost. This view point was made particularly evident by youth leaders who promote sustainability within their educating.

“We used to go further afield to do our pursuits, but we’re finding that we actually want to be closer. And that’s not just about money and travel time and the impact of us. So we’re thinking we’re in sustainability and outdoor education, it’s a bit odd to go all over the country when we’ve got such a good area here” (Outdoor Educator).

Predictably, these same leaders aimed to educate their students on the importance of being connected with their natural surroundings and being aware of what outdoor opportunities are easily accessible to them.

“I try to keep it as close to home as possible, and part of that is around developing a sense of place for the students and keeping it as local as possible. Because we are a low decile school, part of it is about opening their eyes to recreational opportunities on their back doorstep, and at the same time develop a connectedness with where they live” (Teacher).

The importance of the peri-urban setting was highlighted by an outdoor educator.

“We’re doing more and more here. We want to make the connection between the city life and the outdoors and make that more clear for our students that the outdoors isn’t something where you go somewhere, do something, look after it, and then come back to your normal life. We actually want to make those connections more clear. Life should be the fringes of the urban setting and rural setting and that’s where you can have fantastic adventures without that much impact. Outdoor education is no longer going into a wilderness with a backpack on” (Outdoor Educator).

3.2.3 Limitations of Banks Peninsula

The majority of participants acknowledged that Banks Peninsula is underutilised by youth, and there were varying reasons for why they thought this was the case. The most common response by far was that the tracks on Banks Peninsula are not circular, which makes it difficult for leaders to make logistical plans such as transport arrangements.

“Especially with day tramps, I like to look for tramps that we can do from the vehicle without having to use a shuttle and stuff like that. I suppose the peninsula is a little limited in that way” (Activity Manager).

Another common response was that Banks Peninsula lacks in some way with its physical setting. Many commented on the area not being rugged enough or being too agricultural, and therefore they felt that other locations were more suitable for taking groups on tramping trips.

“I like to use Banks Peninsula as much as possible, but it’s not quite mountainous enough for tramping. I think it’s good to use a local area, but some of the feedback was ‘oh we’ve been tramping on farmland all day, avoiding cow pats’. It’s not really a rugged mountaineering trip for them” (Teacher).

There were also a number of participants who commented on varying amenities that they think Banks Peninsula lacks, the main ones being water, camping sites and information/signage.
“The issue for me is water. We could get up to the hut and that little tank may be empty” (Youth therapist).
A slight problem would be that I usually take a group of around 12-13, and there doesn’t look to be any camping spots” (Teacher).

3.2.4 Features which attract youth to outdoor settings

When asked what features are needed to attract young people to the outdoors, the majority of participants said that having safe, well-established tracks in an interesting environment with access to huts/campsites, information and resources are the most important features that they look for when deciding on locations for their groups.

“If I was a young person that doesn’t have access to a lot of equipment, my two main considerations would be; where can I go that’s safe, with relatively predictable weather, and where can I get access to equipment” (Activity Manager).
“I think there are a large group of kids that would like to get out there, but don’t know how, so finding someone who can guide them is important. They need knowledge of where to go and what is available to them, and they need equipment” (Teacher).
“In terms of tramping, it should be an interesting landscape to walk through. It also has to be safe, with well-formed tracks, and huts generally” (Scout Leader).

3.2.5 Decision-making

Of the school teachers interviewed, it was evident that their decision making was based largely on the curriculum and learning outcomes, however they all also commented on having some flexibility in making decisions on their own when it comes to planning trips. Of the other participants, the majority reported that they are part of a top down system, in which their decisions are based on organisations at higher levels. Three participants commented on budget as being a main factor of decision making, and three participants said that their decision making was a collaborative effort from all staff members.

“I pretty much create my own programme around the sustainability education outcomes. I’m fairly flexible in the planning and because programming isn’t huge in terms of student numbers, I can move things around” (Teacher).

3.2.6 Barriers

More than half of the interview participants reported health and safety regulations as being critically important when making decisions about trips.

“I do know that it is getting harder and harder for schools to take kids out. I think it mostly to do with safety management and new legislation coming in and putting more and more responsibility onto the shoulders of principals within schools. But what we are seeing is more and more schools making decisions to not go outside because it’s not worth the risk, which is a darn shame” (Outdoor Educator).

Cost was also a big barrier for most participants. This involved the costs associated with travel, equipment, and outside instructors. Other barriers mentioned by participants involved equipment availability, staff availability, and the competency of groups.

3.2.7 Spine of the Lizard map

All 13 participants were very enthusiastic about the Spine of the Lizard concept, particularly the introduction of the new Rod Donald Hut.
“This is perfect – you could take the kids up on Friday night and walk out on Saturday or Sunday, fantastic. My only concern would be that it would be too popular – that it will be chocka” (Scout Leader).

However, most were concerned about it not being a circular track, as highlighted by this outdoor educator.

“The key thing here would be transport, because it’s not a loop. So if you can walk it, how do you get back? That’s the crux. Otherwise you would have to take two cars and that makes it too complicated for most families” (Outdoor Educator).

When asked how long they would ideally have their groups walk before getting to a hut or campsite, the most common answer by far was 5-6 hours. This is dependent on the age of the group, however, as younger children would probably not want to walk more than 2-4 hours. The majority of participants said that they almost always have their groups carry tents, but would still book huts for reassurance if given the possibility.

3.2.8 Change in youth

All 13 participants acknowledged that there has been a change in the participation of youth in outdoor recreation over time. The majority commented on youth being less adventurous, resilient and appreciative today than they were in past years.

“The social makeup on youth has changed. I found that they used to be a lot more appreciative, and I’d say probably less resilient today. I’ve really thought about that, and that’s just something I’ve noticed, it’s a social change” (Youth Therapist).

“On a personal note, I think kids are getting lazier and they need more direction. I find that kids these days don’t think outside the box and when they get into a difficult situation, they tend to look for more direction” (Cadet Leader).

Most reported that youth today are under-exposed to the outdoors, and therefore are unaware of what is available to them.

“I have noticed a lot of the kids haven’t done a lot of the stuff that we have done, like tramping. They obviously just don’t get out there and do it with their families. Unless you provide the activity and make it really easy, they just don’t go. If the kids aren’t from a tramping family, it’s very unusual for them to go out on their own” (Activity Manager).

“I tend to find that young people don’t really have much of a concept of what is accessible to them and what is not. I think they tend to think that everywhere is owned by somebody” (Teacher).

The majority also commented on youth not enjoying walking and therefore not recreating on their own like they would have done in earlier years.

“My experience is that kids enjoy doing activities with other kids, walking with their mates and having a good time. I think kids in general these days don’t like walking, but when they are in a group with their mates they don’t think about walking, they are just having fun” (Scout Leader).

Another suggestion was that young people have other priorities over outdoor recreation, and too many other options are made available to them.
“So what is stopping these kids? I think a lot of kids just don’t have the time, they are either working or doing other activities. Students are reluctant to get out and use their weekends in the outdoors” (Teacher).
“I think there is just too much on offer, and a lot of time kids are just too busy. Sport is the main thing that limits a lot of Scout groups, especially in winter” (Scout Leader).

### 3.2.9 Technology and youth

There were mixed reviews among the participants when asked what role, if any, technology should play in encouraging youth to the outdoors. Some thought that technology could enhance participation numbers, while others believe that technology is a barrier to youth participation.

“I think that technology is great. Take your phone, take your photos, put them on Facebook, do whatever. There are more and more opportunities to share your experiences” (Activity Manager).

Conversely;

“Disconnecting kids from technology is a good thing, so they can focus on the beauty of nature. It’s about encouraging kids to look around them” (Activity Manager).

Approximately half of the participants said that they use technologies, such as GPS systems, to assist in educating groups. As well as this, most said that they will take emergency devices when going to more remote areas. More than half of participants said that they ban or actively discourage the use of mobile phones on their trips.

### 3.2.10 Improvements and suggestions

The four most common suggestions for improvement were to include more interpretation in the area, enhance the mountain bike tracks, create more connecting routes on the Peninsula, and increase the information available to recreationalists.

“My challenge for the Trust is to push it one step further and create opportunities for recreation for young people at an earlier level. There needs to be more connectors. My dream is to have some sort of beginner, touristy, expedition trails around the Peninsula at sea level. That would be awesome, that’s your beginner experience” (Activity Manager).

“Kids get totally different experiences than adults. If I was designing this, I would have a treasure hunt both ways, like a discovery journey. Interpretive, but focused on what kids find interesting. Make them want to get to the next one, then they forget about walking and time” (Outdoor Educator).

“I don’t know what the advertising plan is, but it all comes down to advertising and then it is word and mouth from there. I know advertising is expensive but at the end of the day, it enhances numbers” (Youth Therapist).

“As long as we are kept well informed, I could see us definitely using this. It’s about having easy access to information” (Activity Manager).

Other suggestions included making huts free for youth, having longer tramping options, providing more tours and events, and setting up a shuttle system.

“Anything that can be done to connect kids to that place is going to be good for those kids and it is going to be good for the community” (Outdoor Educator).
Chapter 4
Concluding Discussion

The results of this research indicate that the Canterbury area is used extensively by youth organisations for outdoor activities, many using various locations in Christchurch. The Port Hills appears to be a popular location for a lot of youth organisations, however given that respondents rarely use any of the track routes specified in this study, it can be inferred that Banks Peninsula is not used extensively by these groups. Located within very close proximity to Christchurch, as well as offering varied terrain and potential for multi-day trips, Banks Peninsula offers an abundance of recreational and educational resources, to a large extent untapped by youth organisations.

Many of the larger youth organisations, such as school groups and uniformed youth groups, use locations around Canterbury as traditional destinations for their outdoor activities. However, some of the smaller youth groups simply do not know enough about the opportunities that Banks Peninsula has to offer, and therefore choose to go to more familiar locations to recreate.

All of the interview participants had positive comments about Banks Peninsula as an outdoor setting for young people, and were enthusiastic about the prospect of the new hut. The Spine of the Lizard Track, along with the two huts, will present new opportunities for youth organisations. In saying that, these opportunities need to be well communicated in order for these groups to be aware of their options.

Due to safety, time and financial constraints on most youth leaders, easy, safe and accessible tramping options are required. This means that tracks need to be easy to get to, and leaders need to have certainty that there will be space for them at the hut or that there are suitable camping options available. It was pointed out by many, that the lack of looped, or circular tracks on the Peninsula make it difficult for group leaders to organise the logistics for trips in this area.

It is evident that Banks Peninsula is underutilised by youth recreation organisations in Christchurch. It has been recognised that this is due to a lack of infrastructure, information and accessibility. The addition of the new Rod Donald Hut and the Spine of the Lizard track opening, as well as an increase in communications around these resources, is likely to increase the accessibility of Banks Peninsula for recreation among youth.
Chapter 5
Recommendations

- A better understanding of the needs and requirements of youth organisations needs to be explored. School groups, in particular, should be consulted to determine what educational materials they require and how Banks Peninsula could better fit with their learning curricula.

- Marketing tools need to be further developed to attract young people to Banks Peninsula. A website showing maps and giving information on the track network would enhance awareness of opportunities.

- Installation of interpretation materials should be considered at existing facilities. This has the potential to provide young people with further information about the area, as well as contribute to the likelihood of engagement with their surroundings.

- Consideration should be given to developing a booking system for huts. This would provide more certainty for youth organisations planning visits to the area.

- Upgrades to facility capacities would likely serve the needs of large youth groups.

- Due to the geographic location and the lack of circular tracks on the Peninsula, the idea of a shuttle system should be explored for pick up and drop off.

- Opportunities for more beginner-friendly mountain bike tracks should be examined. This was mentioned by a number of interview participants as something that would attract young people to the area.

- Amenities such as camping sites, water and signage should be upgraded and maintained.
Chapter 6
Future Research

- An investigation into the management of outdoor recreation among youth and changes that may need to be made to current practices would be of use in attracting young people to Banks Peninsula and other similar sites.

- Once the Spine of the Lizard track and Rod Donald Hut are open to the public, further research will be required to assess the use and user experience.
References


## Appendix 1
### List of Organisations

### SCHOOLS

| 1. | Catholic Cathedral College |
| 2. | Hillmorton High School |
| 3. | Linwood College |
| 4. | Hornby High School |
| 5. | Rangi Ruru Girls' High School |
| 6. | St Thomas of Canterbury College |
| 7. | Villa Maria College |
| 8. | Christchurch Adventist School |
| 9. | Aidanfield Christian School |
| 10. | Emmanuel Christian School |
| 11. | Hillview Christian School |
| 12. | Rudolf Steiner School |
| 13. | St Andrew's College |
| 14. | St Margaret's College |
| 15. | Lincoln High School |
| 16. | Marian College |
| 17. | Hagley Community College |
| 18. | Shirley Boys High School |
| 19. | Mairehau High School |
| 20. | Papanui High School |
| 21. | St Bede's College |
| 22. | Avonside Girls' High School |
| 23. | Christchurch Girls' High School |
| 24. | Riccarton High School |
| 25. | Casebrook Intermediate |
| 26. | Chisnallwood Intermediate |
| 27. | Christchurch South Intermediate |
| 28. | Cobham Intermediate |
| 29. | Heaton Normal Intermediate |
| 30. | Kirkwood Intermediate |
| 31. | Shirley Intermediate |
| 32. | Alenvale School |
| 33. | Ferndale School |
| 34. | Van Asch Deaf Education Centre |
| 35. | Waitaha School |
| 36. | Kingslea School |

### YOUTH CLUB / ORGANISATIONS

| 1. | Kelly Sports |
| 2. | Youhttown Christchurch |
| 3. | YMCA – Dave Goldsworthy |
| 4. | YWCA – Margaret Arnold |
| 5. | Sport Canterbury – Anna Sheen |
| 6. | 180 Degrees Trust |
| 7. | St John Halswell Youth Division |
| 8. | Parafed Canterbury Junior Sports & Youth Programmes |
| 9. | Lyttelton Youth Centre |
| 10. | 24-7 Youthwork |
| 11. | Youth and Cultural Development (YCD) |
| 12. | Joshua Foundation |
| 13. | Papanui Youth Development Trust |
| 14. | La Vida Youth Trust |
| 15. | Active Canterbury |

### ACTIVITY CLUBS

| 1. | Catholic Tramping Club |
| 2. | Christchurch Tramping Club |
| 3. | Avon Tramping Club |
| 4. | Peninsula Tramping Club |
| 5. | Huxster MB Trust |
| 6. | Haven MB Park – Shailer Haven |
| 7. | Christchurch Singletrack Club |

### OUTDOOR EDUCATION CENTRES

| 1. | Peel Forest Outdoor Centre |
| 2. | Recreate Adventure Camps |
| 3. | Living Springs |
| 4. | Bush Works |
| 5. | Adventure Specialties |
### AFTER SCHOOL CLUBS

| 1. | The Homework Club          | 2. | Kids Base Ltd (Redwood)     |
| 3. | Kids Base Ltd (Marshland)  | 4. | Kids Base Ltd (St Paul's)   |
| 5. | Kids Base Ltd (Linwood)    | 6. | Skids (Bishopdale)          |
| 7. | Skids (North New Brighton) | 8. | Skids (Northcote)           |
| 9. | Skids (Riccarton)          | 10. | Kids Base Ltd (St Paul's)   |
| 15. | Elmwood OSCAR              | 16. | Phillipstown OSCAR          |
| 17. | Burwood OSCAR              | 18. | Mt Pleasant OSCAR           |
| 19. | Fendalton OSCAR            | 20. | Spreydon OSCAR              |

### HOLIDAY PROGRAMME GROUPS

| 3. | South West Youth Communities (SYC) Otautahi | 4. | SYC Horomaka                |
| 5. | SYC Kahukura                | 6. | SYC Halswell                |
| 7. | SYC Intermediates           | 8. | Agape Trust                 |
| 9. | KIDZ Time Chch              | 10. | Fun 4 Us Ltd                |
| 11. | BOSCO                       | 12. | Chch East Holiday Programme |
| 13. | CASPA - Rachel Simons       | 14. | WOOSH – Pam Hughes          |
| 15. | Outaskool                   |   |                            |

### CHURCH-BASED YOUTH GROUPS

| 1. | Catholic Youth Team        | 2. | Hornby Youth                |
| 7. | Belfast Community Network  |   |                            |

### UNIFORMED YOUTH GROUPS

<p>| 1. | Scouts NZ                  | 2. | Russley Scouts             |
| 3. | Cashmere Scouts            | 4. | St Martins Scouts         |
| 5. | Deans Rover Scouts         | 6. | Redwood Scouts            |
| 9. | St Nicholas Scouts         | 10. | Gordon Scouts             |
| 15. | 8th Girls Brigade          | 16. | 14th Girls Brigade        |
| 17. | 15th Girls Brigade         | 18. | 29th Girls Brigade        |
| 19. | 36th Girls Brigade         | 20. | 47th Girls Brigade        |
| 21. | 1st Boys Brigade (6-7 yrs) | 22. | 1st Boys Brigade (11-19 yrs) |
| 23. | 4th Boys Brigade           | 24. | 8th Boys Brigade          |
| 25. | 14th Boys Brigade (8-10 yrs) | 26. | 14th Boys Brigade (11-19 yrs) |
| 27. | Canterbury Sea Cadet Corps | 28. | NZ Cadet Corps (Chch Unit) |
| 29. | ATC No 17 (Chch) squadron  | 30. | ATC No 38 (Wigram) squadron |
| 31. | ATC No 18 (Avon) squadron  | 32. | Christchurch Sea Cadets   |
| 33. | GirlGuidingNZ              | 34. | Girl Guides Christchurch  |
| 35. | Girl Guides Christchurch   | 36. | St Martins Girl Guides    |
| 37. | Riccarton Girl Guides      | 38. | Selwyn Girl Guides        |
| 39. | Westburn Girl Guides       |   |                            |</p>
<table>
<thead>
<tr>
<th>OTHERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Odyssey House Trust</td>
<td>2. Rapaki Marae</td>
</tr>
<tr>
<td>3. Whakaoranga Trust</td>
<td>4. Te Ora Hou Otatahi</td>
</tr>
<tr>
<td>5. Crossroads Youth with a Future Trust</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2
Online Survey - Understanding Youth and Outdoor Recreation in Christchurch and Surrounds

Q1  Thank you for agreeing to participate in this short online survey about young people and outdoor recreation in Christchurch and Canterbury. This research is being sponsored by the Rod Donald Banks Peninsula Trust. Your answers are anonymous and confidential. Please start the survey by clicking the forward arrow below.

Q2  What type of organisation are you primarily involved with? (Please select one)
   • School (1)
   • Uniformed youth group (2)
   • Marae group (3)
   • Church-based youth group (4)
   • Holiday programme group (5)
   • Homework club (6)
   • Outdoor education centre (7)
   • Other - Please specify (8) ______________________

Answer if “school” is selected

Q3  Which type of school are you involved with? (Please select one)
   • Intermediate school (Years 7-8) (1)
   • Secondary school (Years 9-13) (3)
   • Composite school (Years 1-13) (4)
   • Special school (5)
   • Other - Please specify (6) ______________________

Answer if “uniformed youth group” is selected

Q4  What type of uniformed youth group are you involved with? (Please select one)
   • Scouts (1)
   • Girl Guides (2)
   • Boys' Brigade (3)
   • Girls' Brigade (4)
   • NZ Cadet Corps (5)
   • Other - Please specify (6) ______________________

Q5  What is your role in this organisation? (Please select one)
   • Administrator (1)
   • Leader (2)
   • Teacher (4)
   • Other - Please specify (3) ______________________

Q6  Are you actively involved in the planning and/or leadership of outdoor recreation activities for youth? (Please select one)
   • Yes (1)
   • No (2)

Q7  In what part of Christchurch or Canterbury is your organisation based? (i.e. suburb or town)
Q8 How many young people (18 years or under) are currently members of your group? (For example, in your patrol, pack, unit, programme, etc.) (Please select one)
- Under 10 (1)
- 10-20 (2)
- 21-30 (3)
- 31-40 (4)
- 41-50 (5)
- More than 50 - Please specify (6) __________________

Q9 What is the youngest age of your members?

Q10 What is the oldest age of your members?

Q12 What type of outdoor recreation activities does your group undertake? (Please select all that apply)
- Day walks / tramps (1)
- Overnight tramps utilising huts (2)
- Overnight tramps utilising tents / bivvies (3)
- Biking (4)
- Camping (5)
- Kayaking (6)
- Boating / sailing (7)
- Fishing (8)
- Other water-based activities (9)
- Conservation work (10)
- Orienteering (11)
- Geocaching (12)
- Rock climbing (13)
- None of these (15)
- Other - Please specify (14) __________________

Answer - If What type of outdoor activities does your group undertake? (Please select all that apply)
- Day walks / tramps Is Selected Or What type of outdoor activities does your group undertake? (Please select all that apply)
- Overnight tramps utilising huts Is Selected Or What type of outdoor activities does your group undertake? (Please select all that apply)
- Overnight tramps utilising tents / bivvies Is Selected Or What type of outdoor activities does your group undertake? (Please select all that apply)
- Biking Is Selected Or What type of outdoor activities does your group undertake? (Please select all that apply)
- Conservation work Is Selected Or What type of outdoor activities does your group undertake? (Please select all that apply)
- Rock climbing Is Selected Or What type of outdoor activities does your group undertake? (Please select all that apply)
- Camping Is Selected

Q13 Which locations does your group use the most frequently for these activities? You will be provided with a separate page and textbox for up to three locations. Location one:
- If Which locations does your g... Is Empty,
- Then Skip To How often does your group lead young
Question 14: In choosing this location, how important is the following? (Please select one point on each of the following 7-point scales)

<table>
<thead>
<tr>
<th></th>
<th>Not important at all 1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>6 (6)</th>
<th>Very important 7 (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity to home base (1)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cost per participant (2)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Capacity of facilities (3)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Recreational opportunities (4)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Educational opportunities (5)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical setting (6)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Answer If Which locations do you use the most frequently for these activities? (Please provide a maximum of three locations).
You will be provided with a separate page and textbox for each location... Text Response Is Not Empty

Question 15: Typically, how long would each trip to this location be? (Please select one)

- Day trip (1)
- Overnight (2)
- 2-7 nights (3)
- Other - Please specify (4) ____________________

Answer If What type of outdoor activities does your group undertake? (Please select all that apply)
- Day walks / tramps Is Selected
- Overnight tramps utilising huts Is Selected
- Overnight tramps utilising tents / bivvies Is Selected
- Biking Is Selected
- Camping Is Selected
- Conservation work Is Selected
• Rock climbing Is Selected

Q28 Location two: (If there is no location two, please leave blank and click the forward arrow to proceed)

• If Location two: Is Empty, Then Skip To How often does your group lead young ...

Answer If Location two: Text Response Is Not Empty

Q17 In choosing this location, how important is the following? (Please select one point on each of the following 7-point scales)

<table>
<thead>
<tr>
<th>Not important at all 1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>6 (6)</th>
<th>Very important 7 (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity to home base (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost per participant (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity of facilities (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreational opportunities (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational opportunities (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical setting (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer If Location two: Text Response Is Not Empty

Q18 Typically, how long would each trip to this location be? (Please select one)

- Day trip (1)
- Overnight (2)
- 2-7 nights (3)
- Other - Please specify (4) _________________

Answer If What type of outdoor activities does your group undertake? (Please select all that apply)

- Day walks / tramps Is Selected
- Overnight tramps utilising huts Is Selected
- Overnight tramps utilising tents / bivvies Is Selected
- Biking Is Selected
- Camping Is Selected
- Conservation work Is Selected

Q19 Location three: (If there is no location three, please leave blank and click the forward arrow to proceed)

• If Location three: Is Empty, Then Skip To How often does your group lead young ...
Answer If Location three: Text Response Is Not Empty

Q20 In choosing this location, how important is the following? (Please select one point on each of the following 7-point scales)

<table>
<thead>
<tr>
<th></th>
<th>Not important at all 1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
<th>6 (6)</th>
<th>Very important 7 (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity to home base (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Cost per participant (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Capacity of facilities (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Recreational opportunities (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Educational opportunities (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Physical setting (6)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Answer If Location three: Text Response Is Not Empty

Q21 Typically, how long would each trip to this location be? (Please select one)

- Day trip (1)
- Overnight (2)
- 2-7 nights (3)
- Other - Please specify (4) _________________

Q11 How often does your group lead young people in outdoor recreation activities? Please do not include coded sport activities such as golf, tennis or cricket) (Please select one)

- Weekly (or more often) (1)
- 2-3 times every month (2)
- Once every month (3)
- Once or twice every 2 months (8)
- Once every 3 months (4)
- Once every 6 months (5)
- Once a year (6)
- Less than once a year (7)
- Never (9)

If Never Is Selected, Then Skip To Would you like to use Banks Peninsula...
Q22 Does your group ever use Banks Peninsula (including the Port Hills) for outdoor recreation trips and if so, approximately how often? (Please select one)

- Weekly (or more often) (1)
- 2-3 times every month (2)
- Once every 1-2 months (3)
- Once every 3 months (4)
- Once every 6 months (5)
- Once a year (6)
- Once every 2-4 years (7)
- Once every 5 years or more (8)
- Never (9)

If Never is selected, then skip to: Would you like to use Banks Peninsula...

Q23 Has your group used any of the following Banks Peninsula routes in the last 5 years? (Please select all that apply)

- Gebbies Pass - Packhorse Hut (1)
- Mt Herbert - Port Levy Saddle (2)
- Port Levy Saddle - Montgomery Reserve (3)
- Packhorse Hut - Orton Bradley Park (4)
- Monument Track (5)
- Port Levy Saddle - Pettigrews Road Track (6)
- Packhorse Hut - Mt Herbert Track via Kaituna side of Mt Bradley (7)
- Mt Herbert - Diamond Harbour (8)
- Mt Herbert - Orton Bradley Park (9)
- None of these tracks (10)
- Not sure (11)
- Other - Please specify (12) ______________________

Q24 Would you like to use Banks Peninsula more for your group's outdoor recreation activities? (Please select one)

- Yes (1)
- No (2)
- Maybe (3)

Q25 Why doesn’t your group use Banks Peninsula more often? (Please select all that apply)

- Too far away (1)
- Too close (2)
- Tracks in poor condition (3)
- Capacity of huts (4)
- Cost of facilities (5)
- Lack of information about opportunities (6)
- Lack of public transport (7)
- Landscape appeal (8)
- Application to curriculum (9)
- Traditionally go to other locations (10)
- Prefer other locations (11)
- A lack of interest in outdoor recreation activities (13)
- Other - Please specify (12) ______________________
Q26  How likely is your group to use a two night tramp (utilising huts or tents) on Banks Peninsula starting within one hour of Christchurch City? (Please select one point on the following 7-point scale)

- Very Unlikely 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- Very Likely 7 (7)

Q27  We are interested in learning more about your group’s involvement with outdoor recreation in Canterbury. If you are willing to participate in a short follow-up interview, please provide your contact details below. Alternatively, click the forward arrow to finalise the survey.
Name: (1)
Phone number: (2)
Email address: (3)
## Appendix 3
### List of locations used by youth groups

<table>
<thead>
<tr>
<th>List of locations used by youth groups</th>
<th>Youth group number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abel Tasman</td>
<td>3</td>
</tr>
<tr>
<td>Arthur’s Pass</td>
<td>8</td>
</tr>
<tr>
<td>Ashburton</td>
<td>1</td>
</tr>
<tr>
<td>Banks Peninsula</td>
<td>4</td>
</tr>
<tr>
<td>Blenheim</td>
<td>2</td>
</tr>
<tr>
<td>Boyle River</td>
<td>1</td>
</tr>
<tr>
<td>Canterbury</td>
<td>10</td>
</tr>
<tr>
<td>Cass Bay</td>
<td>1</td>
</tr>
<tr>
<td>Castle Hill</td>
<td>1</td>
</tr>
<tr>
<td>Christchurch City</td>
<td>16</td>
</tr>
<tr>
<td>Cracroft</td>
<td>6</td>
</tr>
<tr>
<td>Craigeburn Ranges</td>
<td>3</td>
</tr>
<tr>
<td>Halswell Quarry</td>
<td>1</td>
</tr>
<tr>
<td>Hanmer Springs</td>
<td>2</td>
</tr>
<tr>
<td>Hororata</td>
<td>1</td>
</tr>
<tr>
<td>Hurunui</td>
<td>1</td>
</tr>
<tr>
<td>Kaiapoi</td>
<td>4</td>
</tr>
<tr>
<td>Lake Hood</td>
<td>1</td>
</tr>
<tr>
<td>Lake Tekapo</td>
<td>1</td>
</tr>
<tr>
<td>Lewis Pass</td>
<td>1</td>
</tr>
<tr>
<td>Living Springs</td>
<td>2</td>
</tr>
<tr>
<td>Loburn</td>
<td>1</td>
</tr>
<tr>
<td>Lyttelton Harbour</td>
<td>5</td>
</tr>
<tr>
<td>Mcleans Island</td>
<td>1</td>
</tr>
<tr>
<td>Mount Somers</td>
<td>3</td>
</tr>
<tr>
<td>Nelson Lakes</td>
<td>1</td>
</tr>
<tr>
<td>Otira</td>
<td>1</td>
</tr>
<tr>
<td>Oxford</td>
<td>2</td>
</tr>
<tr>
<td>Peel Forest</td>
<td>3</td>
</tr>
<tr>
<td>Quail Island</td>
<td>1</td>
</tr>
<tr>
<td>Rangiora</td>
<td>1</td>
</tr>
<tr>
<td>Rangitata</td>
<td>1</td>
</tr>
<tr>
<td>Rimu Park (North Island)</td>
<td>4</td>
</tr>
<tr>
<td>Selwyn</td>
<td>1</td>
</tr>
<tr>
<td>Spencer Park</td>
<td>4</td>
</tr>
<tr>
<td>The Groynes</td>
<td>3</td>
</tr>
<tr>
<td>The Port Hills</td>
<td>10</td>
</tr>
<tr>
<td>Wainui</td>
<td>3</td>
</tr>
<tr>
<td>Waipara</td>
<td>6</td>
</tr>
<tr>
<td>West Melton</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>122</strong></td>
</tr>
</tbody>
</table>
Appendix 4
Qualitative Interview Schedule

1) Personal / group background
~ What is your own personal involvement in the outdoors? What activities do you participate in?
~ Do you ever use Banks Peninsula to recreate in your own time?
~ How did you become involved in outdoor education?

2) Outdoor recreation involvement
~ What kind of group do you lead? How many youth are involved in your group? What kind of activities does your group participate in? (Refer to survey and expand)
~ What locations do you mostly use? Why? (Refer to survey and expand)
~ How often (if ever) do you use Banks Peninsula to recreate with your group? Why / why not? (Refer to survey and expand)
~ (If BP routes have been selected on survey) - How did you find these routes overall? Were they successful or not / enjoyable for your group? Any suggestions for improvement? - What is your general perception of BP as an outdoor recreation setting? Do you think it should be utilised by youth more?

3) Decision making
~ How do you schedule activities for your group?
~ How do you make decisions about where to go and what to do?
~ What barriers / constraints do you have to overcome when making decisions? What health and safety issues do you have to address?
~ What features enhance / attract you to a particular location? What facilities / opportunities are needed to encourage young people into outdoor recreation? Does BP meet these?

4) Spine of the Lizard map
~ (Point out huts / routes – Note initial reactions / thoughts)
~ How far would your group ideally walk before getting to a hut / campground?
~ Does your group usually carry tents on trips?
~ Is booking in advance important for you?
~ How does BP tie in with your curriculum? (For teachers / schools)
~ Do you have any further comments or suggestions to help the Trust in encouraging youth to BP?

5) Challenges with youth and outdoor recreation
~ -Have you experienced / noticed a change in youth and outdoor recreation over time? How?
~ -What challenges do you see / face with youth participation in the outdoors?
~ -Do you think new technologies will play a role in youth participation in the future? How?
Appendix 5
List of interview participants

1. Sustainability and Outdoor Educator, CPIT
2. Wilderness Therapist, Odyssey House Trust
3. Outdoor Education Teacher, Lincoln High School
4. Outdoor Education Teacher, Linwood College
5. Adventure Centre Manager, YMCA
6. Manager, Haven Mountain Bike Park
7. Christchurch Scout Zone Leader
8. Sea Cadets Unit Commander
9. Manager, Youhtown Christchurch
10. Scout Leader
11. Youth Coordinator, Sport Canterbury
12. Duke of Edinburgh Coordinator, Burnside High School
13. Girl Guiding NZ National Outdoor Advisor