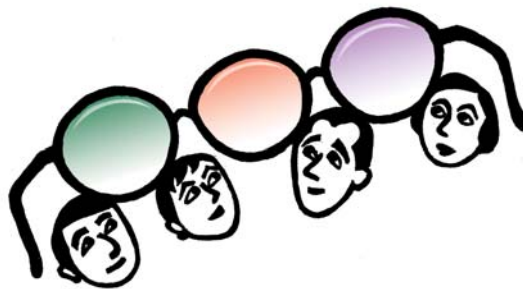


Demonstrating ESD

Workshops for Councils about how to operate more sustainably



Challenges in making decisions that are environmentally, economically and socially sustainable

ACTIVITY BANK

July 2005

Local Government
Association of NSW



Shires Association
of NSW



The activities in this material may also be considered for use in the 2 day workshop and the purpose built workshops

ESD for Councils: Activity Bank

Purpose of this Document

This document contains all of the activities that might be used in the ESD workshops for Councillors and Council Staff. It has been developed by Grahame Collier (T Issues Consultancy) and Fil Cerone (Impact Environmental) for the Local Government and Shires Associations of NSW (LGSA).

The document contains a bank of activities that might be used in flexible, diverse ways to promote improved understanding of ESD/Sustainability, among Councillors and Council staff. It is not intended that the activities should be used in the order that they are written although for some activities it is acknowledged that prior work (activities) needs to have occurred.

Activities in this Bank can be used by Councils as a part of in house training or in a variety of other ways, including: at conferences and workshops, at future Councilor and/or Council staff workshops conducted on a regional basis, or as part of staff development programs etc. Activities can be adapted as required, although for each activity the intention is made clear.

The Activity Bank was developed and used in the training workshops prepared and delivered for the LGSA in 2005. The objectives of these workshops are outlined below and activities are linked to the objectives.

It should be noted that the activities link to the PowerPoint presentation that was also developed for this program and it would be most appropriate if this was also consulted before activities were undertaken. This presentation is also the property of the LGSA.

This Activity Bank is the property of the LGSA who can approve use by any agency that they deem to be appropriate. On all occasions of use acknowledgement must be given to the authors of the activities. For further information, please contact:

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Objectives of the Workshops

The objectives of both workshops are detailed below

- ***ESD for Councillors: Challenges in making decisions that are environmentally, economically and socially sustainable***

Three hour Councillor Workshop Objectives

As a result of participating in this workshop, Councillors will

1. Gain a greater understanding of Ecological Sustainable Development (ESD), their obligations for its implementation and best practice;
2. Gain an increased understanding of how ESD can be incorporated into the Council management plan and policies;
3. Better appreciate the community's expectations of their roles with regard to ESD;
4. Increase their appreciation of how issues relating to social, environmental and economic sustainability might be considered in all Council decisions and operations; and
5. Be more prepared to review each future issue or decision in the light of its sustainability impact and determine their position accordingly.

- ***Demonstrating ESD: A one-day workshop for Councils about how to operate more sustainably***

One day Councillor and Staff Workshop Objectives

As a result of participating in this workshop Council staff and Councillors will:

(For both Staff & Councillors)

1. Demonstrate an increased understanding of ESD and the obligations of Council under the legislation;
2. Gain an increased appreciation of Council best practice sustainability (operations, services, planning and policy);
3. Gain an increased understanding of how ESD can be incorporated into the Council management plan and policies;
4. Demonstrate the capacity to balance issues of environmental, economic and social sustainability in all of their professional decisions and practices (including Council operations and services)
5. Be more prepared to review each issue or decision in the light of its sustainability impact and determine their position accordingly.

(For Staff only)

1. Be able to provide improved information, advice and support to Council, other Council staff and the community about economic, social and environmental sustainability issues.

Linking Activities and Objectives

Activity	3-hour workshop	1 day workshop
Activity 1: Getting Started
Activity 2; History of ESD	1	1
Activity 3a: Reflection Activity (option 1: Glasses)	1, 3	1
Activity 3b: Reflection Activity (option 2. Definitions)	1, 3	1
Activity 4: Putting on Your Sustainability Glasses	1	1, 3, 4
Activity 5: The Eye Opener	4	4
Activity 6: Local Government Act	1	1, 2
Activity 7: Incorporating ESD: ESD in Action	2	3
Activity 8: Whose Job is it Anyway... to look after sustainability	4, 5	3
Activity 9: How Well is ESD/Sustainability Incorporated into Council's Management Plan	2	3
Activity 10: Integrating ESD	2, 5, 4	4
Activity 11: Integrating ESD (follow-up activity)	2, 5, 4	4
Activity 12: Managing Council Operations/ Business More Sustainably	4	3, 4
Activity 13: Some Sustainability Case Studies In Business	4	4
Activity 14: Sustainability and local complaints	4	4, 5, 6
Activity 15: The Debate	4,5	6
Activity 16: Why Sustainability?	1	1, 6, 4
Activity 17: What about My Council's Procurement Practices?	N/A	3, 4
Activity 18: What is Sustainability: Photo Shop Activity	1	1

Activity 19: Sustainability: What we are doing best?	5	2
Activity 20: Sustainability: What's in it for Councils and Councillors?	5	1, 5
Activity 21: Our Sustainability Score and Where to From Here?	3	4
Activity 22: What about My Council's Operations?	N/A	3, 4

Stating the Objectives More Simply

In order to communicate the objectives to workshop participants and others, more simple versions of the objectives for both the three-hour and the one-day iterations are outlined below. These will be used in the PowerPoint presentation for both workshops, although evaluation will be undertaken of the complete objectives above.

ESD for Councillors: Challenges in making decisions that are environmentally, economically and socially sustainable

Councillor Workshop Objectives

As a result of participating in this workshop, Councillors will

1. understand Ecological Sustainable Development (ESD) and their obligations for its use
2. understand ESD can be incorporated into the Council management plan and policies
3. better appreciate the community's expectations about ESD
4. better appreciate how social, environmental and economic sustainability are a part of all Council decisions and operations
5. be prepared to review each issue or decision in the light of its sustainability impact.

Demonstrating ESD: A one-day workshop for Councils about how to operate more sustainably

Councillor and staff one-day workshop objectives

As a result of participating in this workshop Council staff and Councillors will:

(For both Staff & Councillors)

1. understand ESD and Council's obligations
2. appreciate Council best practice sustainability (operations, services, planning and policy)
3. understand the link between ESD and Council's management plan and policies
4. be able to balance ESD issues (environmental, economic and social sustainability) in decision making and practice.
5. be prepared to review each issue or decision in the light of its sustainability impact.

(For Staff only)

1. be able to provide advice and support to Councillors, Council staff and the community about economic, social and environmental sustainability issues.

Activity 1: Getting Started

Length: 18 minutes

Style of Activity: Didactic, mostly presentation using PowerPoint

Intention of the Activity: Introduce the workshop and the participants

Description of Activity:

Step 1: Facilitator welcomes participants and thanks them for coming

Step 2:

- Activities to identify who we have at the workshop (handsignals and self (other) introductions.
- Housekeeping: breaks, loos, finishing time, active listening and talking, phones, structure

Step 3: Use the PowerPoint to introduce the workshop,

- its objectives and expected outcomes. Note that the simple expression of the objectives are found in the PowerPoint presentation (refer also to workbook)

Step 4: Facilitator asks participants to complete the pre-workshop evaluation form in the workbook

Materials Required: Workbook

Issues:

Keep language simple and presentation slick.

All participants to have nametags. (Write on only to make allowances for late registrations)

Activity 2: History of ESD

Length: 10 minutes

Style of Activity: Didactic, mostly presentation using PowerPoint

Intention of the Activity: Outline the history of the notion of ESD

Description of Activity:

Step 1: Using the *history of sustainability* slides from the PowerPoint presentation the presenter provides a background to where the concept of sustainability/ESD has emerged from and key issues in its development. The following key points are covered:

- 1962 – “The Silent Spring” Rachel Carson
- 1972 – “Limits to Growth” Club of Rome
- 1987 – “Our Common Future” The Bruntland Report UNCED
- 1992 – “Local Agenda 21” UNCED (Rio Earth Summit)
- 1993 -- NSW Local Government Act
- 1997 – “Kyoto Protocol”
- 2002 – “Rio + 10”, Johannesburg Earth Summit

Step 2:

A brief discussion is held about this summary of the history. If necessary the definition that is quoted in the slide is emphasised

“development which meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Materials Required: PowerPoint

Issues:

Keep language simple and presentation slick.

Activity 3a: Reflection Activity (option 1: Glasses)

Length: 15 Minutes

Style of Activity: Personal reflection

Intention of the Activity: This is a getting started activity designed to ease participants into the concept of sustainability/ESD

Description of Activity:

Step 1. Using the glasses illustration in the power point presentation the facilitator asks participants to reflect on what this concept has to do with ESD.

Step 2: Small group discussion to collect reflections

Step 3: Draw out the concept that sustainability is a short hand expression for long term social economic changes required to re-establish global economic integrity. Therefore the link with ESD

Materials required: Illustration of glasses on PowerPoint

Issues: Draw together initial thoughts from the share of reflections before moving to the next activity.

Optional Activity with 3b and 4

Activity 3b: Defining Sustainability

Length: 15 Minutes

Style of Activity: Personal reflection

Intention of the Activity: This is a getting started activity designed to ease participants into the concept of sustainability/ESD.

Description of Activity:

Step 1. Whole group discussion : *Well what do you think sustainability means?*

Step 2 Using the range of definitions on the power point presentation the facilitator asks participants to reflect on which of these definitions resonate with them and which has most to do with ESD/Sustainability.

Step 3: Small group discussion (pairs) to collect reflections and thoughts

Step 4: New York Harbour illustration shows we've had this problem for years.

Step 5: Large group discussion to identify major issues about sustainability and link with ESD. Facilitator to draw out the concept that sustainability is a "short hand expression for long term social economic change s required to re-establish global environmental integrity." Therefore the link with ESD

Materials required: Quotes on PowerPoint & New York Harbour slide.

Issues:

Draw together initial thoughts from the share of reflections before moving to the next activity.

Optional Activity with 3a and 4

Activity 4: Putting on Your Sustainability Glasses

Length: 20 minutes

Intent of Activity: This activity is intended to assist participants to understand that the concept of sustainability has environmental, social and economic components

Style of Activity: Small and large group interaction and presentation

Intention of the Activity: This activity uses the glasses concept to introduce some key issues around sustainability

Description of Activity:

Step 1: Whole group discussion: *What does the concept sustainability mean to me? How do these glasses add to your understanding?*

Step 2: Facilitator uses the glasses illustration to introduce the concept of social environmental and economic sustainability. A brief presentation is given covering the following concepts.

- It is important for our quality of life, and that of future generations and other species that we behave more sustainably
- This means that while our current lifestyle needs to be maintained our impact on the planet must be reduced and our social relationships enhanced. Use the analogy of the earth as a spaceship, with a finite amount of resources and the need to get along to use these sustainably.
- Sustainability means balancing the economic social and environmental needs of the community (sometimes called the triple bottom line). Draw out terminology issues ESD/TBL/Sustainability (**refer to slide**) – **Note** ESD thinking at the time was built around the Bruntland report and the Rio Earth Summit. All the thinking up to that time was around how we could develop economically without compromising our environment. Has since grown to include social values thereby giving it a broader sustainability/TBL look.
- Becoming environmentally sustainable while improving social sustainability and being aware of the economic consequences is a difficult challenge whether we are talking on a household/workplace/ suburb/ country or whole world basis. It is a challenge we cannot avoid at some stage.

Step 3: Facilitator conducts a whole group discussion on the following question
Taking each lense of the glasses in turn, what are some examples of Council activities that reflect that perspective

- Social activities
- Economic activities
- Environmental activities

Step 4: Whole group discussion about the issues raised. Particular emphasis placed on whether any Councils present can identify an example where all three lenses were in focus. Also clarification about terms, ESD, sustainability and TBL

Materials required: Glasses on PowerPoint

Other Issues: This is an introductory activity only and the issues it raises for Council are explored more fully in subsequent activities.

Activity 5: The Eye Opener

Length: 10 minutes

Style of Activity: Problem solving, interactive

Intention of the Activity: To promote discussion and debate about sustainability issues especially in design and planning

Description of Activity:

Step 1: Facilitator shows the whole group the slide of Dulwich Hill redevelopment and asks the group *What is this and what was this? What are the environmental, social and economic benefits of this construction?*

Step 2: Slide demonstrating the specific impact of social, environmental and economic effects

Step 3: Ask participants for the key message that they got from this discussion.

Materials Required: PowerPoint

Issues: Can only be used early in the program

Activity 6: Local Government Act

Length: 20 Minutes

Style of Activity: Presentation and discussion

Intention of the Activity: This activity is designed to clarify the obligations to implement ESD that Councils have under the Local Government Act 1993. While these are not the only driver, they are important responsibilities and should be highlighted.

Description of Activity:

Step 1: Brief presentation using the power point about the obligations that Councils face to comply with the Local Government Act 1993 with regard to ESD. **Note:** (Draw out why just ESD? Because it was written in 1993 which was just after the Bruntland report and the Rio Earth Summit. All the thinking up to that time was around how we could develop economically without compromising our environment.

Step 2: Show the relevant section of the video about this issue (5 minutes)

Step 3: Draw attention to information about the Act in the Participant's Workbook. Reinforce information about the four pillars of ESD.

Step 4: Hold a brief whole group discussion about the major issues raised by the Act and its complete implementation. Draw linkages to Council SOE etc

Step 5: Draw out major principles of the legislation as a summary.

Materials required: Handout: Local Government Act (see appendix below). PowerPoint of key aspects on the Act

Issues: It is important that the key messages in this activity are balanced by those in Activity 6.

Activity 7. Incorporating ESD: ESD in Action

Length: 25 minutes

Style of Activity: Didactic presentation and PowerPoint case studies.

Intention of the Activity: To provide information about how a number of Councils have incorporated sustainability into their policy, plans and operations.

Description of Activity:

Step 1: Deliver a presentation using PowerPoint and video identifying examples of how Councils integrate sustainability into their current practices. Examples in the PowerPoint

- Coffs Street Lighting
- Camden Biodeisel
- Carrathool Shire ISO 14000
- Shellharbour Shell Cove Project
- Tamworth Water conservation
- Liverpool Powerhouse reuse
- Orange and Netwaste Multi Function Centre
- Leichhardt Green Procurement
- Coffs TBL Reporting
- Waverley Council Stormwater Jury Project

For the 3 hour metro workshops use case studies that are examples of issues where Councillors have championed the sustainability push/focus

Step 2: Indicate that all Councils are doing sustainability in some way. Refer to the 2001 LGSA survey that indicated that 70% of Councils were doing sustainability in some way.

Materials required

- Case study examples available on PowerPoint

Other Issues

- Regional examples required. Vary examples in western NSW locations
- Metro examples for 3-hour Councillor workshop
- Important to highlight these as examples only of best practice and not an indication that other Councils are doing little in relation to sustainability.

Activity 8: Whose Job is it Anyway... to look after sustainability?

Length: 30 minutes

Intention of the Activity: To assist participants to understand that in order to drive sustainability forward there needs to be specific responsibilities built into PDs etc???

Style of Activity: Group interaction

Description of Activity:

Step 1: Facilitator asks participants to identify: *who is responsible for promoting ESD within their Council now?*

Step 2: Various models are shared in the whole group and discussed. The facilitator asks participants to begin to consider the advantages and disadvantages of each approach

Step 3: In small groups (assign one model per group) the advantages and disadvantages are developed (and recorded Worksheet 1 provided in the workbook) for the following models:

- One designated person responsible (eg sustainability officer)
- The General Manager
- All of the Executive team
- The Mayor and Council
- Every person in a division (eg all those working in Environmental Health)

Step 4: Groups share their findings and facilitators leads a whole group discussion about the most effective model(s)

Step 5; Show the excerpt from the video (10 mins)

Materials Required: Worksheet for activity 8 (Worksheet 1).

Activity 9: How Well is ESD/Sustainability incorporated into your Council's Management Plan?

Length: 35 minutes

Style of Activity: Share with other Councils/from the same Council. Then with whole group. Complete 2 worksheets

Intention of the Activity: This activity aims at identifying how each Council represented at the workshop has currently integrated ESD into their management plans and what opportunities exist for them to further this.

Description of Activity:

Step 1: Begin by presenting a really positive example of a Management Plan that incorporates sustainability. Show example and discuss: the Sutherland Shire Council Management Plan.

Step 2; Work with others from the same Council (or alone if only participant from a Council) to complete Worksheet 2 of how ESD is currently incorporated into their Council's Management Plan. Complete all columns including rating current practice as follows:

- 1 =don't know
- 2=not at all
- 3=lip service
- 4=somewhat integrated
- 5=totally integrated.

Step 3: Share Worksheet 2 with one other Council. Start to identify opportunities for including other sustainability focuses into the management plan.

Step 4: Then complete worksheet 3. This draws attention by example to best practice features of ESD incorporation into Management Plan. e.g. green procurement, affordable housing, sustainable transport, SoE Reporting; adopting an Environment Plan in which actions are incorporated into the Management Plan and reported upon; devoting apportion of the Management Plan to Environmental Management with objectives that relate to ESD; employing officers to manage sustainability; applying ESD as a key objective/outcome of the Management. In determining current activities participants also identify gaps and should discuss the priorities for immediate action.

Step 5: Share responses in the whole group

Materials Required: Worksheets 2 and 3, see Participant's Workbook

Issues: Ensure that this activity does not promote a competition between Councils. Some Councils may not be able to identify any sustainability focus in their work plan. So step 2 should not be laboured.

Activity 10: Integrating ESD

Length: 25 minutes

Style of Activity: Analysis of hypothetical case study in small groups

Intention of the Activity How sustainability issues can be reviewed with regard to real proposals

Description of Activity:

Step 1: Divide the group into 4 small groups

Step 2: Each group is to consider one of the hypothetical case studies. Ten hypothetical case studies are available (see Workbook) The facilitator assigns one case study per group ensuring that the selected case studies are relevant to the location of the workshop and that at least two thirds of those to be considered are about development.

Note: at least one group should undertake a development case study so that activity 12 can proceed. Here the task is to work in small groups to discuss the following issue:

Identify the social, environmental and economic issues of each example. Assume this development/activity is happening in your LGA.

Step 3: Participants in small groups discuss the following questions:

How would your community and/or your Council expect you to handle this proposal?

Step 4: Report back to whole group on key issues only.

Materials Required:

Case studies in workbook

Issues:

Activity 11: Integrating ESD (follow-up activity)

Length: 45 minutes

Style of Activity: Small group interaction

Intention of the Activity: To review in some depth the processes that are gone through in taking a sustainability perspective into the decision making process. To call for justification about the decisions that are made.

Description of Activity:

Step 1. Take one of the development hypotheticals a step further by having one of the groups firm up their decision to go ahead or reject project. Identify which case study/group this is to be by brief consultation.

Step 2. While step 1 is occurring the other three groups are allocated a focus. They are designated as community, environmental and economic groups and during this time they prepare critical question for the group who made the decision about how they have arrived at their decision and how they might justify it. These questions will be relevant whether or not the decision about the issue is positive or negative.

Step 3. The decision making group reports to the whole group what their decision is and why.

Step 4. They are then questioned in detail in turn (as a partial simulation activity) by the other three groups and must justify their decisions.

Step 5. Whole group discussion summarises the learning from this activity and draws out the sustainability issues.

Materials Required: Nil

Issues: This activity will require careful management with regard to timing. It will have the potential to go over time and perhaps to entrench people in their current positions if not carefully handled.

Note that this activity should only be used if Activity 11 is used and it must follow directly from it.

Activity 12: Managing Council Operations/Business More Sustainably

Length: 30 minutes

Style of Activity: Presenter led case study development

Intention of the Activity: This activity intends to assist participants to work through examples of how Councils might operate more effectively

Description of Activity:

Step 1: Facilitator describes that participants will be working up a case study of ESD in operation during this activity. Show relevant section of video (see PowerPoint)

Step 2: Divide participants into groups of 5/6 to consider:

- Procurement
- Depot management
- Waste management
- Other?

Step 3: using worksheet 4, the grouped participants are asked to review the hypothetical case study of a sustainability audit result and consider how this function could operate more sustainability.

Step 4: In small groups imagine that Council has indicated that an action plan for how to take sustainability forward for this area of operation from a social, economic and environmental perspective. *What might this action plan entail?*

Step 5: One group volunteers to present the results of their action plan to the whole group. This is discussed in whole group. Note additional slides are included in the PowerPoint to provide more information about procurement if required.

Step 6: Facilitator reinforces that changes must consider all aspects of sustainability

Materials Required: Worksheet 4

Issues: It would be good if at least 3 Council operations could be reviewed through this activity.

Activity 13: Some Sustainability Case Studies in Business

Length: 10 minutes

Style of Activity: Presentation

Intention of the Activity: To present some examples of the push toward sustainable elsewhere in other sectors

Description of Activity:

Step 1: Using the PowerPoint the facilitator presents a number of case study examples of sustainability in action

- Toyota
- Visy
- Aquabait: Sustainable Worm Farming
- Granged Chickens
- Hickory Hill Wind Energy: On the Farm
- On the farm 2.. livestock
- At home
- Manly Industry Estate
- Eastwood Nurseries
- BP Global Choice

Step 2: Brief whole group discussion about the issues raised in these examples

Materials Required: PowerPoint

Issues: Nil

Activity 14: Sustainability and local complaints

Length: 15 minutes

Style of Activity: Problem solving. Getting a sustainability perspective on “nuisance” issues

Intention of the Activity: To broaden the understanding of participants about sustainability and complaints type issues.

Description of Activity:

Step 1. Brainstorm the sorts of complaint issues that Councils receive calls about (eg barking dogs, litter, woodsmoke from wood fire heaters, construction noise/run-off etc)

Step 2. Take one issue and divide the group into 3 sections. Each section is asked to view the issue from one lense of the glasses only, social, economic, environmental (note that work in the large group, so no small group discussion in this step)

Step 3. Obtain input from each of the three sections of the room. *What did you see were the social, environmental and economic dimensions of this issue?*

Step 4. Ask the whole group to: *Now re-assess the original problem. Is it just a nuisance call?* Pick up on the sorts of responses that broaden sustainability agendas like:

- I never realized the significant social dimensions
- There are environmental issues here
- It costs Council a lot of money to manage this

Step 5. In summary conduct a whole group discussion about: *what this activity told you about these sorts of issues and how you might deal with them in the future?* For example:

- conduct a community wide education program about barking dogs/ litter eg “Don’t be a Tosser” litter program
- prosecute (or serve a PIN) and then tell the community that you have, ask for their help

Materials Required: Whiteboard

Issues: Need to take care with this activity. Some participants will take a negative view about the issues and may not engage in the looking forward discussion at step 5

Activity 15: The Debate

Length: 30 minutes

Style of Activity: Interactive... preparation of a debate about a major sustainability issue

Intention of the Activity: To raise participant's understandings about major sustainability issues.

Description of Activity:

Step 1. Introduce the activity to the group. Indicate that they have been given the task of providing a briefing for the mayor about a sustainability debate that he or she has agreed to participate in. The topic for the debate is:

Nuclear power is the sustainable answer to generating power in NSW.

Set scene by referring to World Environment Day comments by Premiers of NSW and Qld and current debate in the press and among community groups.

Step 2. Divide into small groups of 5/6. Half of the groups are preparing briefing for the mayor to take the Government position in the debate (the yes case). The other half are preparing papers for the "no" case. Because of an administrative stuff up you have 10 minutes to prepare your case. The mayor wants a comprehensive verbal briefing. Each group to use Worksheet 5 provided to summarise briefing.

Step 3. The facilitator takes the role of the mayor and holds a simulated discussion with the groups taking the "yes" case (repeats this with the "no" case)

Step 4. The facilitator asks the group to suspend judgment for a moment and imagine the mayor was debating this issue within her/himself. *Which side would have won and why? What were the telling sustainability arguments?*

Use a line-up continuum to summarise participant views about who would have won the debate. One end of the continuum would be the "Yes" case, the other end the "No" case.

Materials Required: Nil

Issues: The facilitator will need to keep this activity to time and take a real devils advocate role at step 3

Activity 16: Why Sustainability?

Length: 10 minutes

Style of Activity: Reflection

Intention of the Activity: To promote understanding of ESD and particularly to build an understanding of the need for environmental sustainability

Description of Activity:

Step 1. Facilitator introduces the issue of environmental sustainability and the fact that people often question why they should bother

Step 2. The group are asked to consider the following quote

“ When in 20 years time one of my grandchildren asks me why our generation let things go on so long when everything was telling them time was running out, I want to be able to tell them I did all I could.

Step 3. Form a values line on this quote...from strongly agree to strongly disagree. This can be done by handsignals, placing a cross on a line on the whiteboard or by getting participants to stand on an imaginary line on the floor. Facilitator then conducts a whole group discussion about why people responded as they did. Key issues to be raise are about the social/economic balance and about the reality of this position in action now

Step 4. Whole group summary discussion held. Participants are asked to indicate *whether they moved their original position on the line and why.*

Materials Required: Quote on PowerPoint

Issues: How the values line will be used depends on the nature of the group. For conservative groups the cross on the white board works best. The most challenging and therefore most effective is the physical line up where bodies represent positions.

Activity 17: What about My Council's Procurement Practices?

Length: 25 Minutes

Style of Activity: Review of current Council practices and sharing these with the group

Intention of the Activity: Participants to review current procurement practices and to determine how they should be varied because of ESD principles

Description of Activity:

Step 1: Each participant is asked to think about current Council procurement procedures. Complete Worksheet 6 that identifies the sustainability issues about how procurement is undertaken.

Step 2: In groups of 4 (from different Councils) participants share information about how well sustainability issues are integrated into current procurement practices.

Step 3: Groups then discuss what needs to occur to make procurement more sustainable

Step 4: Present issues to do with procurement within the PowerPoint. Each participant takes these issues into deliberation as part of activities 10 and 13

Materials Required: 5 Powerpoint slides & Worksheet

Issues: Alternate activity to 13

Activity 18: What is Sustainability: Photo Shop Activity

Length: 20 Minutes

Style of Activity: Personal analysis and small group share

Intention of the Activity: This activity is designed to get participants to define sustainability for themselves. It uses cards which are not related to any particular concept as the prompt for establishing this definition.

Description of Activity

Step 1. The facilitator scatters photo shop cards and asks participants to select two cards that describe sustainability to them. Participants need to be prepared to think laterally in making their choices

Step 2: Participants share their photos in small groups and draw out the key concepts and share personal perspectives on the concept of sustainability.

Step 3: Whole group discussion of key concepts focusing on triple bottom line issues/ environmental social and economic.

Step 4: Facilitator draws key concepts together on the white board

Materials required: Photo shop cards

Issues:

Some groups will find this a difficult exercise to begin with. However because it requires an unprompted engagement with the issue it will evoke high quality discussion and analysis.

It is unlikely that this activity will be used in Regional areas. It may be better suited to situations where more time is available.

Activity 19: Sustainability: What we are doing best?

Length: 15 minutes

Style of Activity: Whole group

Intention of the Activity: This activity encourages Councils to brag about their best sustainability actions/projects and policies

Description of Activity:

Step 1: All participants are asked to share with the group the best thing that their Council is doing about sustainability. All input is acknowledged (acclamation) and recorded if possible

Materials Required: Nil

Issues: The facilitator should encourage each Council to contribute but be sensitive to Councils that are not doing much and not push too hard.

Activity 20 : Sustainability: What's in it for Councils?

Length: 25 minutes

Intention of the Activity: This activity aims at assisting the participants to identify and rank the possible drivers for sustainability

Style of Activity: Small group problem solving and whole group presentation

Description of Activity:

Step 1. Divide the group into small groups of 4 or 5 and set them the following task

Following this workshop you have to present to Council on why they should consider sustainability issues in all of their planning, policy and operational functions. The Council wants to know why and what is in it for them.

Step 2. The small group plans the presentation with a view to identifying the major drivers for Councils in increasing the emphasis on sustainability.

Step 3. Each small group reports back to the whole group, sharing one key driver at a time. These are recorded on the white board

Step 4: The facilitator summarises the drivers and undertakes a reality check on each of them with the group, by asking the following question. *How well will this driver be accepted by your Council and in your local community*

Step 5: In closing the facilitator ensures that the group are aware that drivers will work differently in different places.

Materials Required: Nil

Issues: It is important that the focus remains positive during this activity. Some participants might want to identify negative issues about sustainability at this time. While this should not be dismissed out of hand, the focus should be on positive drivers for ESD/sustainability.

Activity 21: Our Sustainability Score and Where to From Here

Length: 20 minutes

Style of Activity: Council rating its own performance on sustainability

Intention of the Activity: To assist Councils to identify and rate their own performance on sustainability and to determine future actions.

Description of Activity:

Step 1. Participants individually complete the sustainability index on the Council ranking worksheet.

Step 2: Share ranking worksheet within randomly selected groups.

Discuss in whole group. The facilitator plays devils advocate and asks participants strategic questions about their ranking

Step 3: In small groups (all from the same Council) or as individuals, participants consider: *What needs to occur to lift your Council's ranking*

Step 4: Development of brief action plan to lift ranking

Materials Required: Worksheet

Issues: While this activity allows for Councils to assess their own performance on the sustainability index, it should be noted that the measurement is imprecise and must be treated with care

Activity 22: What about My Council's Operations?

Length: 25 Minutes

Style of Activity: Review of current Council practices and sharing these with the group

Intention of the Activity: Participants to review current operational practices and to determine how they should be varied because of ESD principles

Description of Activity:

Step 1: Each participant is asked to think about current Council operations (e.g. depot, community services, cleaning services etc). Complete the worksheet that identifies the sustainability issues about how this operation is undertaken

Step 2: In groups of 4 (from different Councils) participants share information about how well sustainability issues are integrated into current operations.

Step 3: Groups then discuss what needs to occur to make these operations more sustainable

Step 4: each participant takes these issues into deliberation as part of activities 10 and 13

Materials Required: Nil

Issues: Alternate the to Activity 13