**Slide One**

**Introduction activity**

as per slide

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| --- | --- | --- |
| Introd | **As arriving etc**  **Quick hello** | both |
| S&T | **Shani and Tim**  **Best way to introduce is via a quick video**  **Made in 2009 so we will add to it** | Shani |
| TT | **Transition Town influence** | Shani |
| Movies | **Hulbert Street movies** | Tim |
| LSmarties | **Living Smarties and friends** | Shani |
| Tours | **Hulbert St Tours** | Tim |
| Honey | **Hulbert Street Honey** | Shani |
| Shared resources | **Pizza oven and book exchange** | Tim |
| Goats | **Using neighbours yard. Peak Oil and permaculture talk** | Shani |
| Fiesta 2011 and 2012 | **Everyone involved – garage sale to running five stalls**  **2012 – Transport, Preserves Competition, Refashioning** | Tim |
| Freo Farm | **Freo Farm** | Shani |
| Ecoburbia | **New business**  **Aims – Shani**  **Logo – Tim** | Tim –logo  Shani aims |

**Living Smart**

Living Smart is different to other environmental education programs in that it does not focus on a single environmental issue but adopts a wholistic approach by looking at environment, lifestyle and community.

It also includes a winning formula to facilitate behaviour change both in the home and community. Behaviour change is the key – not just getting info and not initiating changes

**Living Smart Partners**

The Living Smart partners have pooled resources, time and effort to produce the Living Smart Kit so that other organisations, community groups, individuals and businesses can take Living Smart into their own home, community and workplace.  In running this program, we acknowledge the Living Smart partnership and thank the partners for providing us with the resources and materials to run this exciting initiative. Without their time, resources and commitment, we would not be able to offer this course.

**Sustainability**

Before we even begin – it is useful to look at what people think sustainability means Eg Sustainable accommodation in a seaside garden – so what?

Placemat activity – record individual ideas first, then come to a consensus as a group about what sustainability means.

Note your consensus in the middle

Share your group definition with the larger group.

(Don’t worry if groups don’t reach consensus – the discussion could be just as valuable!)

Discuss and comment

**What is sustainability**

Look at definitions

**Economy big**

If you look at the paper it sometimes feels like this

**Sustainable circle**

 This is what we are aiming for

And this is why we cover all aspects in this course too.

**Why do we want to achieve sustainability?**

Why did you come? Why are we interested? There are so many reasons to be interested in a more sustainable world.

Read list - think about own interests and concerns

If time or inclination

BIODIVERSITY ISSUES IN WA

Rate of loss in Australia is unprecedented

Lost of 75% rainforest

Lost 40% total forest area

70% of all vegetation removed or significantly modified

As much land cleared since 1945 compared to 150 years earlier

(Source UNEP State of the Environment report – Asia Pacific Outlook, 2001 [*http://www.rrcap.unep.org/reports/apo2/Past%201.pdf*](http://www.rrcap.unep.org/reports/apo2/Past%201.pdf) )

Western Australia

23 known species presumed extinct

547 threatened

*(CALM, Towards a Biodiversity Conservation Strategy for WA 2004)*

[*http://www.calm.wa.gov.au/haveyoursay/pdf\_files/biodiversity\_draft\_lores.pdf*](http://www.calm.wa.gov.au/haveyoursay/pdf_files/biodiversity_draft_lores.pdf)

Australia Endemic Species

85% flowering plants

84% mammals

45% birds

89% reptiles

93% frogs

85% fin fish species

*Dept of Environment and Heritage website 2005* <http://www.deh.gov.au/biodiversity/threatened/>

WA Endemic Species

Southwest of WA is one of 25 International Biodiversity Hotspots, the only in Australian

79% of south-west of WA’s flowering plants, ferns and cycads are endemic

34 out of Australia’s 305 mammals are endemic to the southwest

*(CALM, Towards a Biodiversity Conservation Strategy for WA 2004)*

[*http://www.calm.wa.gov.au/haveyoursay/pdf\_files/biodiversity\_draft\_lores.pdf*](http://www.calm.wa.gov.au/haveyoursay/pdf_files/biodiversity_draft_lores.pdf)

**“Climate Sceptics”**

Being seen as more and more important by people, but also have those who are sceptical

Course is for those keen on change, assumed we do not need to do the scarey stuff or you would not have signed up

**Ground Rules**

Everyone to read to selves

Ask for comments or responses

Tim will talk to – Keep it positive

Shani to power of listening to each other, not letting one person dominate (sometimes may have to save questions)

**So how will it work?**

Refer people to page 4 of their Participant’s Guide

We will try to cover all the areas, but some in more depth than others

You also have a booklet to work through

BRING THIS EACH WEEK!

Next week is pretty set and we have laid out some ideas but the content is largely up to you

**Potential Timetable**

Note we have booked some guest speakers etc But all have been tentatively booked but can change depending on the group desires.

Major topics ensure we are looking at environment, economics, social etc but what is contained in each can be up to the group.

**So where to from here?**

Rotating Groups – sheets with major topics and space to add “ideas” for what can be covered

Explain how the sheets around the room will work

Get a cuppa, look at each one while having a cup of tea

Tick or cross if you agree or disagree

If you have a need but don’t know where to put it, write it on down and come and see us!

Also ideas for outings

Also expertise you might have

**Some housekeeping**

After break quick review of areas etc

Expertise within the group

People to volunteer for snacks

Email list permission

**Taking Action**

The biggest part of LS for us was the way it encouraged us to change things about the way we operated in the world.

Some of the changes were little, some significant.

Great to be part of a supportive group to do that in!

There are many theories on change – stage of change. TT has nice chapter relating current situation to addiction etc

People will be at different stages and need different things to support their ability to change.

**Taking Action – some brain science**

What is it – the Prefrontal cortex – responsible for reasoning and forward planning

The human mind, like no other, has the ability to create different scenarios and plot a course towards an envisioned future.

So – we have the brains for long term planning in regards to our environment and sustainability

**Taking action – your subconscious**

Most of the work that our brains do is behind the scenes

And there are some useful things to know

* Our subconscious believes everything as fact (eg dream, fears etc)
* It takes the language you use literally (I am stupid, I will try to . . .)
* It takes direction from the conscious mind
* Works on repetition and reinforcement

**Taking action – some tools**

Given what we just learnt

Basically some good tools are

* Goal setting (use precortex to plan for the future)
* Positive language, affirmations and people (give eg of walking on the beach – touching rock and thinking three things to be grateful for)
* Visualisations – trick your brain into seeing what you want

**Taking Action – visualise!**

Use a future article Shani wrote as an example! Page 4 of your booklet

(This might be one for homework if not time)

Where would you like to be in five years time?

What would you like to be doing, working on?

How do you want to live your life?

Imagine, draw or write

Take 3 minutes and do that now

**Taking Action – positive language**

If time get Tim to write up some negatives

I should , I could, I would, I want, I’ll do my best to, I’ll try

And get people to come up with alternatives

Alternatives

I can, I will, I have, I choose

Trick your subconscious - use positive words when you set goals

**Taking Action – Goal Setting**

Useful to think about look at page 6 of your booklets

What you want to do

Why you want to achieve that goal? - key to motivation etc

When you will achieve it by

Where?

Who with?

How? – what steps

Use as an example what I set re selling the car and Andrea and I still walking

Goal setting tips (you will have this as a card)

Specific – are you clear on what you are working towards

Positive – reinforce what is good , rather than criticise bad

Challenging, yet achievable? Realistic? Small steps are good options

Measurable – will you know you’ve completed it

Flexible? – you may have to adjust what you are doing

And the amazing thing was that I recently was filing the transfer papers and noticed it was a month to the day from when I set the goal!

**Taking action – sharing**

Tim is the master goal setter

He will share at this point

**Weekly slide**

Stream of consciousness

3 achievements for the week

3 things for the week

3 things for the month

One affirmation

Gold stars!

**315 slide**

3 months 1 year 5 years

Areas across the top

**What about you – some ideas?**

Refer to slide and use booklets to set a goal

Talk about sharing – accountability vs safety. – past went with safety and asked for volunteers. Now looking to be accountable so you must bow out if you don’t want to participate – no issue there!

**Think Pair Share**

Get together with the three people you did the sustainability activity with

Spend some time thinking about your goal

Coach each other through – use the questions

**Next Week**

Waste and Living Simply