

HOW TO GUIDE

# Hume Enviro Champions program



[hume.vic.gov.au](http://hume.vic.gov.au)



A hand holding soil with a woven basket and a patterned cloth in the background.

## Yulendj ngurrak Aboriginal and Torres Strait Islander Recognition

Hume City Council recognises the rich Aboriginal heritage within the municipality and acknowledges the Wurundjeri Woi-wurrung, as the Traditional Owners of this land. Council embraces Aboriginal and Torres Strait Islander peoples' living cultures as a vital part of Australia's identity and recognises, celebrates and pays respect to the Wurundjeri Woi-wurrung Elders past, present and future.



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# Chapter 1. Glossary

## List of terms and their definitions used in this Guide.

**Biodiversity** – The variety of all living things, including animals, plants, fungi and microorganisms, often referred to in a specific location.

**Bottom up** – Community driven decision making also referred to as grass roots action.

**Call to action** – The specific action you want someone to take because of your communication.

**Climate Change** – Long-term warming of the Earth caused mostly by human pollution in the atmosphere.

**Council** – Hume City Council

**Cultural footprint** – The impact that a person has on community ideas, behaviours and attitudes or the more global behaviours.

**DoI** – Diffusion of Innovations. The way new behaviours or technologies spread.

**DT** – A problem solving approach that focuses on understanding user needs, generating creative ideas, and testing solutions through iterative steps.

**Ecosystem** – A community of living organisms, interacting with each other and their non-living environment.

**Guide** – Hume Enviro Champions program How-To Guide.

**HEC** – Hume Enviro Champions program.

**Ideate** – The forming of ideas.

**Incorporated organisation** – A legal entity registered under state or territory law that is separate from its individual members.

**NGO** – Non-Government Organisation.

**PPT** – Project Planning Template.

**Prototype** – An early sample or model used to test an idea's design, function or purpose before full development.

**Qualitative research** – Studying people's thoughts, behaviours and experiences to understand how and why things happen with non-numerical data (e.g. interviews, focus groups).

**Quantitative research** – Measuring or counting (e.g. waste audits, surveys, water quality).

**Scope creep** – Uncontrolled, gradual expansion of a project's goals or requirements.

**Social norms** – Shared, informal rules or expectations about how people should behave.

**Sustainability** – The ability to provide resources for current generations while protecting the resource needs of future generations.

**Stakeholder** – A person or organisation relevant to making project decisions or having input to the project.

**Systemic change** – Long-lasting transformation that alters the root causes, structures, policies and behaviours within a system.

**Top down** – Government or authority decision making that affects others.

**Wicked problem** – A complex issue that is persistent, hard to define, and has multiple different stakeholders (e.g. climate change, healthcare, poverty).

**WWCC** – Working With Children's Check.

# Chapter 2. Introduction to this Guide

## 2.1 Purpose of this Guide

The purpose of this Guide is to equip Hume Enviro Champions (HEC) with the skills, knowledge and confidence to develop a successful, high impact community project.

The Guide walks you step-by-step through key principles and ideas that help put your environmental knowledge and skills into real life practice for your project, including:

- the processes behind making environmental change happen
- Council resources and support available
- further information and resources to support your project
- activities that follow this Guide's Chapters.

It is intended that Hume Enviro Champions (HEC) refer to this Guide throughout the Introductory Course and the annual Masterclass series.

The Guide is divided into three parts.

### Part 1: Explore the issue and local context

In Part 1, you focus on understanding the environmental issue you want to address.

Chapters 3-5 introduce the Hume Enviro Champions program and discuss the impacts of climate change and how environmental change spreads through communities.

### Part 2: Choose your approach

In Part 2, you'll start by exploring ideas for the environmental issue you want to focus on and think about how you might tackle it.

Chapters 6-8 introduce different ways to create change, including behaviour change, community organising, and advocacy.

### Part 3: Design and deliver your project

In Part 3, we map out a project. Chapters 9–10 introduces project planning and design thinking for community projects.

Chapter 11 helps refine the project scope and decide how to measure success.

Chapters 12–13 focus on communication skills, including creating an effective elevator pitch.

Chapter 14 guides you through identifying and accessing the resources your project needs. Finally, Chapter 15 offers tips and tricks to avoid burnout during project development and implementation.

### Plan to succeed

While it's tempting to rush into action and you might want to skip to part three, taking time to learn about the issue, the local context, and different approaches to creating change can lead to better results.

Working through this Guide:

- Helps uncover the root causes of environmental issues so efforts target what truly matters.
- Prevents duplicated work by identifying who's already involved and building partnerships.
- Supports choosing the most effective approach by challenging assumptions and understanding how change happens.
- Builds trust and community support by understanding others' perspectives and involving them well.
- Saves time in the long run by staying focused on the issue before jumping into project work.

# Part 1 – Explore the issue and local context

In this section, we learn about environmental issues and action in Hume City while starting to form our own project idea or issue. We also investigate what others are already doing.

# Chapter 3. Hume Enviro Champions program

## 3.1 Program background

The HEC program provides training and support to help Hume community members plan and deliver successful, community-led environmental and sustainability projects.

In 2026, the HEC program celebrates 15 years of supporting the Hume community, recognising its role in helping people take meaningful action for the environment and sustainability.

Since the program began in 2012, over 180 people have participated in the training, helping to create more than 80 projects that benefit our community and the environment.

### Strategically the HEC program aligns with Hume City Council's:

- **Community Vision:** 'A sustainable and thriving community with great health, education, employment, infrastructure and a strong sense of belonging'.
- **Council Plan 2025-2029**  
Priority 2: A climate resilient city with a healthy natural environment.  
SO2.1: Protection and enhancement of our natural environment.
- **Live Green Plan 2021-2026**  
Objective one: Build the capacity of community leaders and community groups to effect change towards a more sustainable Hume City.



### 3.2 Examples of past Enviro Champions projects



Build a bee hotel – Mercedes, Lee and Karolina, 2013



Fork the Suburbs – Sunbury – Kevin, 2013



Boomerang Bags Craigieburn - Jinny, 2017



Hume Seed Library – Christie, 2019



Grow an Urban Jungle – Harsimran, 2020



Westmeadows Indigenous Food and Fiber Garden – Aunty Jo Russell, 2020



Little Ladybirds – Children’s garden club, Sunbury – Angela, 2023



Nappy Wise – Modern cloth nappies – Iman, 2025

### 3.3 Program objectives

Over the years, HEC has evolved with feedback from staff, facilitators and participants, shaping the way it's delivered today.

The program is designed to:

- bring environmentally minded community members together
- provide training in community project development
- help the community understand how to engage with Council, government agencies, and other organisations to get support for environmental projects
- provide assistance and guidance.



### 3.4 Project process

- 1 Read this Guide.
- 2 Decide on an issue or project idea.
- 3 Work through the activities in this Guide.
- 4 Attend the Introductory Course and your choice of Masterclass sessions.
- 5 Complete the Project Planning Template.
- 6 Create an online SmartyGrants account and submit a project application.
- 7 Council staff review your project application to determine if Council can approve and support it with expert guidance, networking opportunities or financial assistance.
- 8 Council approves project according to program guidelines. If so, move to steps 10. and 11.
- 9 If your project is not approved, you can continue with your project without Council support.
- 10 Work with Council and other organisations or community groups to deliver the project.
- 11 Collect feedback to evaluate your project's outcomes.

To be eligible for support from Council, participants are required to be part of the Hume community (resident, employee, student or volunteer in the municipality) and provide a copy of a valid volunteer Working With Children Check.

### 3.5 Council programs and resources

#### Further Council resources and information:

- [Environmental Scholarships](#)
- [Gardens for Wildlife](#)
- [Sustainable Schools](#)
- [Sustainability Taskforce](#)
- [Hume Community Change Makers](#)
- [Hume Library e-Learning](#)
- [Nature Stewards](#)

### 3.6 Activity – Brainstorming your ideas

This brainstorming activity helps you quickly transfer ideas onto paper without judging them. Use words, pictures, actions or a combination and once captured look for patterns.

The idea is to write everything down that comes into your mind, aiming for quantity not quality.

What environmental or sustainability ideas or concerns do you have?

Do your ideas require an individual, the community or an organisation?

**Step 1:** Sit somewhere quiet with paper or post-it notes and pens for 10–15 minutes.

**Step 2:** Spend 5 minutes writing each thought on a separate note - keep it fast and unfiltered.

**Step 3:** Review your ideas and colour code similar ones (e.g. concerns, actions, people, places).

**Step 4:** Group ideas into topics such as litter, tree planting, Indigenous knowledge, or policy change.

**Step 5:** Review and identify patterns, themes or gaps. What stands out to base your project on.



# Chapter 4. Climate change and sustainability

## 4.1 What is climate change?

Gases in the Earth's atmosphere, like carbon dioxide and methane, trap solar energy. This acts like a blanket keeping our planet warm enough for life to survive and thrive.

But when there is too much of these greenhouse gases, the Earth gets warmer, leading to climate change.

Human activities add extra greenhouse gases to the air, such as:

- **Removing trees and plants** which absorb carbon dioxide, turning it back into oxygen.
- **Burning fossil fuels** like coal, gas and petrol which produces carbon dioxide, methane and other greenhouse gases.
- **Food production and farming** including ploughing soil and livestock producing methane.

These activities make the 'blanket' trap more heat and warm the planet.

As the Earth warms, the climate changes resulting in:

- hotter and drier conditions
- more extreme weather like storms, floods and heatwaves
- rising sea levels.

## 4.2 What is Sustainability?

'Sustainability' is a word we hear often, but what does it mean?

Sustainability is about balancing environmental, social and economic needs.

Image 1. shows the spheres of sustainability in balance. However, in reality, the oversized economy sphere and shrinking environment sphere suggests economic growth is being prioritised over environmental protection. This can cause long-term resource loss, and pollution that harms future wellbeing and economic stability.

Sustainability means meeting our needs today without harming the ability of future generations to meet their own needs.

Climate change and sustainability can seem overwhelming, but meaningful change always starts small. Every person has the power to make a positive impact.



Image 1: The three spheres of sustainability

## 4.3 Everyday people, making everyday choices

There is power in our choices. One change might seem too small to matter, but if everyone makes the same change, imagine the positive impact.

Sharing your enthusiasm for making change can inspire others. When people see your achievements, it helps them feel confident to start making their own changes.

It's also important to share good news stories. Real examples of how small actions can lead to big results prove that change is possible.

However, keep in mind climate and sustainability conversations can feel overwhelming, as everyone has different comfort levels. People are more open to change when they feel supported rather than judged.

## 4.4 Climate change and sustainability resources

**Council programs** – Living Green programs, activities and events to inspire and educate you to live more sustainably.

**UN Sustainable Development Goals** – what the United Nations (UN) says about climate change and sustainability.

## 4.5 Activity – How sustainable is your lifestyle?

It's useful to understand how our choices use natural resources, because it shows the real impact. The Ecological Footprint calculator reveals how many 'Earths' you need to sustain your current lifestyle and ideas for living more sustainably

**Step 1:** Take the [Ecological footprint calculator](#) quiz to discover how sustainable your lifestyle is.

**Step 2:** Click on the arrows, top tabs and information icons to explore further.

**Step 3:** Pledge to make one small change, for example:

- Take reusable bags or containers when shopping.
- Carpool to work.
- Buy local to reduce transport emissions.
- Eat more vegetarian meals.
- Buy fewer packaged products each week.

**Step 4:** Write your pledge down on a piece of paper or a Post-it note. Put it somewhere visible to remind yourself of your pledge.



# Chapter 5. Environmental impacts and society

Environmental issues can feel overwhelming, especially when they're driven by systems bigger than individuals. But when we recognise, we're part of those systems, we can also see the power we have to change them.

In the previous chapter, you calculated your ecological footprint. In this chapter, we shift focus to your cultural footprint. This is how you can spread your environmental influence beyond your household to help change social norms, support effective programs, and shape better policies.

You can grow your cultural footprint by:

- **Making your environmental behaviours visible** and start conversations so others adopt these behaviours too.
- **Working with like-minded people** to create change at a community level.
- **Advocating** to decision makers in workplaces, schools, and government.
- **Joining sustainability programs** run by councils, community groups, and other government or NGOs.

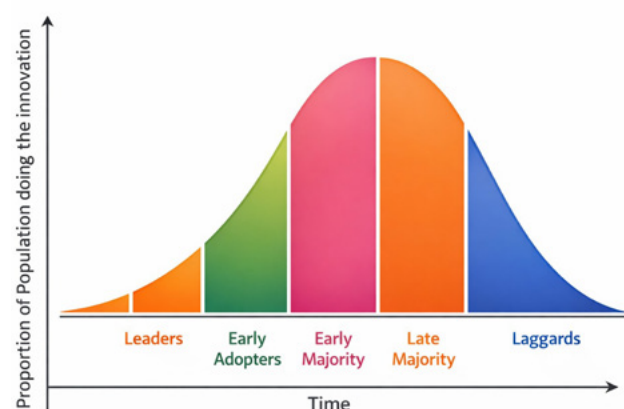
## 5.1 How environmental action spreads through communities

The [Diffusion of Innovation theory \(DoI\)](#) is used to measure how ideas, products, and behaviours spread, including positive environment change.

DoI describes how change happens:

- Changes spread along human networks where personal connections are more important than media campaigns.
- Innovation and change spread following the same pattern, see image 2:
- At first, only a small group of innovators try it out. The innovators navigate uncertainty, problems, and high costs to try something new.
- Early adopters join once the benefits are clear. They like to lead and tell the majority.

- Early majority are open to new ideas but only once they're proven and easy to use, not risky.
- Late majority are averse to new ideas, but join once the innovation is considered normal.
- Laggards are conservative. They often oppose change and usually won't adopt



**Image 2:** Diffusion of Innovation curve

a new behaviour until its almost unavoidable; in some cases they never adopt.

We can use DoI principles to help increase our success including:

- **Lead by example.** People often copy what they see others doing. Instead of trying to convince people to change, it can be more effective (and easier!) to lead by example.
- **Select your audience.** Focusing on one or two groups can make your efforts more effective. The fact sheet in section 5.3 explains how to do this.
- **Focus on the majority.** Most people fall into the early or late majority so there's little value in targeting laggards. Once sustainable behaviours become common, they spread more naturally.
- **Help others take the next step.** Share what you do, show them how or remove barriers.

## 5.2 Environmental action at Hume City Council

Hume City aims to be a climate resilient city with a healthy natural environment as stated in its [Council Plan 2024-2029](#) which is supported by several plans and strategies, including:

[Climate Action Plan](#)

[Land and Biodiversity Plan](#)

[Live Green Plan](#)

[Rural Strategy](#)

[Reconciliation Action Plan](#)

[Open Space Strategy](#)

[Transport Strategy](#)

[Waste and Resource Recovery Strategy](#)

For more visit [Council's website](#).

Hume City runs programs, workshops, events, and other activities to support residents, schools and businesses to minimise their environmental impacts and maximise their cultural footprints. For more information, visit [Council's website](#) or sign up to the monthly [Live Green newsletter](#).

There are local community groups working to create positive change. We've listed some of them below, but an online search related to your area of interest may reveal others.

## 5.3 Resources for spreading positive environmental changes

This [fact sheet](#) provides an easy-to-read explanation of how change travels from person to person. It shows how to target the 'types' of people in the diffusion of innovation model.

[Leadership lessons from the dancing guy](#) is a short (less than three minutes) video that shows the diffusion of innovation in action.

**Future Crunch** shares news stories of positive improvements in health, social and environmental issues that you might otherwise miss. Sign up to their free, weekly [newsletter](#).

## 5.4 Resources for environmental or sustainability groups in the Hume City region

[Jacksons Creek Eco Network](#)

[Climate Adaption Requires Youth Action \(CARYA\)](#) - Banksia Gardens

[Transition Australia](#) provides information on how to live more sustainably and create or find [groups near you](#) to support your efforts

[Environment Victoria](#) provides an interactive map of environmental volunteer groups in Victoria

[Victorian Environmental Friends Network](#)

[Friends of Organ Pipes National Park](#)

## 5.5 Activity: Investigate your chosen issue

In this activity, we reach out to individuals or organisations already working on your issue, to learn more about this locally.

**Step 1:** Undertake an online search about your issue. Can you find at least one group who is working on your issue or similar issues? If there's not a local group, is there a Victorian or Australian group?

**Step 2:** Contact a representative from that group to talk about your issue.

**Step 3:** Use the information you gathered in steps 1 and 2 to answer as many of the following questions as you can.

Are others working on this issue currently? Who are they? What do they do? Are any of them working locally? Can you contact them?

Have previous projects or programs tried to address this issue?

What are the underlying causes of the issue (e.g. issue: litter, underlying cause: no bins available)?

What do those already working on the issue suggest needs to be done?

## **Part 2 – Choose your approach**

In this section, we discover different approaches to creating positive environmental change. The information and activities help to decide which approach is most appropriate for your issue.

# Chapter 6. Behaviour change

We all know what a behaviour is: it's something that people do. An action, rather than a thought or a feeling.

When we start designing behaviour change projects, it's common to focus on what people think, feel, or know rather than what they do. If we're not clear about what the behaviour is, it's hard to change it.

In this chapter, we'll explore how to define a behaviour, so we understand it well enough to create meaningful change.

## 6.1 Why create a behaviour change project?

Many environmental problems are caused by what people do. However, telling people to change, or explaining why it's harmful, rarely works on its own. Research also shows that people's attitudes don't always predict how they will behave.

If the issue stems from human behaviour, it's important to understand that behaviour so we can work toward changing it.

Behaviour change is:	Behaviour change is not:
<ul style="list-style-type: none"> <li>✓ Understanding why people do/ don't do a specific behaviour (e.g., barriers and benefits of the behaviour)</li> <li>✓ Creating a program that supports people to do a specific behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Education/ raising awareness by itself (unless there is a specific information gap that prevents the behaviour).</li> <li>✗ Telling people what to do.</li> </ul>

**Table 1:** Defining behaviour change

## 6.2 Identifying the behaviour you want to change?

To define a behaviour, we write a statement that says **who** does what **action** in what **context**. Often, the behaviour is one that we want people **not** to do. However, to create positive behaviour change, we need to understand the behaviour that we want people **to do**. So, we flip a negative into a positive. For example, let's focus on litter.

### Starting statement:

*Stop dropping litter*

This statement tells us what we don't want to happen. To be effective, we flip the statement, and we find several positive behaviours instead.

Positive behaviour statements:

*Put rubbish in the bin*

*Take rubbish home*

*Use reuseable packaging so there is no rubbish*

*Pick up rubbish*

Since each behaviour has unique barriers and benefits, we'll need to define and investigate them individually. For now, we'll use Put rubbish in the bin.

The next step is to add the **who** and the **context**. The more specific we can be, the more effectively we can target behaviour change. Here are a few examples of how we might define the behaviour.

### Definition of behaviour

Example 1: Dog walkers put rubbish in the bin at the local park

**Who:** dog walkers

**Action:** put rubbish in the bin

**Context:** at the local park.

A project aimed at getting dog walkers to put rubbish in the bin at the local park will be different to other litter projects using a different behaviour definition. For example:

Example 2: Parents (who) take coffee in reuseable cups (action) to the local park (context).

## Alternative behaviours all have different things that make people more/less likely to do them



**Image 3:** Littering behaviours

Example 3: People who get takeaway food (who) at the local shopping strip (context) put rubbish in the bin (action).

Defining behaviour can be challenging because we want to change all of the people, all of the time. But it's better to target a specific behaviour effectively than several behaviours ineffectively.

**Tip:** If you want to evaluate how effective your behaviour change project is, select a behaviour that you can see people doing.

### 6.3 Understanding the behaviour

Now that we have defined the behaviour, next is to understand why people do and don't do it (Image 3). Your strong connection to the issue means your experiences may differ from those whose behaviour you hope to change, so be mindful of assumptions or biases.

To understand more about the specific behaviour, it's important to learn from others. You can do this by doing an online search on your topic + the word 'behaviour' or visiting local online forums. However, the most effective method is to ask people. This can provide information on:

- Behaviour advantages and disadvantages.
- Social norms (what people think others are doing and how they believe others will judge them if they do the behaviour).

- Barriers and supports (what makes it easier or more difficult).

If you have defined multiple behaviours, you need to repeat the questions for each behaviour that you want to encourage.

Once you understand the behaviour(s), it's time to begin designing your project. Use activity 6.5 on page 20 to map out the behaviour and work through the six guiding questions. This process will help determine the focus for your behaviour change project.

### 6.4 Behaviour change resources

- [BehaviourWorks](#) shares behaviour change research studies and evidence-based ideas to address environmental behaviours. [Changeology](#) has examples of behaviour change projects and tools that you can use to design your project.
- [EAST](#) is an easy model that you can use if you're feeling stuck.
- [Zoos Victoria](#) have examples of [SMART](#) behaviour change projects.

## 6.5 Activity – Behavioural research questions and how to apply them to your issue

Changing a behaviour starts with understanding how others see it. This activity presents six questions which will provide insight into other's experiences and behaviours.

**Step 1:** Identify the behaviour you wish to interrogate further.

**Step 2:** Identify at least one person who already performs the behaviour and one person who does not. Ask each person the six questions below and note their answers. Make sure you have the behaviour clearly defined as **who** does what **action** in what **context**.

1. What are the advantages of *[insert the behaviour]*?
2. What are the disadvantages of *[insert the behaviour]*?
3. Thinking about the people who are important to you, who would approve of you *[insert the behaviour]*?
4. Thinking about the people who are important to you, who would disapprove of you *[insert the behaviour]*?
5. What makes it easier for you to do *[insert the behaviour]*?
6. What makes it more difficult for you to do *[insert the behaviour]*?

**Step 3:** Compare their responses to identify key differences and thoughts.

**Step 4:** Use the research findings to design a project

Using the answers to the six questions, and any additional research you've done, make a list of the following (avoid including your own thoughts and feelings):

- Perceived advantages of the behaviour.
- Perceived disadvantages of the behaviour.
- Social norms (who approves/disapproves and why).
- Barriers now and into the future.
- Enablers (things that make it easier).

What were the strongest responses? Where there any clear trends from the responses? Did anything surprise you?

**Table 2** (opposite page) outlines how to assess your responses to these questions and what type of approach may work best. We've used the Parents take coffee in a reusable cup to the local park example below to demonstrate that some of the possible approaches will be better than others. Overall, responding to people's actual experiences of the behaviour are more effective than ideas that we come up with on our own.



If the strongest response was...	Approach...	Example: parents take coffee in reusable cups to the local park
People who do the behaviour perceived an advantage that people who didn't do the behaviour did not	<p>Is there a way to make the advantage? more visible?</p> <p>Can you create a 'come and try' time so that people can experience the advantage?</p>	<p><b>Advantage:</b> It's nicer to drink from a reusable cup</p> <p><b>Responses:</b> Organise a picnic day where people bring their own cups. For one month, get people to share pictures of their most colourful cups at the park.</p>
Perceived disadvantages	<p>Can you remove the disadvantage?</p> <p>Can you change the behaviour that you are targeting to avoid the disadvantage?</p>	<p><b>Disadvantage:</b> When you finish your drink, you have a wet cup to take home</p> <p><b>Response:</b> Create a dry and go station where parents can leave their cups to air dry on a rack while the children play.</p>
Social norms are a problem (the behaviour is viewed as uncommon or not desirable)	<p>Can you make the people who are already doing the behaviour more visible?</p> <p>Can you create positive feedback when people do the behaviour?</p>	<p><b>Social norm:</b> It is odd to bring a reusable cup</p> <p><b>Responses:</b> Ask some regular park users to bring their loveliest mug or most practical reusable cup to the park. Work with the local café to say 'thanks for reusing' when people bring a reusable coffee cup.</p>
There are barriers to doing the behaviour	<p>If people said something made it easier to do the behaviour, can you apply that to other people?</p> <p>Can you remove any barriers to doing the behaviour? If not, can you reduce them or teach people to overcome them.</p>	<p><b>Barrier:</b> It's difficult to remember to bring a reusable cup</p> <p><b>Response:</b> Work with the local café to allow park users to borrow a cup and return it on their way home</p>

**Table 2:** Determining the best approach

# Chapter 7: Leadership and community organising

## 7.1 Who are environmental leaders?

Environmental change is led by all kinds of people. Leadership is not just in political spheres, people lead meaningful environmental change in their communities, workplaces, schools, clubs and other organisations.

Leaders are people who take action and invite others to take action in supporting change.

### You as an environmental leader

Different issues and projects require different leadership skills. Community environmental projects require leaders who can:

- Explain the issue.
- Bring people together to work on solutions.
- Allocate tasks and check completion.

Leaders often:

- Speak to decision makers or the media using the ‘elevator pitch’.
- Help the project team define their shared purpose.
- Act as a link between the project team and the wider community.
- Connect with other groups acting on the same issue.
- Take on a formal leadership role in an incorporated organisation.

Not all leadership tasks need to be completed by one person. If there are items on those lists that you are not confident with, you can:

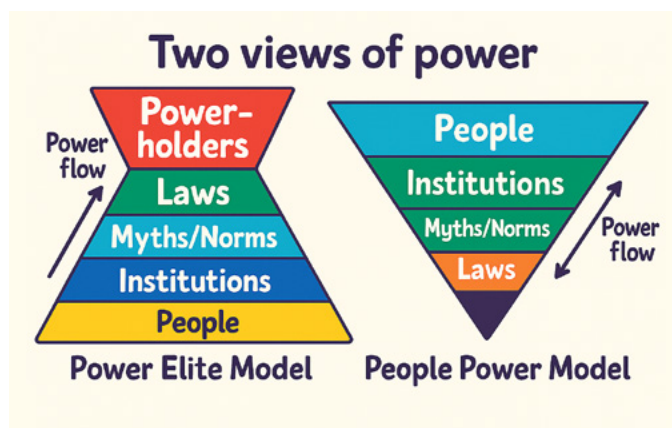
- Partner with someone who has complementary skills
- Look for training or mentoring to help grow those skills. The HEC Masterclass sessions are a great place to start.
- Join community organising groups

## 7.2 Community organising

Community organising is a way of bringing people together to build collective power. This power sits with the community, not governments or institutions. Unlike advocacy discussed in Chapter 8, which focuses on achieving a specific change or policy shift, community organising prioritises **relationships first and action second**.

Community organisers help shift power by building strong connections, creating a shared purpose, and supporting communities to work together. There are many models of community organising, but most have the following:

1. Identify an issue that people in the community care deeply about.
2. Build relationships with individuals and local groups by talking to as many people as possible about the issue.
3. Community mapping: using online or paper maps to gather input from a wide range of people. Participants add their experiences, insights, and ideas directly onto the map.
4. Develop an action plan to create change on the issue.



**Image 4:** Community organising aims to shift a power elite model to a people power model.

Image source: *The Commons Social Change Library*

You can build relationships by spending time with people who care about the issues. Examples of questions that build a deeper connection are:

- What kind of community were you raised in?
- What organisations are you connected to now?
- Who do you consider to be your community?
- What is your community concerned about?
- Who is involved in the issue you want to change?

### 7.3 Resources for leadership

- The [2026 Skills Horizon](#) maps the skills required for business leaders. The section on Grounded Leadership (p.91) is particularly relevant for community environmental leaders
- Different [styles of community leadership](#).

If you want to do further environmental leadership training, there are dedicated groups including:

- AL Gore's [Climate Reality Project](#)
- For women or gender diverse leaders, [Women's Environmental Leadership Australia](#)
- The [Institute of Community Directors Australia](#) provides lots of tools, resources, and training for community leaders.

### 7.4 Community organising resources

[Citizens.org](#) have steps simple steps for community organising, with examples of successful campaigns.

[Community Organisers](#) share approaches to community organising and a community organising framework.

[Maptionnaire](#) has community mapping instructions.

[Friends of the Earth \(FoE\)](#) are a network of community activists who are working for transformational change. FoE are committed to community organising. Their website has lots of information about the community organising approach, as well as a short survey that you can take to see if your community organising project, is a good fit. If it is, you may want to join with FoE.

GetUp has an [explainer of community organising](#).

### 7.5 Activity – Leadership skills

The University of Nevada has compiled a [list of skills for effective community leadership](#) which we have used to inform this activity. Most people feel more confident in some skills than others. In this activity, you will:

- identify skills that you already have
- identify gaps
- brainstorm ways to fill the gaps.

#### Step 1: Identify skills

In the table below, write a number from 1-4 in the 'your skill level' column, where:

1 = weak

2 = not strong

3 = somewhat strong

4 = very strong

#### Step 2: Prioritise skills

Not all skills will be required for every project. In **Table 3:** below, write 'Yes' or 'No' in the 'Relevant to project' column. Most will be yes.

Leadership skill	Your skill level	Relevant to project
Collaboration		
Communication		
Conflict management		
Creative problem solving		
Deliberation		
Empowerment		
Facilitation		
Governance		
Imagination		
Recruitment		
Strategic action planning		
Team building		
Values and ethics		

**Table 3:** Leadership skills

**Step 3:** Identify gaps

Highlight any leadership skills that you:

- Ranked your skill level at 1 or 2
- Marked relevance as Yes

These are the skills you'll need to work on to ensure you can successfully lead your project.

**Step 4:** Fill the gaps

Think of a strategy to increase your rating for the gaps identified in Step 3.

Strategies may include:

- reading about the skill and practicing it
- partnering with someone who has the skill
- attending a workshop or online training to develop the skill.

Continue to use this strategy (and others) to increase your skill level until you feel confident. Is there another skill you need to work on? Repeat the steps until you feel confident, then you're ready to lead.



# Chapter 8. Decision making and advocacy

## 8.1 Does your project need to include advocacy?

We all have a role to play in protecting the environment and contributing to a positive local community. However, when systems are designed in ways which cause bad environmental outcomes, or make sustainable choices difficult, it's not fair or effective to place the responsibility solely on individuals. For example:

Would a campaign to get people riding bikes be impactful if the only bike access to the city is a freeway with trucks?

Would you run an education project about the importance of compost if your target audience were living in apartments with no gardens and no access to food and organic waste collection?

If you answered 'no' to the questions above, you've identified that these are systemic issues. Systemic issues require systemic solutions, so advocacy is more appropriate than targeting individual behaviour. Ask these questions to determine if your issue is a systemic one:

- When you asked people the six behaviour change questions in Chapter 6, did they identify things outside of their household that made it difficult to change their behaviour?
- Are there rules or incentives that push people toward environmentally damaging choices?
- Would the problem persist if everyone did their best within the current system?
- Have others used education campaigns that haven't resulted in change?

If you answered 'yes' to one or more of these questions, then the behaviour has systemic issues or parts to it, and your project needs to include advocacy. This Chapter helps you to;

- work out who to advocate to and when
- get other people involved in your advocacy effort.

## 8.2 Who can change the problem?

We don't want to waste time advocating to someone who can't create the change we want. That's why it's important to understand the systemic issue and then determine who has the power to address the problem.

### Advocating to government

Governments influence systems in many ways through laws, taxes, and services.

In Australia, there are three levels of government: local (e.g., Hume City Council), state or territory (e.g., Victorian Government), and federal (Australian Government). Each level has different responsibilities. Working out who truly influences your issue isn't always simple. Can you find the best level of government for your issue using the diagrams on the next page?

If you're still unsure, the [Australian Government's Parliamentary Education Office](#) provides useful information that can help.

Once you have identified the correct level of government, you'll need to find the most relevant person/people within that government.

State and federal governments include members of parliament and senators. You can advocate to:

#### **For Victoria:**

The Legislative Assembly ('lower house'): consists of 88 Members of Parliament from 88 districts.

The Legislative Council ('upper house'): consists of 40 senators from eight regions.

#### **For Australia:**

The House of Representatives: 150 Members of Parliament representing 150 seats.

The Senate: 76 senators. Each senator represents their state/territory.

#### **Hume City:**

Hume City consists of 11 wards with a single councillor representing [each ward](#).

### The Law-making powers of the federal Parliament

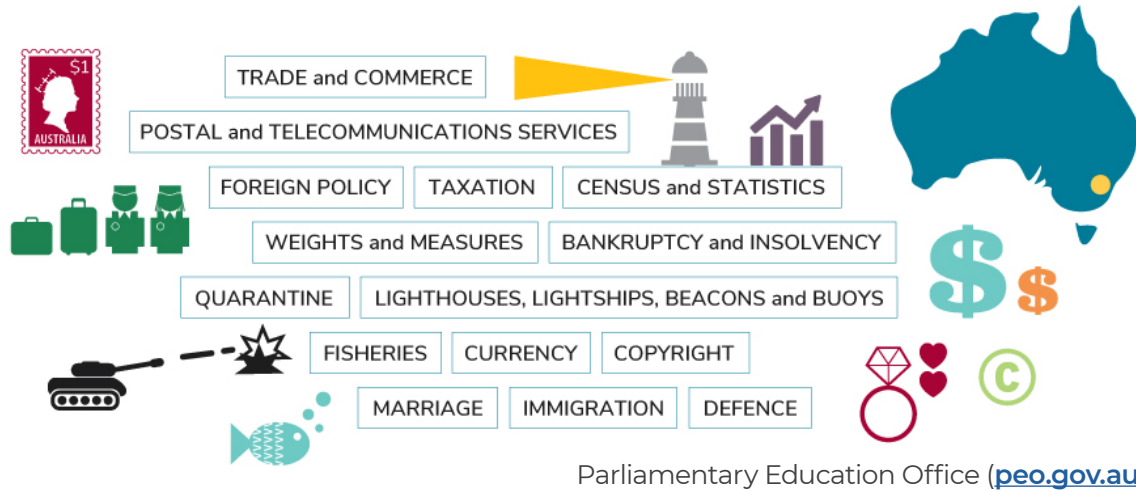


Image 5: Australian Government Responsibilities

### The law-making powers of the state parliaments

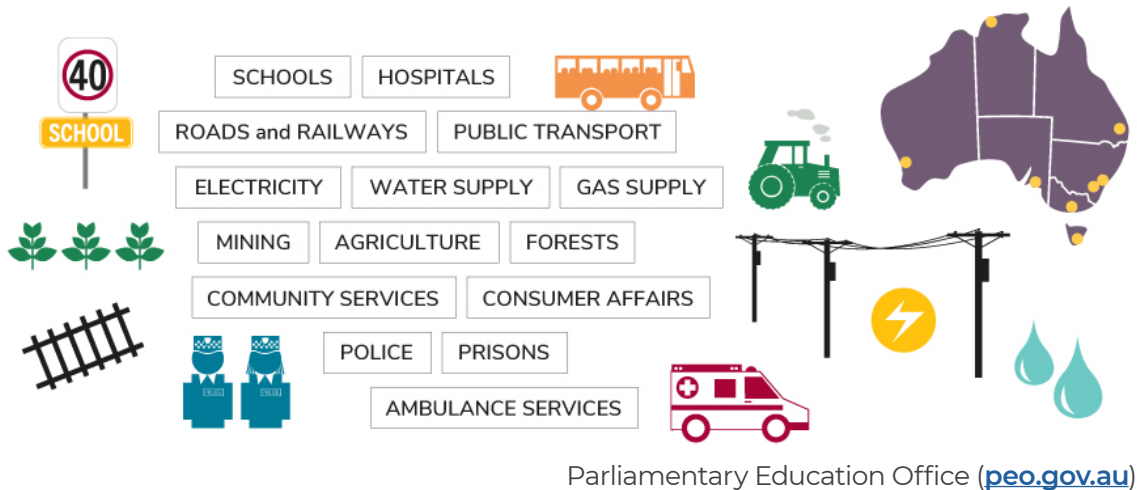


Image 6: Victorian Government Responsibilities

### The law-making powers of local government



Image 7: Local Government Responsibilities

Council's work is guided by the Council Vision and Council Plan as well as other supporting strategies and policies that explain how Council will meet its goals; see Chapter 3. for links to relevant Council documents.

Councillors hold public meetings twice a month. You can advocate to Council and your Councillors in several ways:

- [Participate Hume](#) – Council regularly seeks community input on upcoming plans and initiatives.
- Council meetings – Attend a [council meeting](#) in person or submit a:
  - public question (note there are rules around when and the type of questions you can ask in a Council meeting)
  - public comment in support of or opposing a motion/recommendation
  - petition or joint letter.
- Ward Councillor – Contact your local Councillor to discuss your concerns, share ideas, or seek support for an issue.

### Advocating to companies

While this chapter focuses on government, a company might be well positioned to create positive change for your issue. For example, if a bank or superannuation fund is putting money into fossil fuel projects, or a food company is using lots of plastic packaging, you can advocate directly to their management. Visit [Market Forces](#) for further information about advocating to companies.

## 8.3 Working together to change the system

You're more likely to create meaningful change when you work alongside others who share your goals. A united message carries more weight and is harder to ignore. It also ensures everyone is asking for the same changes, rather than competing with those who share your views.

To find groups or campaigns already working on your issue, try searching online using the issue plus the word 'advocacy', for example, 'climate change advocacy'. This will often lead you to larger organisations or campaigns that work at a state or national level and may already have

experience pushing for change. If you want to find local groups, add search terms such as:

- Near me.
- Local.
- Hume.
- Your suburb.
- Friends of [local park/natural landmark].

Local community groups are often run by volunteers who are very busy. If you can contribute your time and energy to support work that they are already doing, that can be a great way to build momentum.

In Hume City, local community groups list volunteer opportunities on the [Hume volunteer gateway](#). You can use the search tool to find active groups.

If you can't find a group working on your chosen issue, think about how you can find people who are passionate about it.

You could:

- Go to the specific location and talk to people about the issue.
- Start an online group.
- Create an email address so that people can contact you.

## 8.4 Decision making and advocacy resources

- [Hume City Councillors](#)
- [Victorian Government](#)
- [Australian Government](#)
- [Banks and superannuation companies](#)
- [Climate for Change](#) has templates for contacting MPs and instructions for advocacy.
- Chapter 13 of this guide has information about how to select the right information to influence decision makers.

### Resources for starting a petition

- Start a petition to [Hume City Council](#)
- Start a petition to the [Victorian Government](#)
- Start a petition to the [Australian Government](#)

**Advocacy groups that run large environmental campaigns**

- [Environment Victoria](#)
- [Australian Conservation Foundation](#)
- [World Wild Fund for Nature](#)

**Information for learning more about systems change**

- This [conversation article](#) explains how companies created a system that shifted responsibility for plastic waste onto individuals.
- This [short film](#) (6 minutes 30 seconds) outlines how people joined together to create big changes at different points in history and how we can do the same today.

**8.5 Activity - Identifying key decision makers and writing an advocacy plan**

This activity steps you through deciding who and how to advocate. If your chosen problem doesn't require system change, select a different issue for this activity.

**Step 1: Identify who you will advocate to.**

Does a company, other organisation or government have the most influence? If government, use the information in 8.2 Who can change the problem section to determine which level of government.

Company/government/other organisation name:

If there is more than one organisation, put them in order of their influence on the issue:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**If you are advocating to a company or other organisation:** Search for names, email addresses/phone numbers or a contact form. Include the Contact Details here:

\_\_\_\_\_

**If you are advocating to State or Federal Government:** The Victorian and Australian Governments provide search functions to help you work out who represents you. Include the Contact Details here:

The leader (PM/Premier):

\_\_\_\_\_

Your local lower house member:

\_\_\_\_\_

Your upper house member:

\_\_\_\_\_

Relevant cabinet ministers, if applicable (e.g., Minister for the Environment/ Education/Housing):

\_\_\_\_\_

**If you are advocating to local government:**

Look up the name and contact details of your ward councillor. The Council website tells you a little about each councillor, note down any relevant interests. Include the Contact Details here:

Councillor name:

\_\_\_\_\_

Ward name:

\_\_\_\_\_

Relevant interests:

\_\_\_\_\_

**Step 2: Identify the best time to advocate.**

Search online for relevant events such as upcoming elections, consultations or regular activities. Time your advocacy to when the issue is most visible. For example, if you're promoting cooler public spaces, plan your advocacy during winter and launch in the warmer months. Alternatively wait for a heatwave so your solution aligns with what people are talking about.

**Step 3: Identify partners.** Is there an existing campaign or will you build support for your idea?

Existing campaign name and lead organisation name:

If there is no existing campaign to partner with, brainstorm similar groups or individuals who are likely to support your idea.

**Step 4: Take action.** If there is an existing campaign, use their templates, activities or information for your action. While it's great to sign a petition, it's much more impactful to do this in consultation with other forms of action. Share the action with at least one other person to maximise your impact.

**Step 5: If there is no existing campaign,** here are some ideas of actions you can take by yourself:

- **Send an email** to the people you identified in step 1, who can influence change in the issue. It can be just a few lines, for example:
  - Dear [their name]
  - My name is [your name] and I'm [a customer/resident/citizen]. I am writing to you about [issue]. I'm concerned about it because [reason]. I'm asking you to [call to action, i.e., what you want them to do].
  - (optional) If you would like to discuss this further, please contact me on [contact details].
  - (optional) This issue that is important to me when I decide [who to vote for/what to purchase].
  - Warm regards [your name]
- **Request a short meeting** with decision makers like a politician or a company CEO. It's powerful for politicians to sit across from a voter telling them about an issue they want addressed or a CEO to hear how their company sales/profits may be impacted by further action like not buying their products. These people are busy, so if you are granted a meeting, be prepared to use the time effectively, for example:

- A pitch, see chapter 13.
- Image or a very short video (if applicable).
- Notes about any specific facts or studies that you want to share.
- Be clear about your call to action.

- **Make a phone call** to decision makers. You can prepare a short script:
    - My name is [your name] and I'm calling you about [issue]. I'm concerned about it because [reason]. I'm asking you to [call to action].
  - **Create a petition:** If you want to show that other people also care about the topic.
    - More information about numbers of signature and other government rules about making your petition count can be found on Federal and State Government websites.
  - **Write a submission** to a consultation process, for example through Participate Hume.
  - **Attend a council meeting.** If local government is best placed to change the system.
  - Note: politicians track engagement on topics. Your action does not need to be long, and you don't need to be an expert. A short, respectful contact lets them know that this is an important issue for you. Phone calls and personal emails are counted more than shared emails or petition signatures.
- If you're new to advocacy, it can feel daunting. Here are some tips:
- If you make a phone call after hours, you can usually leave a voicemail instead of talking to someone.
  - If you don't feel comfortable asking for a change, you can act in support of a change. This can be part of a formal submission process, or an email or phone call. Organisations hear from people who don't like things all the time. Hearing that people like change can help them to maintain the change and make more in future.
  - **Remember:** politicians work for us!

## **Part 3 – Design and deliver your project**

In this section, we will learn how to turn your ideas into action through the Hume Enviro Champions (HEC) program. By the end of this section, you should have a complete plan for your project.

By being part of the HEC program, you're not just taking action, you're helping shape our community's future. Your insights show Council what matters most and connects with others who share the same passion. Your participation sparks change, builds momentum, and helps create a stronger, more connected community working together for a healthier environment.

# Chapter 9. Project planning

## 9.1 Enviro Champions Project Planning Template

Successful environmental action begins with a good plan

Careful planning ensures the project's success, delivering benefits for both the natural environment and the community. To support this, the HEC program uses a **Project Planning Template (PPT)**. This template helps to map your project idea in a clear way and includes prompts like:

- what you want to do
- who is involved
- how you'll do it
- why it matters
- where and when it will happen
- timelines for progress
- resources and budgeting
- evaluation.

The benefits of project planning are:

- Improved support for decision making.
- Clear outlines of the project objectives, timelines and scope.
- Better communication outcomes.
- Identification of resource needs and availability including budget.
- Opportunity to identify risks and mitigate these if they happen.
- Framework for evaluation identifying opportunities for improvement.

## 9.2 Enviro Champions Online Project Application

Using the PPT makes it easier for Council and project partners to understand your idea and determine the type of support they can offer.

While the **PPT** provides the framework for your idea, the **Online Project Application** helps Council to assess whether your project can be supported. The project application process is shown in Chapter 3 and the program guidelines outline the aspects of your project Council considers when assessing the project for approval.

## 9.3 Council support

Council offers helpful resources to guide Enviro Champions in using the PPT, shaping ideas into a project and supporting the implementation. These resources are designed to make the planning process simple and give you confidence to move your idea forward in a supported way.

### Enviro Champions training opportunities

#### Enviro Champions two-day introduction course providing:

- an overview of the program and support available
- opportunity to network with Council staff and past participants
- guidance through the project process to develop your idea.

#### Enviro Champions Masterclass sessions

for deeper understanding of topics important for successful projects (many of which are covered in this Guide).

#### Mentoring

- One-on-one mentoring to guide project delivery.
- Access to Hume's Environmental Community Development Officer to ask questions.

#### Funding and other support

- Project seed funding.
- Support with room bookings, promotions and printing.

## 9.4 Resources for planning your project

[Project Planning Template](#)

[Online Project Application](#)

[Example of completed PPT](#)

## 9.5 Activity – Starting your project plan

A project plan outlines what your project intends to achieve and how you will deliver it. You can list your intended outcomes as dot points in section **7. Objectives** of your PPT. For examples of completed PTTs, visit [Hume City Council website](#) for fictional projects.

**Step 1:** Read this Guide to provide you with useful information and activities to get you started on each section of the PPT.

**Step 2:** Download the PPT and save it to your device. It's a good idea to save it into its own folder so you can add any research or other documents in one place.

**Step 3:** Start filling in the information that you already know. The PPT is a live document and can be updated or changed as needed.



# Chapter 10. Community project planning and design thinking

When creating a community environmental project, there are many factors to consider.

Creating a project that supports both people and the environment requires careful planning, a clear purpose and ability to adapt as you learn. Successful projects are rarely fixed from the beginning - they grow and improve as you explore ideas, speak with community members, and test what works.

In Chapter 9, we introduced the Project Planning Template (PPT) and showed how it helps to organise your ideas and clearly communicate your project and approach.

Now it's time to start thinking through the details and shaping your project into something practical, achievable, and meaningful.

## 10.1 Goals and objectives

Before you begin planning a project, it's useful to pause and reflect on:

1. **Your goal** – the overall change you want to create.
2. **Your objectives** – the actions you'll take to move towards the goal.

There are often several ways to approach the same project idea. Each action may offer different benefits depending on whether you're aiming for a short-term, medium-term, or long-term impact.

To start thinking about your approach, ask yourself:

- *Which project option would make the biggest environmental difference over time?*
- *Which approach feels right to me as someone who is part of this community?*
- *Which solution would make a change people value?*

For example, if your project goal was to reduce the impact on litter in your local park (see example 1: [PPT](#)), there are several ways to approach the problem of litter. You could:

1. Write a letter to Council asking for cameras to be installed and litterers to be fined.
    - **Short term:** Little impact—Council processes take time, and installation is slow.
    - **Medium term:** Could deter some littering if cameras go in.
    - **Long term:** Might be effective if enforcement is ongoing, but it risks creating a negative feeling towards the issue rather than encouraging community ownership.
    - **Human-centered:** Mostly top-down; the community hasn't shaped the solution.
- Best for:** Enforcement focused outcomes. Not something community can control or engage with.

2. Pick up the litter yourself.
  - **Short term:** High impact – while it may take some of your time the results will be seen immediately.
  - **Medium term:** Not a permanent solution but could lead to others who observe you picking up litter doing the same when they are at the park.
  - **Long term:** Might be effective if all park users did the same thing but doesn't address the core problem.
  - **Human-centered:** The individual may become tired of doing the work as the community isn't involved and hasn't shaped the solution.

**Best for:** Quick wins and immediate visible improvements.
3. Gather local community members together to discuss the issue and share ideas for reducing the litter problem in the park.
  - **Short term:** Takes time to organise and not immediately visible.

- **Medium term:** Builds shared responsibility and ideas.
- **Long term:** Most sustainable — community-led solutions often last longer because people feel ownership.
- **Human-centered:** Strongly aligned with community because it starts by understanding what people value, need, and experience in the park.

**Best for:** Long-term behaviour change and community connection.

Any of these ideas could have a positive impact on litter in the park, but the third option provides community engagement, shared understanding of the problem, solutions designed with park users, and a higher chance of long-term sustainable behaviour change in the community.

## 10.2 Design thinking

Design thinking is one method of deciding which ideas might work best at solving complex environmental problems. The main principles of design thinking are:

- firstly, expand the number and diversity of ideas
- then focus on narrowing to one idea you can work with.

Design thinking aims to create solutions that have:

- **Collaboration:** Combines diverse perspectives to create stronger, more innovative ideas.
- **Human-centered focus:** Prioritises empathy to understand the user's emotions, experiences, and pain points.
- **Iterative process:** Encourages testing and refining ideas, meaning teams often revisit previous stages to improve the solution.
- **Five core stages:**
  1. **Empathise:** Researching user needs through observation and engagement.
  2. **Define:** Framing the problem based on user insights.
  3. **Ideate:** Brainstorming a wide range of creative solutions.
  4. **Prototype:** Building inexpensive, scaled-down versions of the solution.
  5. **Test:** Gathering user feedback on prototypes to refine the solution.

Design thinking directly relates to section 4. Community need/s in the PPT, however most areas of the PPT can benefit from applying the stages of design thinking.

## 10.3 Links

[Getting Smart](#) looks at how design thinking can transform communities

[Adobe](#) provides some useful information and steps to design thinking

## 10.4 Activity – Design thinking for your project ideas

Design thinking brings together the activities already completed in previous chapters and provides a stronger approach to the activities in the remaining chapters of this Guide.

**Step 1:** Look back on the work you did for the activities in Chapters 6-8. How does the information from this work fit into the Design Thinking 5 Core Stages? Can you see similarities in the description of the stages and the activities you have done so far?

**Step 2:** Next open the [PPT](#):

- In the table on the PPT we have **4. Community need/s** use the two [example PPTs](#) to help guide your understanding.
- Write a couple of sentences, as shown in the examples to explain why your project is important to the community.
- This information relates to the first stage of design thinking **1. Empathise** in core stages of design thinking.

**Step 3:** In the PPT table section **6. Objectives**, you can combine the work from activities in Chapters 6 to 8, to look clearly at defining the idea/issue and what actions you can take.

- Important to take a negative issue and work on a positive action to create the outcome you want to see. For example, broken glass, litter and antisocial behaviour at a local park in Example 1 PPT is the problem statement and it is turned into positive list of objectives or actions.
- This information relates to the second stage of design thinking **2. Defining the problem**.

**Step 4:** In the PPT table section **5. Target Audience**, you can look more closely using the activity from Chapter 8, to define your audience.

- Think of as many different audiences as possible that can help you make change on your idea/issue in some way.
- List the main audience areas into on your PPT as shown in the Example PPTs.
- The information also relates to the second stage of design thinking **2. Defining the problem**. This builds an image of who you might want to brainstorm with for the next stage of design thinking **3. Ideate**.



# Chapter 11. Scoping and evaluating your project

## 11.1 Scoping your project

Defining the scope of your project by clearly outlining what you **will** and **will not** do, gives the project a stronger chance of achieving its goals.

Environmental problems can seem large and complex. For example, you may want to address a complex issue like climate change or reduce the impacts caused by littering across the country. However, the scale of these issues are too large for a community led project to address on its own.

It is important to start small with achievable goals. You can always build on these goals once your project has community support, a clear direction for growth and the resources you need to grow.

When the scope is well-defined, it helps to:

1. **Create clear boundaries** around what is included in the project and what is not.
2. **Provide a shared understanding** about what the project aims to achieve and how.
3. **Manage expectations** of stakeholders, partners, and participants so everyone knows what to expect.
4. **Prevent scope creep**, ensuring the project stays focused and doesn't drift into unrelated tasks or objectives.

When scoping your project idea you should determine:

- **What** – is the goal the project aims to achieve?
- **Timeframe** – will the project have a fixed timeframe or be ongoing?
- **Who** – will be involved in the project and who will not?
- **Where** – is the project located, is it a defined area or will it move to different locations?

**Tip: Projects usually take more time and effort than expected!**

While working through the activities in Chapters 10-13, remind yourself of Design Thinking Core Principle number **3. Ideate** – using brainstorming for creative, big picture ideas, and **4. Prototype** – test low cost, simple solutions.

**Scope creep** in volunteer community projects happens when new tasks or ideas are added without adjusting time, resources, or capacity. Because volunteers are keen to help, boundaries can blur and projects grow beyond the original plan, leading to burnout, confusion, and delays. Clear goals, simple decision-making, and regular check-ins help keep the project focused and sustainable.

## 11.2 Plan for your wellbeing

Projects can be large or small, long or short, and can involve one or many people. Although the process and outcomes can be very satisfying, community environmental projects can also be tiring, so it's important to consider yours (and others) wellbeing as you plan and progress your project. For more information on planning for your wellbeing, read Chapter 15 Self-Care and Celebrating Success.

## 11.3 Project evaluation

Evaluating a project shows whether it is meeting the goals and helps identify what is working well and what needs improvement.

Evaluation helps volunteers and organisations understand why the project work matters.

By taking time to reflect on what worked, what didn't and why, teams can strengthen future projects and keep them aligned with the original goals. Asking at the project planning stage "What does success look like for our goals?" makes it easier to use evaluation results to guide decisions, improve planning, and design stronger, more effective projects.

Good evaluation tracks resources and progress to provide clear understanding of:

- accountability for funding
- volunteer in-kind time
- effective resource use
- project risks and mitigation
- unforeseen outcomes.

In the end, evaluation helps you check whether the project achieved what it set out to do.

By comparing the results with the original objectives, you could see if the project made the intended impact, where it fell short, and what could be improved next time. This makes sure the project stays true to its purpose and helps guide better decisions for future work.

Evaluation tools can include:

- online surveys and polls
- written feedback forms at the end of an event
- number of people at events
- project timeline
- project resource tracker.

It depends on your project as to which evaluation tools might suit it best.

### Evaluation methods

Evaluation methods can be either **quantitative** or **qualitative**, and both are useful at providing information in different ways.

**Quantitative evaluation** measures things using numbers. It is a systematic and objective way to understand performance, impact, or outcomes using data such as counts, totals, or statistics.

Examples include the number of:

- people who attended an event
- trees that were planted
- kilograms of litter collected
- litres of water saved in the home.

It allows a direct comparison to what was before, and what happened following the project, and allows a baseline to be set for future iterations of the project.

**Qualitative evaluation** focuses on understanding why and how something works by collecting nonnumerical information. It uses interviews, open-ended surveys, focus groups, and observations to explore people's experiences and perspectives.

Examples include:

- a survey about participants' experiences at an event
- an interview about how a volunteer felt being part of a project
- observing wildlife behaviour where biodiversity has changed
- a group discussion to evaluate project activities.

Evaluation is directly linked to the project's goal and objectives. It is a good idea to review these in the PPT when deciding on your evaluation methods.

## 11.4 Resources for scoping and evaluation

[What is Project Scope](#)

[Community Planning - evaluation](#)

### 11.5 Activity – Project scope

Understanding project scope is essential for setting clear expectations and keeping your project on track. In this activity, we'll explore what is included and equally important, what is not included in your project. This will help you practice defining scope and understanding how it supports successful outcomes.

**Step 1:** Write down dot points in **7. Scope** section of the PPT to show what your project will and will not be doing.

**Step 2:** Think about how much time you have available to do project activities and how that might affect the ideal timeframe for the project's delivery.

For example, your project is to hold a tree planting day at a local creek reserve. The ideal time to plant native trees in Victoria is June to August, however, it is already late April. You haven't received permission from the authority who manages the creek reserve to do the

planting, and you are uncertain how you will source the resources required (trees and equipment).

There is not enough time in the current year to ensure a successful event. Instead, it would be better to start planning for an event in the following year to ensure maximum success.

**Step 3:** Create a timeline of activities your project aims to achieve in **8. Milestone** schedule section of the PPT. Be aware of the time you and other volunteers may have available and don't be overly ambitious.

## 11.6 Activity – Project Evaluation

Evaluation is an important way of checking that the project is meeting its objectives.

**Step 1:** Look back on your work from chapters 5, 6 and 9 and the objectives you created in the PPT. How will you measure the outcome of the objectives? Will the method you use be quantitative (numbers) or qualitative (thoughts and feelings)?

**Step 2:** In section of the PPT, **14. Evaluation plan**, list the ways you will measure the outcomes of your project actions and objectives. See Example PPTs for guidance.



# Chapter 12. Finding and communicating with your audience

## 12.1 Why it's important

There's an old saying that "if you target nobody, that's who you'll reach". While that might be a slight exaggeration, it's true that communication is most effective when you are clear on:

- Who are you communicating with?
- Why are you communicating with them (what result are you hoping for)?
- What do they think about the issue and/or your proposed solution?

### Identifying your target audience(s)

Your target audience might change at different stages of your project, or for different goals. For example:

- In the early stages, you might target people who are already active on the issue. The communication goal might be to form a partnership, recruit them to your project, or learn from their expertise.

- In later stages, you might target a broader audience. The communication goal might be to encourage them to attend an event or try a new behaviour (note: communication alone is unlikely to change the behaviour, see Chapter 5 for more information).

Even if you are targeting a broader audience, it needs to be clearly defined. For example, if you were running a project to encourage people to install solar panels, you could define the audience at different levels, such as:

*Too broad:* Householders

*Better:* Householders in Hume City

*Best:* Householders in Broadmeadows who own their home, sometimes struggle to pay energy bills, and do not yet have solar panels.

Table 4 identifies some guidelines for identifying your audience:

If you want people to...	The audience will be...	They may be located...
Try a new activity or behaviour	People who don't do it yet. or People who do part of the activity or behaviour, or a similar activity or behaviour (can be easier to engage).	In a specific street, park, neighbourhood
Create a system change	People with decision-making authority	In an organisation
Join the project	People who are already active on the issue	In local community groups or wherever the activity takes place
Champion the change/project	People who are already active on the issue	In local community groups or wherever the activity takes place

**Table 4:** Identifying your audience

## 12.2 Refining your communication goal

Before deciding what communication methods to use, clearly identify the outcome you want to achieve. This desired outcome is your communication goal.

Common communication goals include:

- Encouraging people to sign up to a project mailing list.
- Getting people to attend an event.
- Motivating community members to take a specific action that supports the project.
- Influencing decision-makers to change a policy or system (this becomes advocacy, see Chapter 7).
- Recruiting new volunteers or team members.

## 12.3 Targeting your audience(s)

There are many ways to reach your audience – online, in person, or through other communication channels.

You can find people online by going to existing community groups on Facebook, Whatsapp, Reddit, or Nextdoor. Online groups have benefits, including:

- being able to reach large numbers of people easily
- allowing people to contribute to discussions at a time that suits them
- making it easy to quickly share links to information or surveys.

You can talk to people in person by:

- going to places that people spend time at, for example, the park
- introducing yourself to groups such as community gardens, environmental organisations, men's sheds, sports clubs, or faith gatherings
- asking your friends and neighbours to share project information with people they think might be interested.

In-person audiences have the benefits of:

- forming relationships can be easier in person
- building trust between yourself and your audience

- reaching groups of people who are not on social media (for example, younger and older people).

Whether online or in person, it's usually more effective to start a conversation about the issue or project, rather than a one-way communication from you to the target audience. For example, you might:

- share some information and then pose a question
- ask an open question about what people think of the issue
- share a survey.

## 12.4 Free survey tools and design resources

- Canva is a free design tool, although it requires you to create an account. It has templates for many online and in-person communications and training to help you develop communication materials.
- Google Forms is a free survey tool that you can use with a Google account.
- Microsoft Forms is a free survey tool for Microsoft 365 users.
- Survey Monkey is a popular survey tool to create surveys with a professional appearance. There is a free version but many of the functions and question types are for paid users only.

## 12.5 Activity – Create a survey to learn about your audience

A survey is a structured way to find out about what your audience thinks about the issue you're researching/ your project idea. In this activity, you will create a five-question survey.

**Step 1: Select a survey tool** from the list in the 12.4 Free survey tools and design resources. If you have access to a paid survey tool, you may use that instead.

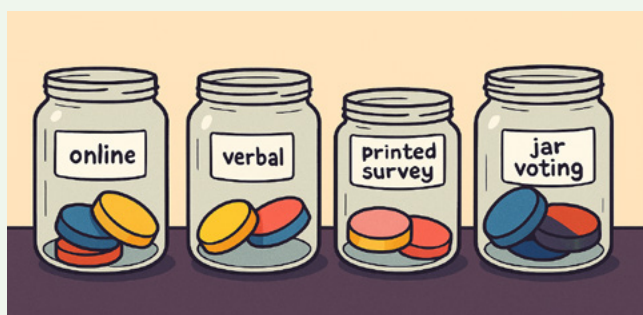
Surveys don't need to be high-tech. If you prefer to run your survey in person, write out your questions and plan how you'll collect responses. Options include:

- **Ask the questions verbally** and record people's answers either by writing or using a recording device.

- **Give people a printed copy** of the survey with a pen and clipboard so they can fill it out straight away.
- **Turn the survey into an interactive activity**, such as:

Display the questions on posters and invite people to add their responses using coloured pens or post-it notes.

For multiple choice questions, set up jars with a container of small items (like milk bottle lids) and ask people to ‘vote’ by placing a lid into the jar that matches their preferred option. Image 9 below shows this jar-voting method used to answer the question ‘How do you prefer to answer survey questions?’



**Image 8:** Jar-voting method of evaluation

### Step 2: Research questions

Make a list of all the questions that you could ask to guide the design of your project.

Some prompts to get you started include:

- Are people aware of the issue?
- Which activities are they already involved in?
- If you have a few project ideas: which one do people like most?
- Where do they look for information on this topic?
- Are they willing to get involved?
- What times/dates would they attend events?
- Where do they normally find out about community events?
- Do they use social media?

Select the five most important points to your project and turn them into survey questions. Make the questions as simple as you can.

Questions can be open-ended (people use their own words to answer the question) or closed (people choose from pre-determined options).

Table 5 shows the pros and cons of each question type. Decide on the mix of questions that you want to include.

Question type	Pros	Cons
Open	<p>Allow people to give complex information.</p> <p>Responses aren't limited to the options that you can think of when writing the survey, participants can tell you whatever they think.</p> <p>Provides qualitative data.</p>	<p>Takes longer for participants to answer</p> <p>Results are more difficult to analyse.</p>
Closed	<p>Quick to answer.</p> <p>Results are simple to analyse.</p> <p>Provides quantitative data.</p>	<p>Limits responses to the options that you can think of when writing the survey.</p>

**Table 5:** Open and closed questions

Note: If your project involves behaviour change, you should add the six survey questions from Chapter 5 of this guide.

Note: you can add an optional question for people to provide their contact details to receive your project information or provide a link for them to sign up to your project.

### Step 3. Pilot test the survey

Ask someone to complete the survey and provide feedback on:

- Were the questions clear?
- Did it take too long?
- Was it interesting?
- Was anything missing?

Edit your survey based on their feedback.

Your survey is ready to be used!

#### Step 4. Launch the survey

Collect data from your target audience.

#### Step 5. Use the survey to create a communication plan.

Communication plan structure

- **Who** (audience):
- **What** the audience needs to know (e.g., information about the problem, the proposed solution, how to get involved with your project):
- **How** will you communicate the information (e.g., letterbox flyer, social media post, newsletter article, email?):
- **When** (when do they need to know?):
- **Where** (e.g., in-person, social media):

Once you have made some notes, you can start adding them to **12. Communications plan** in the PPT. The Example PTT can help guide you, you will have more than one or different communication plan for each audience type.



# Chapter 13. Pitch writing

A **pitch** is a persuasive speech that shares information to achieve a specific outcome. A community project representative might pitch to convince someone to:

- provide funding or other support
- join the project or event
- create a partnership with an existing group.

A pitch can be written or spoken, detailed or short.

In this chapter, you will learn how to create an **elevator pitch**, which is a short, spoken pitch. The idea is that if you found yourself in an elevator with the person you wanted to pitch to, the elevator pitch would be short enough to deliver before they reach their floor, usually 30-60 seconds. Elevator pitches are useful for meetings, presentations and networking.

## 13.1 What goes into an elevator pitch?

The purpose of an elevator pitch is to introduce:

- yourself (and your group, if relevant)
- If applicable, include your connection to the topic and/or role in the project
- the problem and how you are helping to solve it
- focus on local solutions wherever possible
- a call to action, that is, what you want the listener to do. It can be big or small, for example:
  - attend a meeting/event
  - introduce you to other people working on the problem
  - provide funding or non-financial support
  - share information
  - join your mailing list.

### Example pitch

#### Introduce yourself / your group

*“My name’s John, and I’m part of a community program called Gardens for Wildlife.”*

#### Introduce the problem

*“Many people want to support native wildlife at home but aren’t sure which plants will make the biggest difference.”*

#### Explain how your project helps solve it

*“Gardens for Wildlife trains volunteers who offer free, tailored advice to help residents create wildlife-friendly gardens. We help people choose indigenous plants – or suitable alternatives – that suit their space, lifestyle, and goals. Every garden, no matter how big or small, can play an important role in supporting nature across our city.”*

#### Call to action

*“Would you be willing to share information about our upcoming Gardens for Wildlife information session with your members?”*

## 13.2 The right pitch for the right people

In the previous chapter, we identified your project audience if your pitch is aimed at getting people to participate, then the people you’re pitching to may be the same as your project audience. However, if your pitch is seeking specific support, the people you’re pitching to may be different. In the Gardens for Wildlife example above, the project audience is residents with gardens, while the pitch audience is the club newsletter editor who can share information.

You might also need different pitches for different outcomes or for different people. The call to action will be different. For example:

- a funding pitch might highlight how that the project can deliver value for money

- a pitch for Council to approve a project might highlight community demand in the local area and successful equivalent projects elsewhere
- a pitch to a parent group might lead with information about health benefits for children.

Sometimes, you can find out about your audience's values based on what they have said or done in the past. For example, if you want to meet with someone because you saw them speak at an event, think about the values that they were demonstrating at the event and how your project fits with those values.

If you don't have any information about the audience that you're pitching to, you can use a pitch that has broad appeal. Some things that have broad appeal include:

- Bringing people together.
- Environmental benefits.
- Local problems/solutions/people.
- Health benefits.
- Beneficial for children.
- Something surprising.
- A solution to a problem, even a minor annoyance.

Another way to have broad appeal is to simplify your language. Here's an example:

**Original statement:** We work to increase biodiversity.

**Simplified:** We educate people about pollinators.

**Simplified again:** We teach people how to grow plants that butterflies like.

### 13.3 Pitching resources

[Canva](#) has short (2-5 minute) online classes on developing a great pitch. Log in to [canva.com](#) (you need to create an account but the free version is fine), scroll down to design school, and enter 'pitch' into the search bar.

[Toastmasters](#) offers helpful resources for preparing a spoken pitch. Enter 'pitch' into the search bar.

### 13.4 Activity – Write an elevator pitch for your project

For this activity, we will:

1. Define who your pitch is for.
2. Write an elevator pitch for your project.
3. Time yourself speaking the pitch, refine as needed.
4. Read the pitch to someone, ask for feedback, refine as needed.
5. Revise the pitch for a different audience.

#### Step 1: Define who your pitch is for

People you will pitch to:

Relevant values/what they care about (in order of importance):

1.

.....

2.

.....

3.

.....

If you don't yet know who you will pitch to, write a pitch for:

President of the local primary school council.

Relevant values/what they care about (in order of importance):

1. *Educational opportunities for children*
2. *Community building*
3. *Environment*

#### Step 2: Decide on the call to action

I will pitch because I want the person I'm pitching to help by

.....

If you're not yet sure what kind of support your project will need, use this call to action:

*Organise the school to host an information session about the project.*

### Step 3: Write a draft pitch

You can use your own words or put your project information into the template below. Change any words that don't feel right for you, the pitch doesn't need to be fancy or formal, it's more important to be authentic.

Make sure you include the three components:

- Introduce yourself/the group.
- Introduce the problem and how your group works to solve it.
- Call to action.

Can you simplify the information?

#### Pitch Template

Hello, my name is **[Name]**, and I'm part of **[group name]**.

We are a **[community group / collective / network]** focused on **[who you serve or what you care about]** in **[suburb or community, if relevant]**.

**[Briefly describe the problem or need- one clear sentence]. [Optional – your connection to the issue – one clear sentence].** This affects **[who/what/where is impacted]**, and it matters because **[key consequence or urgency]**.

Our group helps by **[what you do]**. So far, we've **[short example, result, or impact— if available]** or At the moment we are **[briefly introduce the planning or research stage – one clear sentence]**

We're currently looking for **[call to action e.g., support, partners, funding, volunteers, promotions, introductions etc.]**. Are you able to **[specific action you want them to take]**?

### Step 4: Time yourself

- Start the stopwatch.
- Read the pitch out loud, in your normal speaking voice (don't rush).
- Stop the clock when finished.
- If the elevator pitch was longer than one minute, revise the pitch and time yourself again.

If the elevator pitch was approximately one minute, see if you can do a 30 second version.

Create a one-sentence pitch: We're **[Group Name]**, working to **[solve problem]** by **[what you do]**, and we're looking for **[call to action]**.

### Step 5: Ask for feedback

Read the revised elevator pitch to a friend/colleague/family member and ask them:

- What was most interesting part of the pitch?
- Would you change/cut any of the information?
- Would you change the order of the information provided?
- Was there anything that could be shortened?
- Was there any jargon? (if yes, reword in plain language)
- Were any parts of the pitch unclear?
- Was it clear what outcome the pitch was aiming to achieve?

### Step 6: Revise the pitch for a different person

Person you will pitch to:

Relevant values/what they care about (in order of importance):

1.

.....  
2.

.....  
3.

If you don't yet know who you will pitch to, write a pitch for:

*Member of the local men's shed*

*Relevant values/what they care about (in order of importance):*

1. *Social opportunities/building community.*
2. *Traditional skills (e.g., woodwork, gardening).*
3. *Conservation by repair and recycling rather than replacing items.*

Repeat steps 2-4

# Chapter 14. Resourcing your project idea

## 14.1 Resourcing

Whatever your project idea is, it will need resources to bring it to life. For community-led projects, finding these resources is a chance to get creative and connect with the people and organisations already in your community.

Resources are not only about money, but they can also include volunteer time, donated materials, shared skills, or borrowed equipment.

For example:

- a local hardware store might donate tools
- a school may lend its hall for workshops
- neighbours may volunteer their time to pick up litter
- a community group might share gardening supplies.

When these resources aren't enough, grant funding may help provide the financial support needed to achieve your project goals.

**Resource mapping** is about finding out what skills, services, people, and tools already exist in a community that can help with your project. It helps you identify what you have and what you may need.

It works best when you bring together a group of people who know the community well – people with local knowledge, lived experience, or who understand the project goal. Their different perspectives can build a complete picture of the community's existing strengths.

## 14.2 Grant funding

Grant funding is money provided by governments, councils, foundations, or organisations to support projects that benefit the community. There are many different types of grant funding, with a variety of themes and eligibility criteria. Grant funding helps cover costs when community groups or volunteers don't have the resources they need, making it possible to deliver projects that create positive local impact. This funding does not need to be

paid back, but usually requires an application explaining the project's purpose, goals, and expected outcomes. Any funds that are not spent according to the project purpose are paid back to the organisation that provided the funding.

Hume City Council runs the annual [Community Grants program](#) that supports individuals, community groups and organisations with funding to hold events, activities and programs which benefit the Hume community.

To be eligible for a Community Grant, groups must either be an incorporated organisations or apply through an auspice. For more information about the Community Grants program, follow the link above for frequently asked questions (FAQ) on the application process and eligibility.

**Incorporation** formally registers a community group as a separate legal entity, allowing it to enter contracts, apply for grants, own property, and benefit from limited liability. This protects members from personal responsibility for the group's debts and boosts credibility with funders through recognised governance standards.

**Auspicing** is when a larger organisation supports a smaller or unincorporated group by managing the legal and financial parts of a project. It can include holding grant funds, providing insurance, and handling reporting. This lets community groups run projects and seek funding without their own legal structure, helping ideas get off the ground safely and responsibly

The Hume Council website includes the [Hume Grant Finder](#), a powerful tool for finding grants outside of Council. Type in the search bar or follow the link.

## 14.3 Other ways of securing project resources

**In-kind resources** include volunteer time and donated goods, services, equipment, or facilities. These noncash contributions reduce costs and strengthen a project's ability to meet its goals.

**Volunteers** offer valuable time and skills that are essential to starting and sustaining community projects, yet their contributions are often overlooked.

**Donations** – whether money, goods, or services – help fill resource gaps and support organisations so they can continue their work without relying solely on external funding or fees.

### 14.4 Valuing of resources given in-kind

Recognising volunteers' time, effort, and donations of materials or equipment is important because it shows appreciation for the generosity that keeps community activities running. When people feel valued, they are more likely to stay engaged, contribute their skills, and build a positive, collaborative culture within the group. Acknowledging these contributions also highlights the shared ownership and collective effort behind a project, strengthening relationships and encouraging ongoing support.

### 14.5 Volunteer and community organisation resources

[Hume volunteer information and gateway registration](#)

### [Banksia Gardens Community Services](#)

Register as an incorporated association  
[Register as an incorporated association - Consumer Affairs Victoria](#)

## 14.6 Activity – Resource mapping

A good way to start understanding what resources are needed and where they will come from is to first create a resource map.

**Step 1:** Bring together a group of friends, family or community members who can share their local knowledge.

**Step 2:** Write down everything you think you'll need to run your project, including the people you need to be involved at each project stage and their roles (see PPT examples).

**Step 3:** In table 6 below, fill the columns **need** for the project's success or **nice to have** and list the resources from step 2 where they fit best.

**Step 4:** Next identify where the resource will come from and how you will communicate with the resource providers. Add this information to Table 6.

**Step 5:** Add the list of resources you will need and who will supply them into **10. Resources** in your PPT.

Need	Nice to have	Who's resource or role?	Communication with resource provider
<b>Example:</b> Contacts with Council staff	Staff email and mobile number for Park maintenance and sustainability.	Council customer service can refer enquiries. ECDO project liaison within Council.	Email Mobile numbers
<b>Example:</b> Community volunteers	3-5 people from the community assisting in-kind with project activities.	Community individuals, groups or organisation.	Social media post campaign.

**Table 6:** Resource mapping

# Chapter 15. Self-care and celebrating success

Starting a community volunteer project can be a fun challenge. You'll learn a lot and meet some great people along the way.

However, you probably already have paid work, volunteering, and/or caring responsibilities so it's important to plan your new project so that:

- it is realistically achievable
- you avoid burnout.

Ecological anxiety is distress that people experience in response to environmental degradation, species loss, and climate change. While many people find that taking action in the community reduces ecological anxiety, it's important to have some coping strategies other than doing more work. Environmental change is a marathon, not a sprint, so you need to look after yourself.

If you have regular meetings for your project team, consider adding wellbeing check-ins as a regular agenda item.

## 15.1 Recognise successes

We're often so busy we finish one thing and move onto the next without pausing to celebrate successes along the way. Recognising successes helps to maintain momentum but also allows us to take a minute to reflect on what we've accomplished. Successes might be:

- completing a piece of work
- submitting a grant application
- forming a new collaboration
- completing a project.

Celebrations come in many forms. For example:

- start a meeting by sharing successes
- share successes on social media
- congratulate people who have led a piece of work
- share a meal without doing any work.

To ensure that you don't forget to celebrate successes, put milestones with celebrations into your project planning template.

## 15.2 It's okay to fail

Your project might not achieve all that you expect, that doesn't mean that the efforts were wasted.

If you're in a team, people might move away, take on other responsibilities, have life changes, or just run out of energy for the project. That doesn't mean the project has failed. If you've built new skills, strengthened relationships, or made progress toward solving the problem, you've still achieved something meaningful.

If your project involves advocacy, decision makers might not make the decision that you want. Advocacy campaigns often take many groups and many years to achieve success. You've been part of that process.

If you try something new, there's a chance that it won't have the impact that you expected. This is really important information! Everything that you can learn and share about what didn't work is useful for future work on the issue and to revise section **14. Evaluation plan** in the PPT.

Note: If you have a grant, you must carry out the activities that were funded. See Chapter 14 of this Guide for more information.

## 15.3 Resources to avoid burnout

- To help [avoid burnout](#) in your project team.
- To help prioritise working on what you can change and letting go of what you can't change, map your [circles of control, influence and concern](#).
- Free meditations: [Insight timer](#) app.

## 15.4 Resources to manage ecological anxiety

- Active Hope: Joanna Macy and Chris Johnstone's book, *Active hope: How to face the mess we're in without going crazy* is available from Hume libraries. They also offer [free online training](#).
- [Psychology for a Safe Climate](#) offer resources, paid training, and a free mini course in climate feelings.
- [Climate Café®](#) are held across the world, providing a safe space for people to gather and share their concerns and worries about climate change.

## 15.5 Activity – Planning for breaks and celebrations

Most of your project planning will focus on what you **do** for the project. But it's also important to **plan for the times that you'll be not doing the project**. When life gets in the way, it can be hard to get back on track. It's better to plan a break and plan for returning after the break. This activity gives you prompts to identify times of the year that you might want to schedule a break or a slower pace work for your project.

### Step 1: Schedule breaks

Write down any times of the year that apply to you from the following list:

- religious holidays, particularly ones that have more than one day of festivities or responsibilities (e.g., Ramadan, Christmas)
- peak times for paid work (e.g., project deadlines, travel, times that you're likely to work longer hours)
- caring responsibilities (e.g., school holidays, scheduled surgeries, guests coming to stay)
- other volunteer responsibilities
- study.

Map out a timeline that includes breaks when you need them. Make sure the break is reflected in your project planning document.

### Step 2: Schedule your return to the project

How will you prompt yourself/your team to get back to working on your project? Common prompts include:

- Book in a re-start meeting.
- Block out time in your calendar.

### Step 3: A detailed schedule

Repeat the activity for a standard week, blocking out times needed for work, social activities, family or other responsibilities. Have a look at the times that are left and allocate time for your project and sufficient time to rest.

# Chapter 16. Next steps and project checklist

## 16.1 Summary of this Guide

**Part One** introduced readers to the Hume Enviro Champions program and the local environmental context, covering climate change, sustainability, and the role of community action. It explored how everyday choices contribute to environmental outcomes, showcased past projects and council support, and examines how environmental change spreads through communities. Practical activities throughout the Guide helped readers reflect on their own lifestyles and investigate local environmental issues.

**Parts Two and Three** focused on turning ideas into action. Readers learn about behaviour change, leadership, community organising, and advocacy, then progressed to planning, designing, and delivering a community project. The final stages cover project scoping, evaluation, communication, pitching, resourcing, and self-care, supporting readers to deliver effective, well-supported projects while maintaining wellbeing and celebrating success.

The power and tools to take action and make environmental change possible are in your hands and Council looks forward to supporting you with your project ideas.

## 16.2 Checklist: Before submitting your project plan template

Use this checklist to make sure you have completed all the required tasks before submitting your PPT and Online Project Application.

Read the Hume Enviro Champions [Guidelines](#)

Create a folder on your device to store your research and documents

Download the PPT and save as: HEC Project Plan – your name

Register for the Enviro Champions Introductory Course and Masterclass series on the Hume City Council website. We strongly encourage you to attend these sessions as they give you the chance to meet with other like-minded people, learn and ask questions from experts, and workshop your ideas in a supported environment.

Read this Guide and complete the activities.

Complete the PPT.

Create an online Smarty Grants account to access the Online Project Application form.

Complete and submit the Online Project Application including providing proof of connection to the Hume community (resident, employee, student or volunteer in the municipality) and a copy of your Working With Children Check. Without these two items, you will not be eligible to support from Council through the Enviro Champions program.

If you have any questions, arrange a time to meet with Hume's Environmental Community Development Officer (Enviro Champions Program Lead) to discuss your project and how Council can support your project.

If you have any questions, contact: Environmental Community Development Officer who leads the Hume Enviro Champions program.

By email [envirochampions@hume.vic.gov.au](mailto:envirochampions@hume.vic.gov.au) or mobile phone 0455 091 999.

For further information on the Enviro Champs program visit Council's website at [Hume Enviro Champions - Hume City Council](#).



## Connect with us

Customer Service Centres are open from 8am to 5pm Monday to Friday:

-  **Broadmeadows (Council Offices)**  
1079 Pascoe Vale Road
-  **Craigieburn**  
75-95 Central Park Avenue
-  **Sunbury**  
40 Macedon Street
-  **PO Box 119, Dallas VIC 3047**
-  **9205 2200**
-  **contactus@hume.vic.gov.au**
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