

# Greening Sydney Activity book

Workbook for schools and community groups  
Greening Sydney strategy consultation  
April 2021

CITY OF SYDNEY 



# Acknowledgement of Country

The City acknowledges the Gadigal of the Eora Nation as the Traditional Custodians of this place we now call Sydney, and we acknowledge their continued connection to Country. We pay respect to Aboriginal and Torres Strait Islander Elders past, present and emerging.



# Methodology

## Engaging with children and young people

The City's approach to consultation with children and young people is embedded in a framework that aligns with the [United Nations Convention on the Rights of the Child](#), [National Curriculum](#) and the role of schools as pivotal nodes of local community connection.

It is based on the premise that when we make decisions that impact on the future, we should consider those with the greatest stake in the future: [children and young people](#).

### Get in touch

If you have any questions, please contact

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02 9265 9605  
[cityofsydney.nsw.gov.au/consultations](https://cityofsydney.nsw.gov.au/consultations)



# How to use this kit and give feedback



Access our [interactive story map](#) to complete the activities.



There are a range of activities that can be adapted across key stages.



Please choose and adapt the activities that work best for your group. Complete as many or as few activities as you like.



You can complete the [online survey](#) (good for older students, family members and individuals).



You can use the discussion guide at the end of this activity book to host a group discussion.



The questions in the discussion guide are based on the online survey.  
It is a good activity for students of all ages, SRCs and community groups.



Please submit your work by **5pm**  
**Monday 24 May 2021.**



Save or scan your work and send them to [sydneyyoursay@cityofsydney.nsw.gov.au](mailto:sydneyyoursay@cityofsydney.nsw.gov.au)



# Links to the National Curriculum

The resources utilised by our community engagement specialists when working with students, directly link to the National Curriculum and Syllabus set by Australian Curriculum, Assessment and Reporting Authority (ACARA) and The NSW Education Standards Authority (NESA).

## Civics and citizenship education

*Civics and citizenship education builds students' knowledge and understanding of the ways in which citizens can actively participate in Australia's diverse and inclusive society.*

## Skill development

*Students are encouraged to develop skills such as participating in discussions, working cooperatively with others, negotiating issues and developing the ability to make decisions.*

*These are the skills that will allow students to effectively participate in society and become responsible, informed and active citizens.*

(NSW Department of Education, Learning across the curriculum).

# Links to the National Curriculum

The activities in this kit link to key **learning areas**, **general capabilities** and **cross-curriculum priorities** in the F-10 Australian Curriculum.

Throughout the kit, icons will show where general capabilities or cross-curriculum priorities have been identified.

## Cross-curriculum priorities

 Sustainability

## General capabilities



Literacy



Numeracy



Information and Communication  
Technology (ICT) Capability



Critical and Creative Thinking

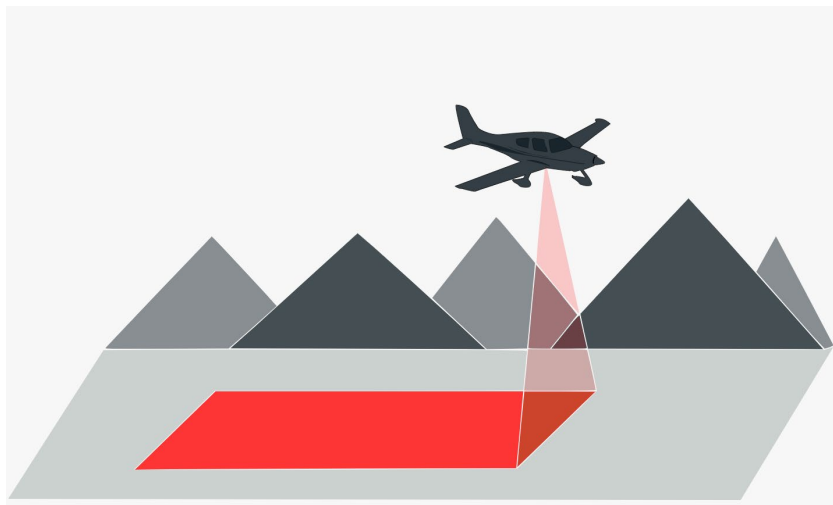


Ethical Understanding



Personal and Social Capability

# How we measure our data



Greening data is usually measured from the air using a special camera mounted to a plane.

This story map contains canopy cover, heat and other data acquired by the City of Sydney and other sources over the past 12 years.

During that time, like many other technologies, data acquisition and analysis has improved. We will continue to refine our technologies and processes over time.

# Explore

## Different types of greening

### Activity

- Explore the map to find where the most rooftop gardens are in the city.
- Can you find the areas with the most red on the map? Why do you think these areas have more red than others?



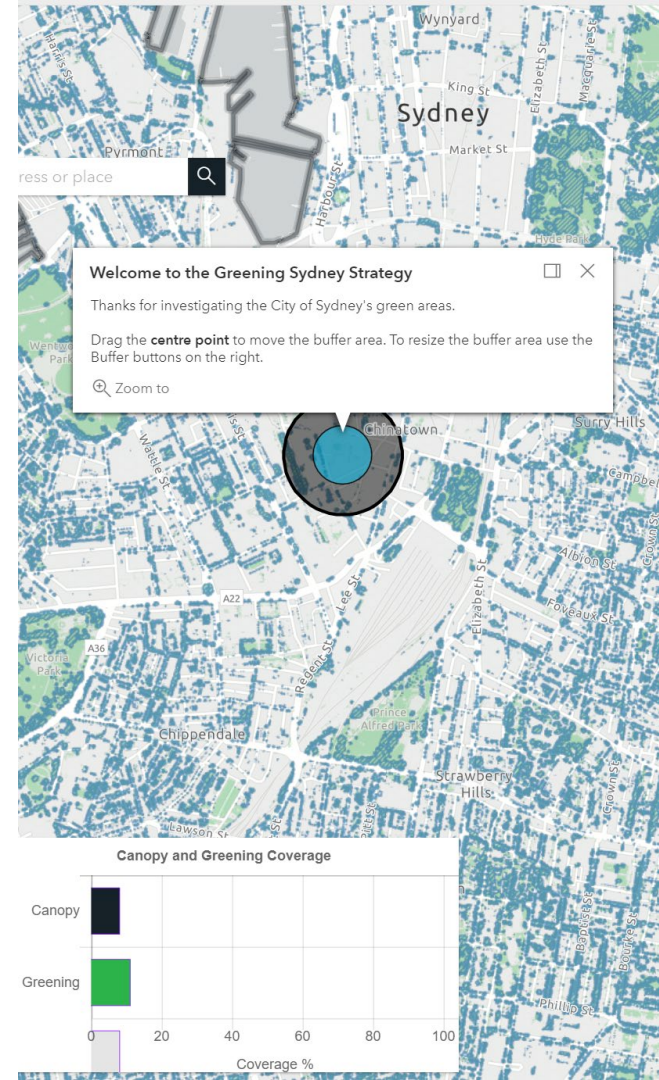


# Explore

## Canopy and greening in your area

### Activity

- Find your school or home on the map
- What is the percentage of canopy cover and greening?
- Is it more or less than the city's current percentages of 18% canopy cover and 32% greening?
- What are some things you and your friends or family could do to increase greening in your local area?



# Explore

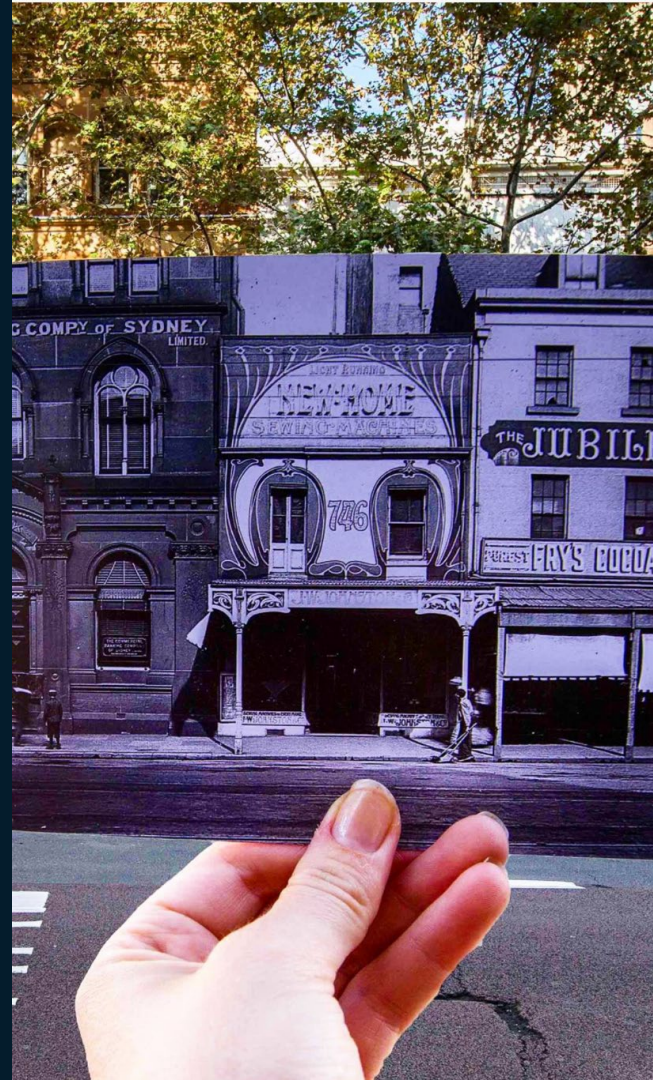
## Changes over time

### Activity

Greening and canopy cover is always changing.

- Find a photo of a street or park in your local area from the City's online archives collection.
- Compare them to modern photos. When was the photo taken? What differences can you see?
- Is your area greener today than it was in the photo? Can you explain why?

[archives.cityofsydney.nsw.gov.au](https://archives.cityofsydney.nsw.gov.au)

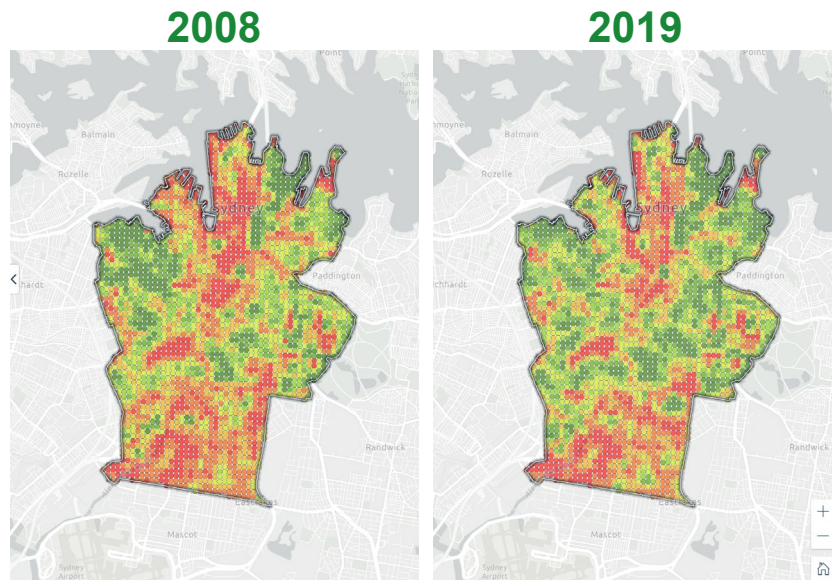


# Explore

## 2008 vs 2019 canopy coverage

### Activity

- Find your school or street on the map.
- Has canopy cover increased, decreased or stayed the same between 2008 and 2019? Can you think of any reasons why?





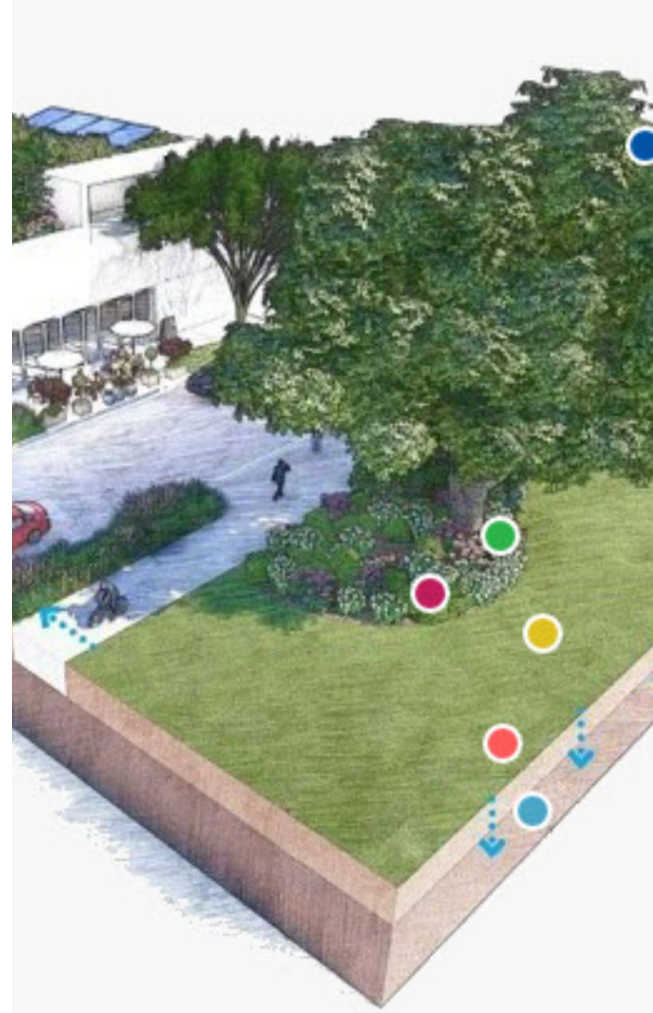
# Benefits

## Environmental and wellbeing

### Activity

There are many benefits to urban greening. Some of these are environmental, some are about our wellbeing – including our physical and mental health.

- Can you name 3 benefits of urban greening?
- Think about each benefit you chose. Is it an environmental benefit, a health benefit or something else?





# Heat

## Greening for heat

### Activity

- Compare the two streets.
- Looking at the colours in the thermal sliders and the temperature gauge on the side, can you estimate the average temperature on each street?
- What is the difference in canopy cover for each street?



St Johns Road, Glebe, 25 January 2019. Around 20% canopy coverage.



Westmoreland Street Glebe, 25 January 2019. Around 35% canopy coverage.

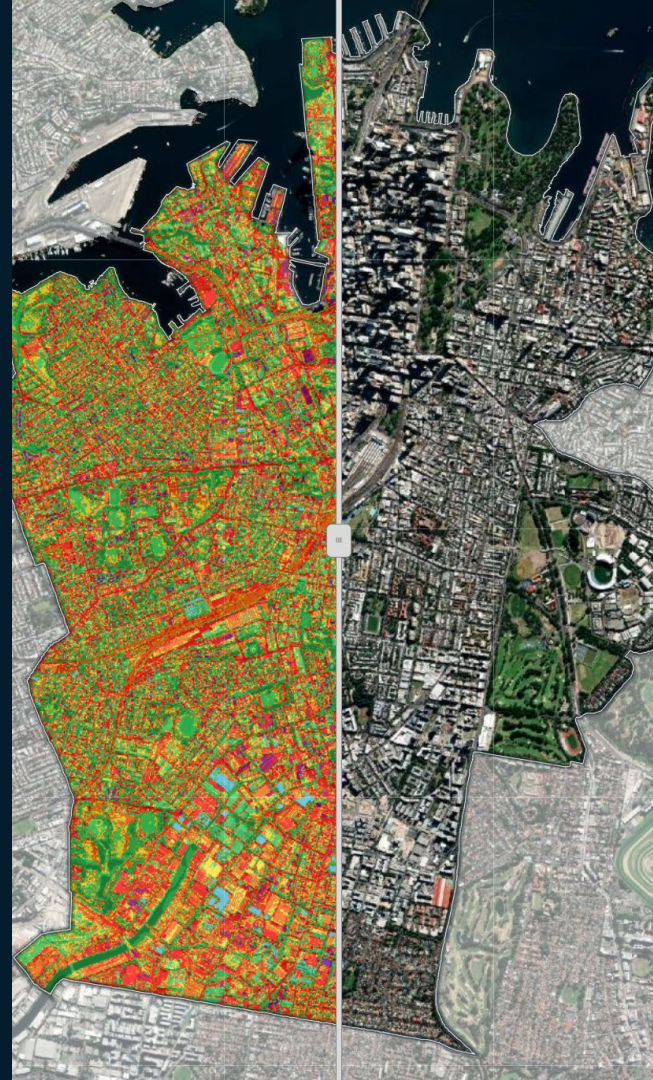
# Heat

## Thermal imagery

### Activity

This map shows that our parks and waterways are already some of the cooler places in the city.

- Look at the types of places that are hotter than 35 degrees.
- What can you identify about them?

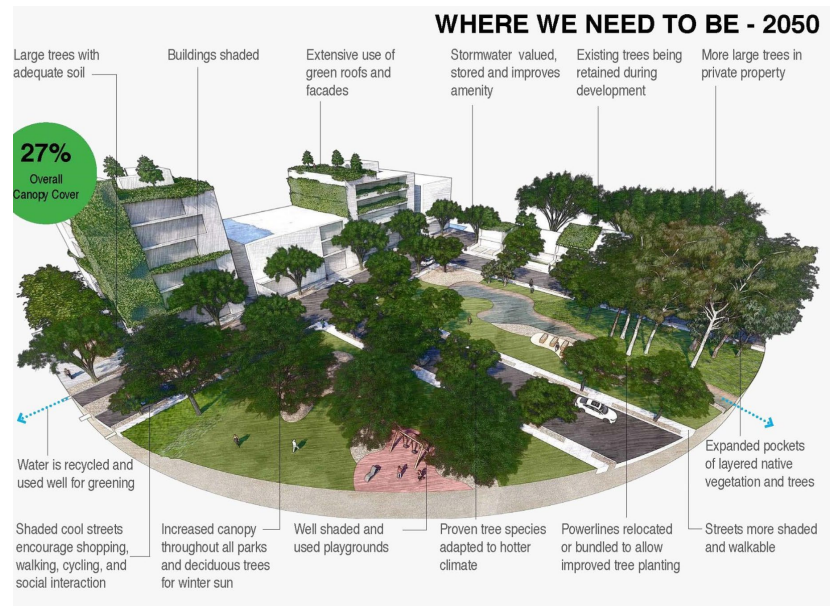


# Targets

## Where we need to be

### Activity

- What would you like your school and playground (or your local neighbourhood) to look like in 2050?
- You could sketch a design, create a collage or make a presentation.
- Include some of the ideas covered in this strategy.
- What do you think will remain the same and what will change?



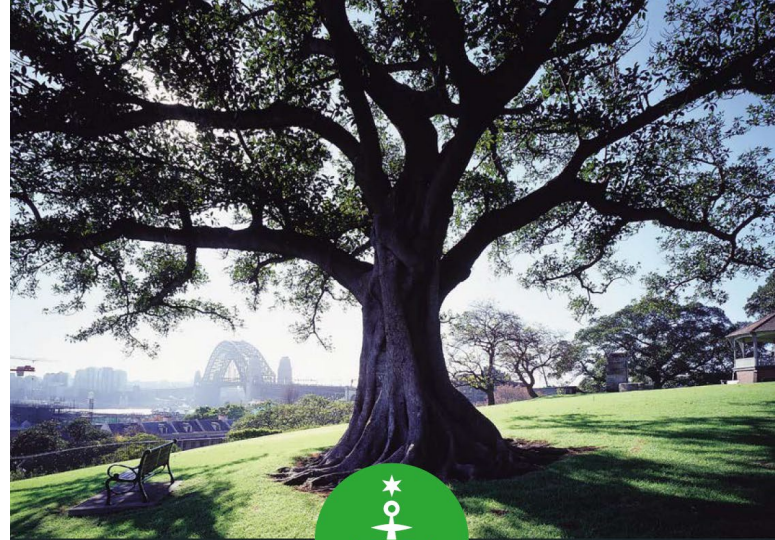


# Directions and actions

## Activity

There are 6 directions and 20 actions in this strategy.

- Break into 6 groups and allocate a direction to each group.
- Give each group time to read and familiarise their direction. Give time to work together as a group and present the information from their direction back to the class.
- Discuss the actions – how do you think they will contribute to the strategy?



Draft Strategy  
April 2021

## Greening Sydney Strategy (Draft)



# Scribble space

Space to draw or write your ideas

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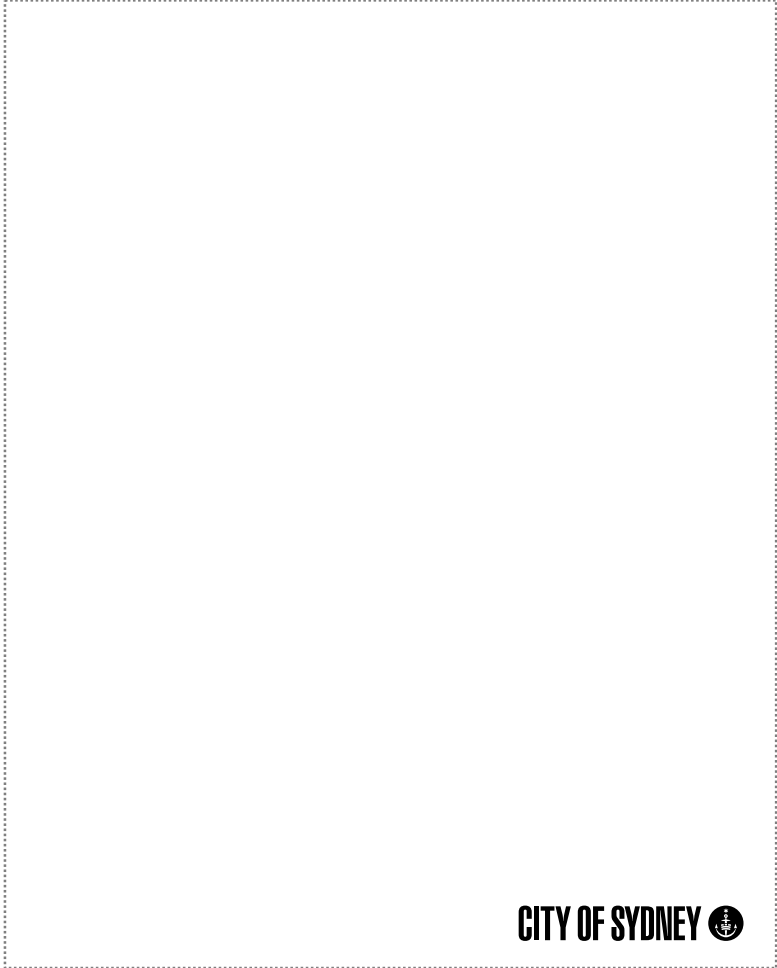
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# Scribble space

Space to draw or write your ideas

A photograph of four young women in school uniforms (dark blue blazers with red ties) sitting around a table. They are all looking down at something on the table, likely a worksheet or a project. The woman on the far left is wearing glasses and has her hand near her face. The woman next to her is smiling. The woman in the center is looking down intently. The woman on the far right is also wearing glasses and is holding a green marker. A cup filled with various colored markers is visible in the bottom right corner. The background is a plain, light-colored wall.

# Discussion guide

Use the following questions to guide your group's discussion

Discussion guide questions are based on our [online survey](#)

Answer as many or as few questions as you would like

# Q1. Why the strategy is important to me

When we spoke to people about their hopes for Sydney's future, a green city with trees and plants was a top priority. These are some things that contribute to a cool calm city. Select 3 that are most important to you.

- ☐ Cool, green streets with trees and plantings
- ☐ Habitat planting to encourage nature in the city
- ☐ Places to connect with bodies of water, such as lakes, the harbour and wetlands
- ☐ Buildings and private gardens that contribute to cool, green neighbourhoods
- ☐ Parks and playgrounds with trees and shade
- ☐ Cool, green places for exercise
- ☐ Cool outdoor spaces for socialising and community and cultural activities
- ☐ Places to sit and rest that are shady and relaxing
- ☐ Other (please specify)



## Q2. Wellbeing

During the Covid-19 pandemic people flocked to nature to help them stay strong – physically and mentally. How important are cool, calm green spaces to your overall wellbeing?

☐ Not at all   ☐ Somewhat   ☐ Important   ☐ Very Important   ☐ Not sure

Share your reasons why

## Q3. Heat

How worried are you about the impacts of increasing heat in the city?

☐ Not at all   ☐ Somewhat   ☐ Worried   ☐ Very worried   ☐ Not sure

Share your reasons why

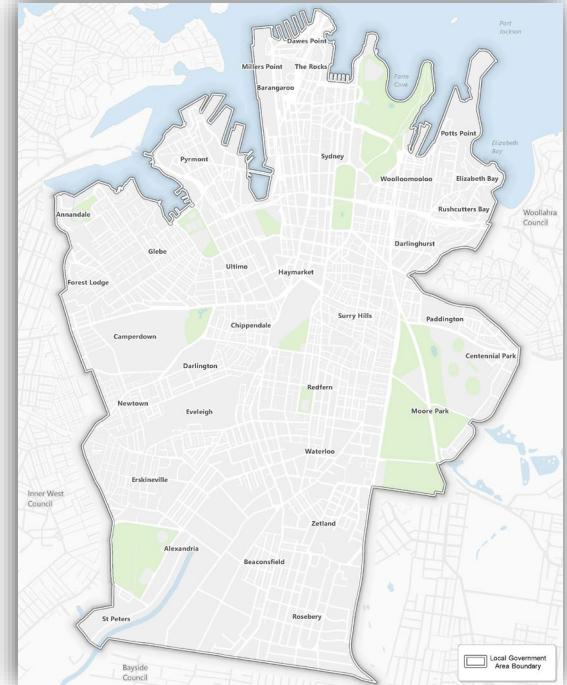
# Q4. Greening my neighbourhood

## Mapping our hotspots and cool, calm spaces

The knowledge and experience of our local community are crucial to this work. It supplements our existing data and provides insights we can't gain with our data collection tools.

[Open the map](#) and let us know about any hotspots or cool and calm spaces in your area.

This map will open in a new window. When you have finished, you can close and return to this survey.



# Q5. Green buildings and laneways

Here are some examples of green buildings and laneways in the city. Can you select your favourite image? What do you like about this example?



Central Park, Chippendale – my thoughts...



Portman Lane, Zetland – my thoughts...



Yerrabingin Rooftop Farm, Eveleigh – my thoughts...

# Q5. Green buildings and laneways (cont.)

Here are some examples of green buildings and laneways in the city. Can you select your favourite image? What do you like about this example?



Elizabeth Bay amenities building – my thoughts...



Rooftop garden, Pyrmont – my thoughts...



Green Square library sunken garden – my thoughts...



## Q6. Get involved

This strategy will only be successful if we do it together.

Please select the things that you are interested in being involved in below.

- ☐ Learn about and be guided by Aboriginal Caring for Country principles
- ☐ Attend talks and workshops on ways to help green the city
- ☐ Contribute to increasing habitat in my area
- ☐ Look after footpath gardens in my street
- ☐ Learn about food production in urban areas
- ☐ Establish a laneway garden in my area
- ☐ Participate in community planting days
- ☐ Join a bush care group
- ☐ Be part of a community garden
- ☐ Participate in Citizen Science opportunities (eg. wildlife counts)
- ☐ Other (please specify)

What are your ideas for getting involved and helping to green your neighbourhood?

# Questions about the Strategy

Q7. How strongly do you agree or disagree with this strategy's vision for a cool, calm and resilient city, with increased greening?

☐ Strongly disagree    ☐ Disagree    ☐ Agree    ☐ Strongly agree    ☐ Not sure

Q8. How confident do you feel that the City can meet the targets and vision set out in this strategy?

☐ Not at all    ☐ Somewhat    ☐ Confident    ☐ Very confident    ☐ Not sure

Share your views here

# Q9. Directions and actions

This strategy sets out 6 directions and 20 actions to achieve our vision.

## Direction 1 – Turn grey to green

We will achieve new targets, green our laneways and harness innovation and technology to green our city. We will increase overall green cover to 40% across the local area, including a minimum of 27% tree canopy by 2050.

**In your opinion, how important is direction 1?**

- ☐ Not at all    ☐ Somewhat    ☐ Important    ☐ Very important    ☐ Not sure

## Direction 2 – Greening for all

The benefits of greening will be shared with the community through an equitable distribution of greening, fair access to spaces, climate adaptation and locally grown food.

**In your opinion, how important is direction 2?**

- ☐ Not at all    ☐ Somewhat    ☐ Important    ☐ Very important    ☐ Not sure

## Q9. Directions and actions (cont.)

This strategy sets out 6 directions and 20 actions to achieve our vision.

### Direction 3 – Cool and calm spaces

To support the mental and physical wellbeing of our community, we will target hot spots in the city and provide calm and healthy spaces and celebrate Sydney's special connection with water.

**In your opinion, how important is direction 3?**

- ☐ Not at all    ☐ Somewhat    ☐ Important    ☐ Very important    ☐ Not sure

### Direction 4 – Greener buildings

We will encourage greener buildings through the implementation of a green factor score, update our green roof and wall policy, and planning controls.

**In your opinion, how important is direction 4?**

- ☐ Not at all    ☐ Somewhat    ☐ Important    ☐ Very important    ☐ Not sure



## Q9. Directions and actions (cont.)

This strategy sets out 6 directions and 20 actions to achieve our vision.

### Direction 5 – Nature in the city

We will be guided by the knowledge of Aboriginal people who have cared for this Country for thousands of years.

We will create more habitat for wildlife through urban ecology health checks and by strengthening urban nature protection measures in our planning controls.

**In your opinion, how important is direction 5?**

- ☐ Not at all    ☐ Somewhat    ☐ Important    ☐ Very important    ☐ Not sure

### Direction 6 – Greening together

We will green our city together by developing a greening Sydney fund, increasing community engagement and community participation programs.

**In your opinion, how important is direction 6?**

- ☐ Not at all    ☐ Somewhat    ☐ Important    ☐ Very important    ☐ Not sure

Share your thoughts on why these directions are important



A photograph of three people in orange high-visibility jackets working in a forest. One person is kneeling in the foreground, another is kneeling in the middle ground, and a third is standing in the background. The forest has many trees and a ground covered in dry leaves. The sun is shining through the trees in the background.

# Thank you

We hope you enjoyed exploring these maps and diagrams.

If your school or group completed any activities, we'd love to see your work.

Please email it to [sydneyyoursay@cityofsydney.nsw.gov.au](mailto:sydneyyoursay@cityofsydney.nsw.gov.au)

by 5pm on Monday 24 May 2021