

# CLIMATE CHANGE PUBLIC CONVERSATION SERIES

## Findings from the Workshops

*One of three reports on the research behind  
Scotland's Climate Conversations 'How to' Guide*



# About the Climate Change Public Conversation Series

In 2009, the Scottish Parliament unanimously passed the most ambitious climate change legislation anywhere in the world. The Scottish Government recognises that delivering on these ambitions is dependent on the support and involvement of the Scottish public.

The Climate Change Public Conversation Series (CCPCS) has been initiated by the Scottish Government to encourage discussion about climate change with the Scottish public. The guidance and materials provided by this project can be used by others, for example community groups or education institutions, and beyond Scotland.

The project was commissioned by [ClimateXChange](#), and the research conducted by [Climate Outreach](#) with the help of consultants from the [Surefoot Effect](#).

## About Climate Outreach

[Climate Outreach](#) (formerly COIN) are Europe's leading experts on climate change communication, bridging the gap between research and practice. Our charity is focused on building cross-societal acceptance of the need to tackle climate change. We have over 10 years of experience helping our partners find their climate voice – talking and thinking about climate change in ways that reflect their individual values, interests and ways of seeing the world. We work with a wide range of partners including central, regional and local governments, charities, business, faith organisations and youth groups.

✓ The Old Music Hall, 106–108 Cowley Road, Oxford OX4 1JE, UK

☎ +44 (0) 1865 403 334

@ [info@climateoutreach.org](mailto:info@climateoutreach.org)

🏠 [www.climateoutreach.org](http://www.climateoutreach.org)

🐦 [@ClimateOutreach](https://twitter.com/ClimateOutreach)

📘 [Climate Outreach](#)

🌐 [Climate Outreach](#)

## Project team

### Lead Author

**Dr Christopher Shaw**, Senior Researcher, Climate Outreach

### Contributing Authors

**Dr Adam Corner**, Research Director, Climate Outreach

**Lydia Messling**, Research Intern, Climate Outreach

### Editing & Production

**Léane de Laigue**, Head of Communications and Training, Climate Outreach

**Michael Fraser**, Creative Director, The APS Group Scotland ([www.theapsgroup.com](http://www.theapsgroup.com))

**Elise de Laigue**, Designer, Explore Communications ([www.explorecommunications.ca](http://www.explorecommunications.ca))

## Acknowledgements

Many thanks to **Darcy Pimblett** and ClimateXChange for their invaluable assistance, feedback and input on this project.

Cover photos by [foam](#), available [here](#), [here](#) and [here](#).

SEPTEMBER 2016

# About the four publications of this project

This research project led to the publication of Scotland's *Climate Conversations 'How to' Guide*, along with three accompanying reports on the research behind the Guide.

## Desk Review

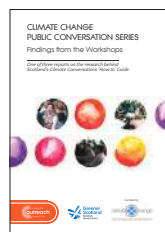
---



Explains the existing research base used to inform the design of the workshops, where materials and scripts were trialled with members of the Scottish public.

## Findings from the Workshops

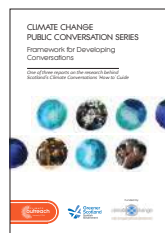
---



**Presents a summary of the findings from the workshops in which the contents of the draft 'How to' Guide were tested and further developed.**

## Framework for Developing Conversations

---



Provides background information on the development of the 'How to' Guide and offers guidance on capturing and analysing data from a one-off or series of conversations.

## 'How to' Guide

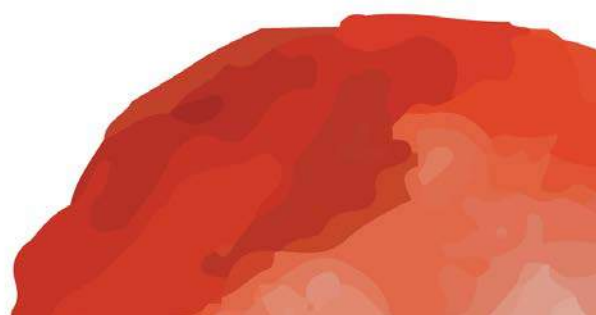
---



Provides a practical step-by-step guide to holding conversations about climate change with groups of people across Scotland, including materials to use. This is an accessible tool available to all groups, organisations and individuals wishing to hold their own conversations.

Any questions on the research reports should be directed to [info@climatexchange.org.uk](mailto:info@climatexchange.org.uk) or [info@climateoutreach.org](mailto:info@climateoutreach.org).

Any questions about the 'How to' Guide should be directed to [climate.change@gov.scot](mailto:climate.change@gov.scot).



---

# Contents

Introduction	5
<hr/>	
Analysis of transcriptions	7
<hr/>	
Summary of information given in feedback forms	16
<hr/>	
Summaries of workshop results	20
<hr/>	
Appendix 1 – Follow-up email text	32
<hr/>	



---

# Introduction

This report provides an account of the findings emerging from the analysis of recordings and other data capture methodologies deployed during the course of the six workshops carried out for the Climate Change Public Conversation Series (CCPCS).

In all, 52 participants attended the six workshops. A number of different activities were trialled across the workshops. In line with all qualitative research of this nature, the sample is not large enough to be statistically representative of the broader Scottish public, but rich and in-depth data was produced. These results are triangulated with findings from the Desk Review completed for this project, and the project team's own extensive experience and expertise. This allows us to confidently interpret the findings with reference to existing knowledge about public engagement with climate change.

**Table 1 - Data analysed for this report**

Method	Methodological notes
Audio recordings	Transcriptions focused on capturing the comments directly relevant to the research goals.
Preferences marked on activity sheets	Diverse visual activities were trialled, addressing different dimensions of adaptation and mitigation policy options.
Opinions listed on flipcharts	These reflect preferences being expressed through the group conversations.
Responses given on feedback forms	This feedback provides an account of general opinions of the process from the participant's viewpoint and how they think their behaviour may change as a result of attending the workshop.
Answers given in follow-up emails	The feedback forms invited participants to give their email address if they were happy to respond to further follow-up questions by email. Nearly all participants gave their email address. However sometimes the address was not legible and as a result some emails were returned as undelivered due to the address not being recognised. The response rate was variable and it is not possible to judge if the responses given were representative of the whole group (See Appendix 1 for details of the email text).

## The report is broken down into three sections

---

- Categorisation of quotes from workshop participants in line with the three main research questions
- A synthesis of responses from the feedback forms provided at the end of each workshop
- Six one page summaries of results from each workshop

## Headline results from analysis of transcriptions

---

- The participants felt proud about the steps they were taking to reduce their impact on the environment and sought recognition for those actions
- There was a sense that the participants are looking for leadership from the Scottish Government and are willing to take the steps asked of them
- However, it did not appear as though the participants have really understood the scale of the risks posed by climate change or the challenges involved in reducing the risks



Photo: Innovation Lab





---

# Analysis of transcriptions

The six workshops carried out for the Climate Change Public Conversation Series (CCPCS) sought to address three main research questions:

## What is the Scottish public's:

- Level of knowledge about climate change?
- Level of engagement with climate change?
- Attitude to policies for addressing climate change?

This report offers an interpretive analysis of written and verbal responses provided by participants during the six workshops. This interpretation is supported by aligning the themes with findings emerging from other similar participatory exercises, either in work carried out by Climate Outreach or reported in the literature. On occasion a participant may offer a comment which is of particular interest or offers an intriguing perspective. However, if that is an idiosyncratic response then it is not included in this analysis for the purpose of reliability – no attempt is made to extrapolate from one single statement to broader conclusions. Additionally the patterns highlighted do not represent the unanimous opinion of all participants. However where statements of broadly similar meaning occur repeatedly in the transcripts then a quote is provided which is representative of the sentiments expressed in those statements.

Quotes reflecting participant opinions on the three main research questions are curated into an accessible table format.

(E) = Edinburgh (P) = Perth (O) = Oban (G) = Glasgow (D) = Dumfries (I) = Inverness

## Knowledge of climate change

Initial discussions in the workshops revealed that climate change was not top of mind for participants. The most urgent and immediate concerns were, in the following order: jobs, the economy, health, housing and transport. Solving climate change was an issue akin to the search for world peace, a geopolitical problem of limited immediate relevance to a Scottish civilian, both in terms of being something they can influence and also in terms of impact on their life. Again, like the search for an end to war, there was a sense that climate change has been here for a long time and will be around for a while yet. It is worth noting that, with climate change first coming onto the political agenda in 1990, for anyone under 45, climate change is indeed an issue that has been around all their adult life. **Therefore it may be that warnings of climate change have become background noise for many people. If so, this works against any sense of urgency. This in turn may shape the responses provided in discussions of how best to respond to climate change.**

When groups were first asked about what they understood by the words 'climate change', participants seemed to some extent uncomfortable responding. This was especially apparent in the first three workshops where there was no mention of climate change in the recruitment process. The participants challenged the questions on the basis that they were being asked to participate in a debate about climate change without access to reliable, consistent and trustworthy information

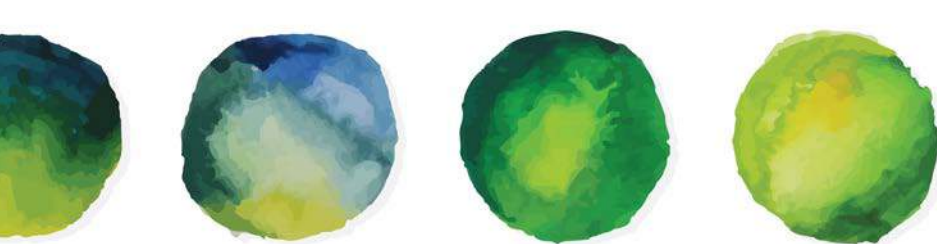
on which to base an opinion. This was not specific to the workshop context, but was a more general complaint that this important issue they were being asked to care about remained largely a mystery to them. This lack of confidence was less apparent as the conversation proceeded and turned to discussion of policy options. This transition in part appeared to be the result of participants not initially differentiating between climate science and climate policy – we observed that the participants were uncomfortable being asked to comment on what was being perceived as an issue requiring policy and science expertise. Once the facilitators moved the conversation on to discussions about Scotland’s economic future and social and intergenerational justice, participants typically became more open and engaged in the conversations. This pattern was common throughout the workshops, where we found that facts about climate change were less productive spurs for discussion than rooting explorations of future climate change scenarios in participants’ common values.

Whilst participants made explicit reference to the lack of reliable information as one barrier to engagement with climate change, they also discussed the absence of any consistent high profile discourse, either from policy makers or the media, as another reason why they found it difficult to raise the subject in ordinary conversation.

Table 2 below provides a summary of quotes illustrating what impacts people think climate change is having and will have, alongside opinions on what is causing climate change.

**Table 2 - Knowledge of climate change**

Interpretation of results	Illustrative quotes
<i>Participants demonstrated a <b>lack of confidence</b> that they had the expertise to offer credible opinions about climate science and the comparative effectiveness of different low carbon technologies.</i>	<p>With all the changes going on in the environment, do we actually know? Maybe that’s why we are all relaxed, we don’t know what is really going on. (E)</p> <p>And there’s so many different views, you know with climate change. One group put these facts and another group put out these facts, the ordinary Joe Bloggs in the middle doesn’t know. (E)</p> <p>I’m no expert, it’s just what I hear in the media. It’s not research that I’ve done. (I)</p>





## Interpretation of results

## Illustrative quotes

*Participants addressed the topic through their own **personal experience** rather than with reference to an objective body of knowledge. These representations were not always accurate.*

Here, we're getting wetter and more crappy winters if you like, and shorter summers, but maybe, as it was, global warming somewhere else in the world, so it depends really. (P)

When I was young it was sunny in June. Now it doesn't get sunny until August or September. (E)

Seasons have shifted. (E)

I was talking about climate change with a colleague at work today because of these strange clouds that have been appearing, so we started talk about how the weathers are, and it was beautiful but it was actually a sign of things going wrong. (P)

It seems when it snows it always seems to snow mid-January whereas when I was younger it used to happen more around Christmas. You never seem to get that anymore. (E)

When I was young we had long summers, beautiful weather, you knew you were going to have a wonderful summer and now, maybe it's just Oban, you get all of those in one day. (O)

The weather has got nicer in Scotland! (D)

What caught my attention is that all these weather conditions that everywhere seems to be getting – I always think back to the Hebrides, and it's very low lying – beneath sea level in many cases – and I often wonder that the storms we're getting now seem like nothing I used to get there. (D)

*Whilst able to discuss opinions on options for responding to climate change, we identified a shared sense across the workshops that **'knowledge is power'** – the participants reported that the more information they had the more able they would be to engage with the issues.*

When you listen to the news and it's about the economy, there's this obsession with growth, and GDP as an indicator as to how well things are. There should be other measures too. Other figures that we look to, include the environment. That way we can call politicians to account when they're not meeting these figures. (P)

I think the lack of uncontested information from the scientific community is what is hobbling everyone at the moment. For me, I would like to have something, a direction or strategy that is based on scientific proof. Something which shows all the levers we can pull and effect outcomes. (E)

The problem in Scotland is people don't know what they can do and that's partly because they don't really understand that this is an immediate problem. (E)

£700 million flood damage – it's a lot of money. How did they get to that number? How is that broken down? And how does that compare to how much they spend on other things? I want to know more about that. (G)

## Concern about climate change

This part of the analysis explores in more detail how participants perceived life in Scotland would be affected by climate change.

Discussions about climate change risks arose in response to different prompts – either unguided discussions about what people think when they hear the words ‘climate change’, or reflecting on how scenes in photographs might be affected by climate change. Regardless of the prompts used, it was common for participants to address the topic through their own personal experience rather than reference an objective body of knowledge. Through reflection on these experiences there was broad agreement that the weather in Scotland was changing. References to changes in other parts of the world were limited.

**The effect of rain and floods on the landscape, transport, business and the ability to get out of the house were the primary impacts noted by participants.** These impacts were already apparent and expected to get worse. Temperature changes were not a prominent feature of discussions and where it was mentioned, impacts were not necessarily talked about only in terms of warming, with some participants complaining summers were less warm or reflecting on recent cold winters. Discussion of global targets were not, bar the first workshop, a topic introduced into conversation by the facilitators, but where the issue was raised it was not a concept which engaged or excited participants. Rather the idea of a 1 or 2 degree temperature rise was generally viewed as something to be welcomed, not feared and the timescale of 100 years mentioned in a Stupidly Simple video shown in Edinburgh was perceived to rob the issue of any sense of urgency.

Overall, perceptions of future climate change impacts were rather benign. It was suggested by some participants that the lack of any strong concern may be because, in one person’s words, ‘we are fooling ourselves’, and that if people really knew what climate change had in store they would be much more worried.

Themes of stewardship and responsibility recur as important concepts in a wide range of research into climate change communication. These sentiments appear to be as important to participants in these workshops as elsewhere. Emotive laments over the prospects for children and wildlife were perhaps born of a recognition that the longer term trends were likely to be profoundly negative. The general sense of sorrow and guilt over the future children would face was expressed by non-parents, parents and grandparents alike.



**Table 3 - Concern about climate change**

Interpretation of results	Illustrative quotes
<b><i>Concern for children and wildlife was a common refrain</i></b>	<p>And then we said about our daughters, who are 17-18, what kind of life are we leaving our children and the planet? (P)</p> <p>We said we both feel guilty about what we're leaving our children. (P)</p> <p>I feel sorry for the younger generation. (O)</p> <p>I just feel for the animals. They don't have a chance in regard to the environment and things like that. (G)</p> <p>Just looking at the impacts, obviously the natural environment with the habits of animals being destroyed and the biodiversity and lack of food. (G)</p> <p>One thing that's already changing is the wildlife – flora and fauna that's around – so I like watching birds and the animals that like to live up on the mountain, but as it's getting hotter, as our mountains are only small, they're going away, and they've left Britain. (D)</p>
<b><i>Understanding of future impacts and risks was limited</i></b>	<p>Scottish weather is pretty rubbish so whether it's a degree or more hotter or a degree or more colder doesn't make much difference. (E)</p> <p>When he first said temperatures had gone up by one degree in 100 years I thought oh well that's not so bad, I can take that. (E)</p> <p>I think you switch off when you hear a hundred years. (E)</p>
<b><i>Lack of media coverage was often given as a reason for why people weren't talking more about climate change</i></b>	<p>The immediacy of refugee crisis grabs people. Maybe climate change is a bigger issue but sensationalism of the media means we don't see that. It's not financially good enough to put these images out. (E)</p> <p>Many reasons were given by the government for the flooding but very few people came out and said it was because of the climate change. (E)</p> <p>The only time you hear about climate change in the news is when there is a G8 summit, every year. Or when Bono's on telly. (O)</p>
<b><i>Flooding was an issue of concern for many</i></b>	<p>Flooding costs a lot of money and worries a lot of people as well. (O)</p> <p>For the last two years our flat fields where we feed the cows are flooded, they are underwater. The drainage isn't coping. Wind rain wind rain wind rain. (O)</p> <p>This winter has been awful for businesses regarding the rainfall because people weren't coming out. The flooding was horrific and businesses were badly affected. (D)</p> <p>I like to see children keeping fit. But all the matches that keep being put off because of the flooding! (D)</p>

## Opinions on possible actions and responsibilities

The desire for an increased level of social discourse (and the need to educate both children and the adult population) was again present in discussions of actions and responsibilities. Participants expressed the need for a more visible debate about what actions the government was planning to take, alongside the costs of taking – and not taking – action. In terms of knowledge about climate impacts, several people expressed a desire for messages and communications which bring home the risks of climate change in a dramatic way.

Related to the issue of knowledge and perception, it seemed few participants appeared to grasp the extent of the changes in daily life that will be required to meet climate change targets, and cope with the changes resulting from the changes to the climate that will result even if those targets are met. This would appear to be an important area of focus for the broader climate change discourse in Scotland.

Though we were not systematically testing this language, the importance of these themes was implicit in the concern over the reported sense of guilt and remorse about the impacts climate change was expected to have on children, wildlife and the landscape.

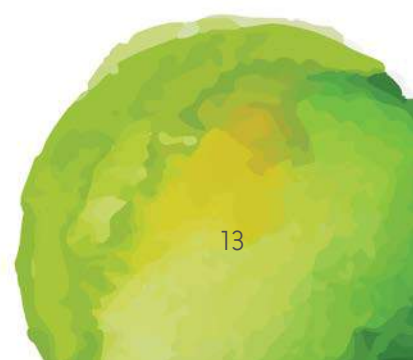
**Participants reacted positively to the idea that everyone in Scotland has a role to play in acting on climate change.** Participants wanted recognition for what they are doing already and felt proud of the efforts they were taking, though often this was limited to recycling and reusing plastic shopping bags. **There was little resistance to the idea of Scotland as a global leader** in mitigating climate change, though the need for other nations to follow Scotland's leadership was noted.

Favoured mitigation options were those which did not impact on life in the home. For example, there was widespread support for improved education in schools around climate change and carbon literacy, which displaces the action into the future and on to the shoulders of others. The facilitators noted this response – changing the behaviours of children – was one that featured frequently in discussions with the public about what should be done about climate change and who should do it. There was strong support for improvements to the transport network and cycling featured as a popular activity which should be encouraged. Participants also favoured increased energy generation through renewables. These options were all viewed more favourably than behaviour change options such as timed showers, calculating the carbon footprint of the weekly shop, and community gardens. It was also apparent that new technologies for use in or around the home, such as air source heat pumps, will need some explaining before people will feel comfortable making use of them.

In Table 4 we present quotes illustrating opinions on what people think should be done, and who has responsibility, both for mitigating emissions and adapting to the impacts of climate change.

**Table 4 - Opinions on policy options**

Interpretation of results	Illustrative quotes
<i>In terms of individual responsibility, participants reported wanting recognition for what they are doing already and the <b>sense of guilt</b> and responsibility fed into defensiveness about actions they felt powerless to take.</i>	<p data-bbox="536 365 1398 506">Is it because America's got far too many cars on the road or is it because we've got far too many cows and sheep in the field? Because people are saying that cows and sheep and farmers are the worst people going! (P)</p> <p data-bbox="536 521 1358 589">It seems like the little people seem to be making changes, but we never hear anything good that's come of it. (G)</p> <p data-bbox="536 604 1337 672">Even if it's putting your plastic bottle in the recycling pile, you're thinking about the environmental impact. (P)</p> <p data-bbox="536 687 1390 754">I think people are more aware but occupied with their own worries, maybe don't think they can do much to make a difference. (E)</p> <p data-bbox="536 770 1350 837">Smart meters can actually watch and tell you how much you are using. (O)</p> <p data-bbox="536 853 1075 887">On a personal level, we are committed. (P)</p> <p data-bbox="536 902 1323 969">Maybe instead of that 'We must' it could say that everybody is trying as hard as they can. (P)</p> <p data-bbox="536 985 1203 1019">You know, once the infrastructure is in, we'll do it. (P)</p> <p data-bbox="536 1034 1374 1214">When you do the recycling you can see how much you've done, when you have got a big bag of it at the end. But I can't quantify me turning off a light what that will do to anything so I would need some sort of graph, you do this for so many hours and this is how much difference you make. (O)</p> <p data-bbox="536 1229 1370 1341">Yes, we have EPC certificates, and we've got home reports which bring out these greener elements, but it's very difficult to do that when you go down the property ladder - it's more challenging. (P)</p> <p data-bbox="536 1357 1321 1424">We are all agreed that something needs to be done. But we as individuals, where do we go from here? (O)</p> <p data-bbox="536 1440 1382 1545">We're all responsible. It's a lot of people just doing a little bit, changing a little bit of their life that will have a big impact. We can't just blame it on the government - we elected them. (G)</p>



## Interpretation of results

## Illustrative quotes

*There was little resistance to the idea of Scotland as a global leader in mitigating climate change, though the need for an international response was noted.*

I think it needs to be an actual global solution if we are going to find a solution to it, it's not going to be one country. (G)

If Scotland is looking to attack climate change, it needs so many other combined efforts from other countries for it to have an effect. (P)

Even if we are better than China at the moment, our industrial revolution was as bad as theirs. So perhaps because we're better now, doesn't mean that we're not going to be responsible and should do the right thing and not just say 'well, they're not doing it'. We should perhaps lead the way. (P)

The UK is small place compared to the US and elsewhere. To be fair we are creating small problems, they are creating major problems. We can do our bit but what about others? (O)

I'm 66, I've seen a lot of changes and I don't know what to do about it. I mean, you switch off your light bulbs, turn down your heating, sort out your rubbish, things like that, but something else has got to be done, worldwide. (O)

I think we need to sit down and find a global solution together, instead of pointing the finger at people in developing countries. (G)

I liked the concept of 'Scotland is leading the way'. (G)

If we look back at history, and look at what Scotland is capable of doing, then clearly they're dragging their heels by not doing more than what they are capable of doing. (G)

I think the government is too soft. Things like the 5p carrier bag charge, I think it should have been a lot steeper. (I)

*A desire for improvements to the **transport** network featured prominently.*

I know councils and governments are trying to get people off cars onto the transport system, but until the public transport system in Scotland gets connected in a far more accessible fashion, it ain't gonna happen. (P)

You know maybe limited transport so maybe the streets aren't so full of transport which in turn would allow you to lift up the roads and have a lot more absorption of water. In towns and cities there is nowhere for the water to go. (O)

There's not really a lot of public transport either now, there should be more. (G)

When I was in Edinburgh in the summer, I saw that they had trams, which is quite modern in comparison to Glasgow. We need to catch up. (G)

Younger people would rather have a smart-phone than a car. There's fewer young people going for their driving test as the communication things have improved. (D)



## Interpretation of results

## Illustrative quotes

*The mitigation options favoured were ones which did not impact on life in the home.*

That's [the shower] a pleasure that I'm not willing to compromise on! I'll compromise on another area to make up for that. (G)

It's about children learning about climate change and actually having it as part of their curriculum. (D)

It felt like [the suggestion of taking shorter showers] was going back in time, limiting the amount of hot water. It felt very much like going back to the Victorian times. (G)

If you take a train from England to Scotland, you will see on those mountains all those wind turbines, and that's also a source of employment for many Scots. There has been some resistance as some people say they disfigure the landscape, but if we want to reduce the emissions we need to find another energy source. (G)

I think it's a good idea children should be taught about it in school. Build awareness of climate change. (I)

## Commentary

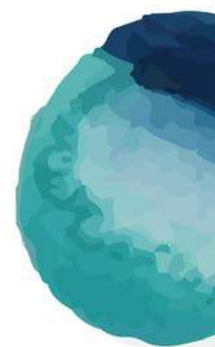
Participants enjoyed having the chance to speak about these issues and, despite a lack of confidence about their command of the subject, engaged enthusiastically with discussion of options for responding. We interpret that as demonstrating the appetite for an ongoing high-profile climate change discourse in Scotland.

They felt proud about the steps they were taking and sought recognition for those actions. There was a sense that they are looking for leadership from the Scottish Government and are willing to step up to the plate.

There is a growing body of research supporting the claim that research such as this, done at a national scale, can help support an ongoing self-sustaining conversation. The discussions and feedback from the workshops demonstrate that people will become more confident in talking about climate change if they:

- Hear other people talking about climate change
- Hear their political leaders talking about climate change
- Encounter consistent climate change messages on the news and in the media more generally

This in turn will help even more people start talking about climate change.



# Summary of information given in feedback forms

## Gender Ratio

	Male	Female	Not given
Phase 1	12	13	3
Phase 2	11	13	n/a

## Age Ratio

	Under 30	31-40	41-50	51-60	61 and over	Average age
Phase 1	7	4	5	5	7	46
Phase 2	7	1	4	4	7	48

## Feedback on activities

One section of the feedback form invited open comments (i.e. not selecting choices from a predetermined list). These comments have been categorised in the tables below, based on analysis of the recordings and the facilitators' own reflections.

The top line results from the feedback are that people enjoyed the discussions prompted by the activities and there was very little negative feedback. The most common response to the question 'What did you enjoy least?' was the answer 'I enjoyed it all'.

## What did you enjoy most?

### Phase 1

Activity	Number
Video activity	6
General discussion	15
Enjoyed them all	5
Picture activities	8

### Phase 2

Activity	Number
2030 activity	9
General discussion	8
Enjoyed them all	1
What you love photo activity	5

## What did you enjoy least?

People enjoyed those parts of the discussion focused on climate change, and reported less enjoyment of the introductory conversations, either around values, issues facing Scotland or the 'What you love' photo activities, where the latter wasn't explicitly directed to talking about the impacts of climate change.

*Note:* the feedback forms for Phase 2 were given out before the language testing activity. We wished to understand responses to the activities being taken forward into the conversations and the language testing was not part of the conversation recommendations.

### Phase 1

Activity	Number
I enjoyed it all	11
Initial discussion	3
Language testing activity	8
Structure of the discussion	2
Video activity	1
Picture activity	2

### Phase 2

Activity	Number
I enjoyed it all	13
Impact activity	1
What you love photo activity	4
Structure of the discussion	1
Scotland 2030	2

## Comments on the workshops

People reported enjoying the opportunity to talk with other people, listening to other people's opinions and discussing their concerns and own opinions. The video and picture activities were popular, with people commenting that they liked the interactions generated from those activities.

Any negatives were largely the result of people not understanding the activities, an issue particularly acute with the language testing activity, which is not being taken forward for the conversations.

Some participants expressed frustration with the initial conversations used in the Phase 1 workshops, which again are not recommended for taking the CCPCS forward.

**Table 5 - Comments on the workshops**

Location	Comments
Dumfries	This is the first time in my life I've had a conversation about this topic and it's been really interesting to hear about people's views. I've found it very interesting, it opened up my thinking. I'm actually quite disappointed it's finished! When is the next one? It was good to hear other people's thoughts on this topic.
Glasgow	A very well organised focus group. It was really interesting. <b><i>Suggestions for improvement:</i></b> Session could have been longer. I wanted to know more facts.
Edinburgh	Stimulating discussion - well facilitated. <b><i>Suggestions for improvement:</i></b> I like facts. Maybe a smaller group could have meant more in-depth discussion.
Oban	Very interesting evening and a huge thanks to our 'leaders' on getting us all to speak out in company. I enjoyed the night, nice to hear others' points of view. Well focussed and facilitated group. Eye-opening. Made me think.
Perth	<b><i>Suggestions for improvement:</i></b> Thought workshop would be more about "shaping Scotland's future" in more ways than just political - why were we not told originally that this was the main topic?

## Two actions you might take

As before this was an open part of the feedback from, rather than providing a list for participants to select from.

**Table 6 - Actions participants might take as a result of the workshop**

Actions	Phase 1	Phase 2
Look for more information, research the topic	15	7
Adopt more low carbon behaviours	12	17
Talk to people about climate change, be more aware on a day-to-day basis	10	5



Photo: foam

---

# Summary of workshop results

A summary of the key findings from each workshop is provided below.

## Edinburgh workshop analysis

Monday 1st February 2016. 18:00-20.30

### Participant details

**Males:** Six participants, average age 40

**Females:** Five participants, average age 50

### Key points raised in conversation

#### Initial climate conversations

---

- Not enough trustworthy information for participants to be able to talk authoritatively about climate change
- Recognition that climate in Scotland is changing but weather not seen as a good route into talking about climate change – Scottish weather always wild and unpredictable
- People don't talk about climate change much, other pressing issues, not a news priority

#### Stupidly simple video

---

- Use of long timeframes (100 years) and just one or two degree temperature rise reduced sense of urgency for most participants
- Bringing consideration of children into discussion can make the need to act on future impacts now a more pressing message
- Messages need to be hard-hitting and localised

#### Language testing

---

- Messages which talked about 'stepping up' were seen as motivational
- Talk of targets without a plan for meeting them and enforcing them treated with cynicism
- 'Ambitious action' seen as a meaningless soundbite



## Issues facing Scotland and the world

(listed on flipcharts, in order of number of times mentioned)

Scotland	World
Health	War
Education	Terrorism
Housing	Climate change
Employment, lack of stable well-paying jobs	Refugees
Independence	
Environment	

## Email responses

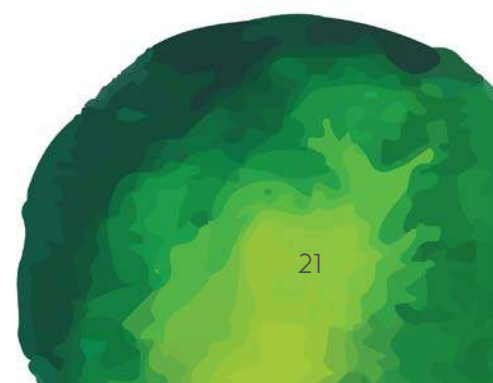
All 11 participants left their email and were emailed a week later. Four replied.

*"It really was interesting, although lacked the sort of input I would ordinarily debate around."*

*"Yes I have and have had discussions with others."*

*"I have actually engaged more with friends following the discussion group on the topic of climate change."*

*"Yes, it has made me think more about climate change, however I think it has been mainly in talking to others about the evening and sharing the various points of view expressed with family and friends."*



## Perth workshop analysis

Tuesday 2nd February 2016. 18:00–20.30

### Participant details

**Males:** Three participants (aged 52, 52 and 22)

**Females:** Two participants (aged 56 and 47)

### Key points raised in conversation

#### Initial conversations

---

- Improving transport a key issue for Scotland
- Climate change was high priority issue
- Reality of climate change accepted
- Responsibility – Scottish cows or American cars?
- Three people said they had talked about climate change
- The news' obsession with growth and economy made it difficult to raise other values

#### What to protect?

---

- Resistance to new crops, worries about landscape impacts
- People wanted to see money spent on transport infrastructure
- Overall found it difficult to choose, all needed protecting

#### Language testing

---

- 'We must' – didn't like being told what to do
- Inclusive language was liked – 'it's going to take action by us all'



## Issues facing Scotland and the world

(listed on flipcharts, in order of number of times mentioned)

Scotland	World
Transportation – integration between rural areas and cities	Climate change
Economic and social justice, growing inequality	Next World War
Decline of oil industry, lack of manufacturing	Inequality between rich and poor
Access to centres of employment	
Poor health – lifestyle, obesity	
Cost of fuel (heating)	

## Issues facing Scotland and the world

Farming	Coasts	Transport	Industry
1	2	4	2
Tourism	Energy supply	Wildlife	Floods
1	3	4	3

## Email responses

Of the five participants in Perth four left their email address. One replied.

*“I have spoken about climate change since then and the main topics have been about behaviour change and also trying to get government and policy makers (including local councils) to get the big picture and maybe make changes that people will not find popular at first (like closing roads to cars and buses) but in the long run will help with behaviour change and small steps towards climate change.”*

## Oban workshop analysis

Monday 8th February 2016. 18:00–20.30

### Participant details

**Males:** Six participants, average age 43

**Females:** Six participants, average age 52

### Key points raised in conversation

#### Initial climate conversations

---

- Climate change emerged unprompted with people feeling it requires a global response beyond the individual
- No scepticism
- Concern for children
- People aware weather changing in Scotland
- A well informed and sophisticated discussion on mitigation and adaptation
- Concern expressed at corporate capture of the debate
- Difficult to motivate people to act without some tangible measurement of how their actions help
- Needs more attention in the media

#### Supply side vs. demand side choices

---

- Transport images provoked a lot of discussion
- 'All our big cities should have trams'
- 'Better public transport would mean fewer cars and less traffic'
- 'Just go, get a bike and just go for it'
- 'I liked the insulation in the roof, made it feel warm and cozy'

#### Language testing

---

- Desire for more information on what steps Scotland is taking
- Questions about how agreements can be enforced
- Statements about ambition received more positively here than elsewhere
- Climate justice language welcomed

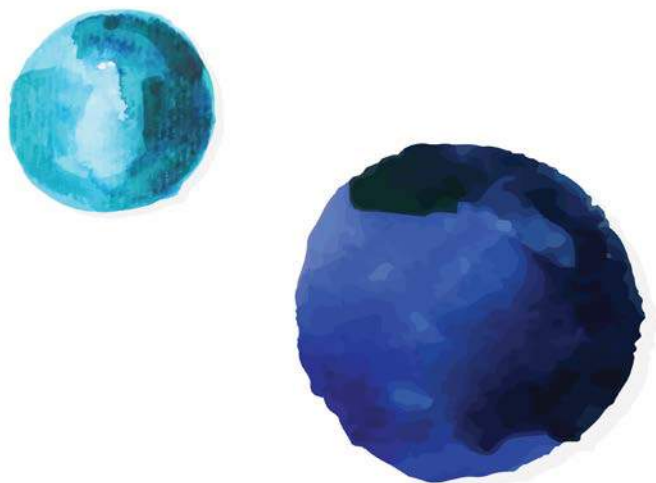
## Supply side vs. demand side choices

	Ticks	Crosses
Solar panel farm		1
Bikes	3	
Switch off lights	1	
Trams	2	
Micro turbine on roof	1	
Solar panels on roof	2	
Cooling towers		5
Electric car	2	
Insulation	3	

## Email responses

Eight of the twelve participants left email addresses. Three of the email addresses were not legible, so five emails were sent. One reply was received.

*"I have talked to two folk at home and three folk at work as a result. I have thought about it more than usual."*



## Glasgow workshop analysis

Monday 29th February 2016. 18:00-19:30

### Participant details

**Males:** Five participants, average age 45

**Females:** Six participants, average age 40

### Key points raised in conversation

#### Headlines

---

- Three chose a headline arguing for a return to the lifestyles of the 1970's because it offered a 'solution' and reflected assumption that we had learned from our 'mistakes'
- Three others chose the headline showing CO2 at highest level for 11 million years – the shock value appealed

#### What you love

---

- Children, animals and landscapes were discussed in relation to climate change – animals and children as needing our protection
- Poor transport infrastructure was mentioned more than once as part of the problem

#### Scotland 2030

---

- Participants did not like the idea of being limited to a four minute shower
- Food issues struck a chord, it may be difficult to expect people to worry about the carbon footprint of their food but more food should be grown locally

#### Language testing

---

- Most of the comments centred around/referred to the issue that climate change will require action from individuals as well as government
- Did not discuss the roles that other countries should take, unlike other groups
- There was a lot of discussion about the need for government to be united on climate change actions and for there to be some type of accountability



## Scotland 2030 listing activity

	Most like	Least like
Travel	3	
Shower		3
Lessons	2	
Food shopping		2
Community garden	3	
Remote working hub	2	1
Air pump		1
Insulation		2

## Text activity Diamond Nines

Favourite

---

“This is not just about the Government; it will take continued commitment and action by all of us if Scotland is to achieve the required emissions reductions.”

Four votes

Least favourite

---

“We are calling on other countries to match Scotland’s ambition to boost the global economy through low carbon and to protect poor and vulnerable people from climate change’s worst impacts.”

Two votes – another three people had it in their bottom three

## Email responses

Eight email addresses provided, two returned as address not recognised. One reply received.

“I found it very interesting and it has made me think. I have spoken to people since and created some debate.”

## Dumfries workshop analysis

Thursday 3rd March 2016, 18:00-19:30

### Participant details

**Males:** Four participants, average age 51

**Females:** Five participants, average age 50

### Key points raised in conversation

#### Opening discussions

---

- When asked “What comes to mind when you think of climate change”, popular answers included extreme weather events, particularly flooding, and the perception that seasons have changed over their own lifetime

#### What you love

---

- Most of the conversations referred to direct effects of changing weather, mainly flooding, and perceived change in the regularity of seasons
- Changes were described directly as felt impacts (rather than as a secondary result – such as food security, pests and diseases, which come about because of seasonal/weather changes)

#### Scotland 2030

---

- Reflection that responses to many of these will be age dependant, for example young people much more dependant on public transport
- People too busy to worry about carbon footprint of food

#### Language testing

---

- Ideas of leadership and being a shining example were commented on positively
- There was a significant age split in the group and the young people felt that they wanted a break with the past
- As always, messages of targets and ambition were not given credence



## Scotland 2030 listing activity

	Most like	Least like
Travel	1	
Shower		1
Lessons	4	
Food shopping	3	1
Community garden		2
Remote working hub	1	1
Air pump		3
Insulation	1	1

## Language testing

The most popular first choice, with three votes, was: “Cleaner air. Warmer homes. Less noise. Less pollution. Better health and fitness. It all adds up to a better quality of life.” The sentence “By taking action on climate change, we are investing in our people, our environment and our economy and creating a fairer and more prosperous Scotland” also tested well.

“The head of the United Nations climate body has cited Scotland’s ambition on renewables and low carbon as a ‘shining example’ to other countries” was put in bottom place by four participants and second from last by another two participants.

## Email responses

Seven emails sent, three replies received.

*“I discussed it with my wife and we both agreed that it is something we will take more interest in.”*

*“I have spoken to several people that have come into my shop and to be quite honest I feel that there is a large learning curve required across the board from young to elderly.”*

## Inverness workshop analysis

Thursday 10th March 2016. 18:00–19:30

### Participant details

**Males:** Three participants, average age 50

**Females:** Four participants, average age 43

### Key points raised in conversation

#### Opening discussions

---

- When asked “What comes to mind when you think of climate change”, participants highlighted their own lack of expertise and, perhaps in response to this, grounded their answers in their direct experience of changing seasons and animal behaviour, alongside increased rainfall
- Guilt about the use of plastic shopping bags was a popular point of discussion; like recycling, it was something tangible people feel they can do which makes a difference

#### Impacts of climate change on what you love

---

- As previously, the effects of climate change on wildlife, the landscape and children were prominent themes
- A concern about loss ran through the comments – loss of the conditions and landscapes which had defined peoples’ lives

#### Scotland 2030

---

- As encountered elsewhere, doubts were raised over people’s motivation to calculate the carbon footprint of their food shopping
- The idea of educating children about carbon was popular – it was felt that for adults the high carbon behaviours were already deeply entrenched and would be difficult to change

#### Language testing

---

- Reference was made to the example of the 5p carrier bag charge to question the extent of the Scottish Government’s ambition

## Scotland 2030 listing activity

	Most like	Least like
Travel	1	
Shower		3
Lessons	4	
Food shopping		1
Community garden		1
Remote working hub	2	
Air pump		1
Insulation		

The timed shower and remote working hubs were the least popular choices, with the latter being at or near the bottom of the grid for six of the seven responses.

## Language testing

“If we look after the planet, we look after Scotland too” was the most popular first choice, with three votes. The sentence “This is not just about the Government; it will take continued commitment and action by all of us” also tested well.

The sentence “The head of the United Nations climate body has cited Scotland’s ambition on renewables and low carbon as a ‘shining example’ to other countries” was the least popular, confirming antipathy to claims of ambition.

## Email responses

Four emails were sent, but not until two weeks after the workshop. No replies were received.



---

# Appendix 1 – Follow-up email text

“Dear .....

Thanks again for your contributions at last week’s workshop.

I know people are busy so I will keep this brief. Whilst there is lots I would like to ask you the one thing I am really interested in is whether being part of that sort of discussion, which is not an everyday conversation, has meant you now think about climate change more often and if you have spoken to anyone about climate change since the workshop?

I appreciate answering emails isn’t everyone’s idea of a good time but if you find the opportunity to reply it would be a big help to the project.

And if you in turn have any questions I would be only too happy to help, if I know the answers.”

