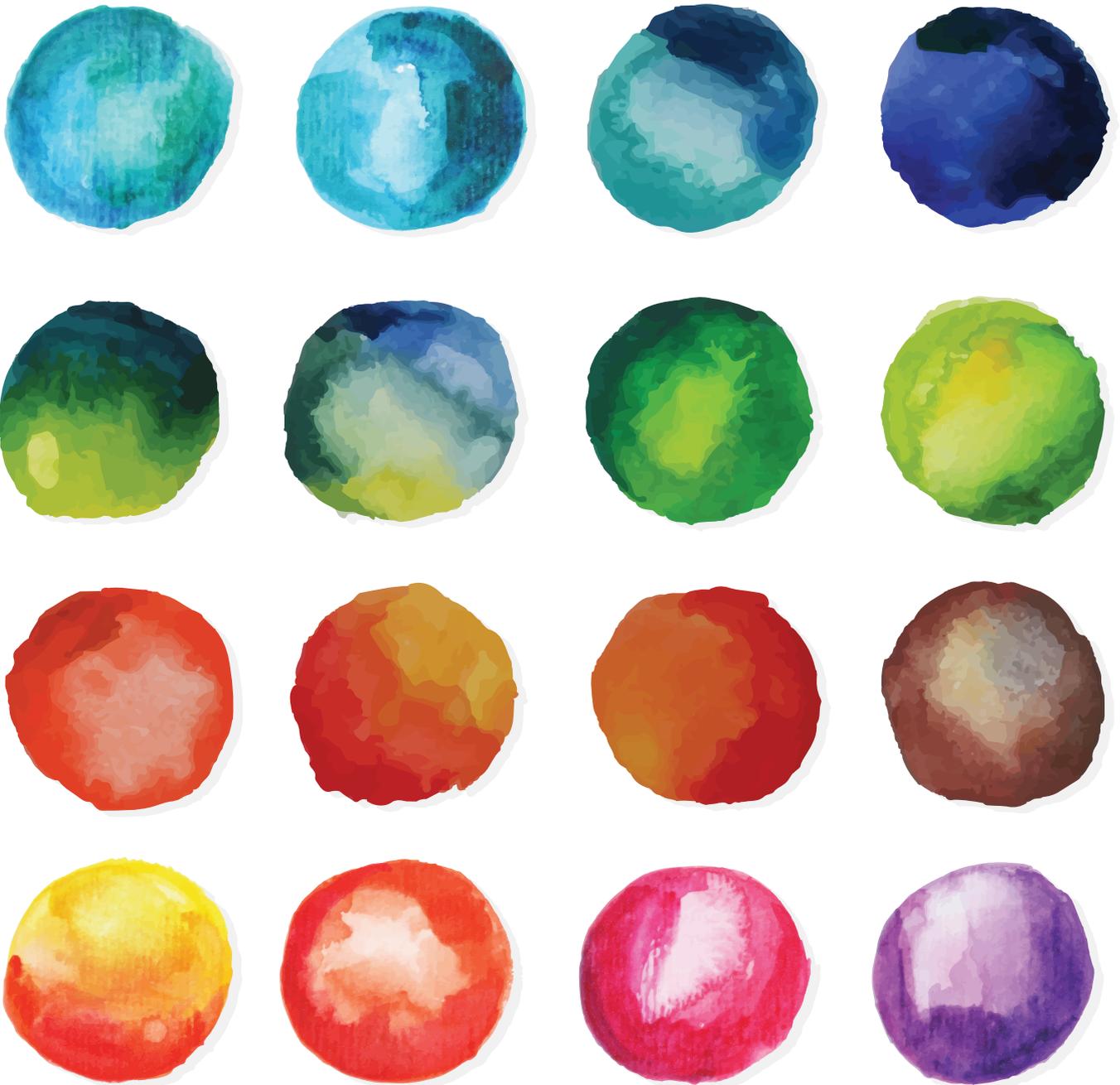


CLIMATE CHANGE  
PUBLIC CONVERSATION SERIES  
Climate Conversations 'How to' Guide





## Why use this guide

Climate change is an issue many people are passionate about but feel it's difficult to discuss with a wider audience. This practical guide is designed to help anyone wanting to start, and widen, the conversation about climate change with a small group of people. It can be used to have a conversation about what our options are – locally and nationally – in terms of reducing both the causes and the effects of a changing climate.

## Getting started

This guide offers a step-by-step approach to help people to engage with the issue of climate change and enjoy being part of a conversation. This approach is based around a 70-minute conversation with a group of approximately five to ten people. There are three elements to this guide:

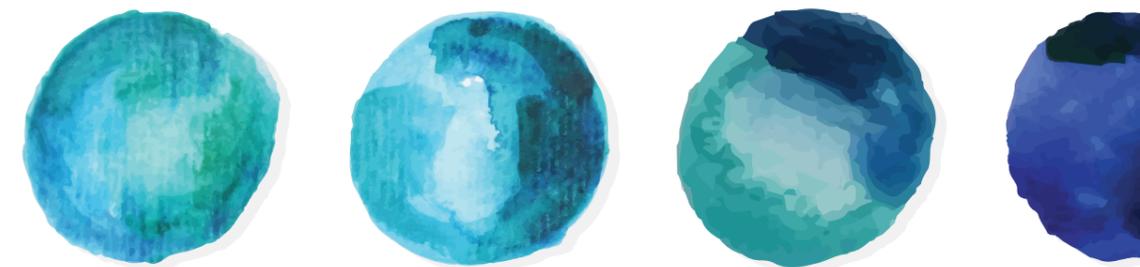
1. A **Script** to guide you in facilitating the conversation
2. **Materials** to aid the conversation
3. A **Checklist** to help you remember everything you'll need

There is no need for specialist knowledge about climate change or facilitation experience, just a desire to have a constructive conversation. The script and materials have been designed to guide you through the conversation. We have included activities to get people thinking about what climate change means to them and to help guide them on to a deeper conversation about options for responding to climate change. There is also an opportunity for final thoughts about possible next steps.

For more information on climate change engagement including supplementary materials for hosting a climate conversation, visit the [Scottish Government Climate Change](#) webpages.\*

## Getting your views heard

The Scottish Government is interested in hearing the ideas and suggestions emerging from these conversations. The feedback from the conversations is a way for people to contribute to a broader national discussion about a greener future. If your group would like to send their views to the Scottish Government please send to [climate.change@gov.scot](mailto:climate.change@gov.scot)



\*<http://www.gov.scot/Topics/Environment/climatechange/lowcarbonbehaviours>

# 1. Script to guide you in facilitating a conversation

## As people arrive

Ask people to look at the photographs and choose one that attracts their attention in some way

## Welcome and introductions

10 minutes

- People introduce themselves (and say a hobby/interest – best to avoid employment).
- Set out the background to the conversations:

"This is one of a series of climate change conversations being held across Scotland. These conversations have been initiated by the Scottish Government who want to encourage a national discussion about how we can reduce the emissions that cause climate change, and prepare for the changes that are happening to our climate. If you are content, your thoughts and comments will be fed back to the Scottish Government so they have a better understanding of what people feel about the actions needed to deal with climate change."

"We will respect your views – we are not here to change them."

## Activity 1

**Open questions about views on climate change to get people thinking about what climate change means to them**

**Protecting what you love pictures**

- 5 minutes
  - Ask people to look at photo that they have chosen and think about why they chose it. Does it remind them of someone or something?
- 5 minutes
  - Ask people to think about how the scene might have changed. Sometimes the changes might not be visible or obvious.
- 5 minutes
  - Ask people to work in pairs and discuss why it appealed to them and how it might be affected by climate change. What has changed?
  - "Are there any extra changes in your partner's picture that you can imagine?"
  - "Can you agree in pairs what is the most important change?"
- 10 minutes
  - Whole group discussion – invite each pair to share one issue they think is most important and why.

**Alternative option (if video playing equipment available) – Stupidly Simple video**

- 5 minutes
  - Ask people to think about the words and images that come to mind when you hear the words 'climate change'
- 5 minutes
  - As people share their thoughts write these up on flipcharts
- 5 minutes
  - Introduce and play video
- 10 minutes
  - As a group discuss people's thoughts and opinions on the video

## Activity 2 – Scotland 2030 Diamond Nines

**Guiding deeper conversations about options for responding to climate change**

30 minutes

- "As part of their plans for reducing emissions of greenhouse gases which causes climate change the Scottish Government has laid out ideas for what life in a low carbon Scotland in 2030 might look like. In the next 30 minutes I am going to ask for your thoughts on some of these plans. We will do this by looking at some sheets which contain brief descriptions of how the different ways in which we use energy may change by 2030."

• **Hand out Diamond 9 grid sheets and 2030 description sheets**

- "There are 9 different scenarios, including things such as travel, heating and food. I want you to spend a little time looking through these. Each description has a number on it. Write the number of the option you feel most positive about, that you would support most strongly, or would be most likely do, in the box at the top of the grid. At the bottom of the grid, put in the number for the change you feel least positive about. And then fill out the boxes in between with your other choices, working down from top to bottom, with the ones you like best towards the top."

5 minutes

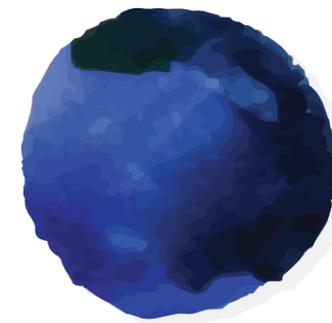
- "Mark your choices on the grid with the number that corresponds to the statement."

2 minutes

- "Spend two minutes explaining the choices you made and your reasons for them with your neighbour."

- Return to plenary. Try to draw out similarities and differences in terms of what people have chosen. Find out why they have ranked things the way they have. Use prompt questions to aid discussion like:

- "Who would like to share what they chose as their most favoured option? Why did you choose that one?"
- "Did anyone else choose the same scenario? Why did you choose it?"
- Ask someone else to share their favourite scenario and why.
- Repeat questions for least favourite scenario.
- "How difficult was that to do? Was it easy choosing and ranking the options?"
- "Is there anything not in that list that the Scottish Government should be doing?"



Close

10 minutes

- **Thank everyone for their time and input.**
- **Hand out feedback forms and information sheets if you are using these**

## 2. The materials to aid the conversation

For the activities we have designed materials to support the conversation – either using photographs or videos (depending on your preference and resources available).

### Activity 1 – Protecting what you love photographs

This activity is designed to get people thinking about what climate change means to them.

24 images of scenes from across Scotland laid out on a table.

### Alternative – Stupidly Simple (Video)

Short videos, under 5 minutes, are a great way of getting people in your group talking about climate change (but avoid videos that focus on the science of climate change, as these can direct the conversation into science of climate change).

The Scottish Government: **Going Greener – Stupidly Simple video** has been tested and generated a lot of conversation. People are likely to have different views on the video itself, but it is an effective way of beginning a conversation. The video can be downloaded from <https://vimeo.com/128234029>.

### Activity 2 – Scotland 2030 Diamond Nines

This activity is designed to extend conversation about the roles of the individual and the Scottish Government in reducing emissions. Everyone is given a sheet with images and short textual descriptions, which cover a range of scenarios drawn from the **Scotland 2030** project. Everyone then orders their preferences into a diamond nine grid.

Each person will need a copy of the materials and a pen.

The sheets with images and descriptions should be printed off and a copy given to each person, along with a copy of the Diamond Nine grid and instructions sheet.

## Scotland 2030



# 1

### Next generation

- Your local primary 7 class are learning about personal carbon accounting
- One of the pupils has been quizzing you about what things used to be like in the 'olden days' before people cared about their carbon footprint
- You tell him that when you were little there was only one kitchen bin that everything went into.



# 2

### Weekly food shop

- You scan the barcodes to see where products have come from, to check the carbon cost
- You cook most of your meals from scratch so don't have lots of packaging
- You still try to minimise any packaging and recycle anything left.



# 3

### Local streets

- Streets and city centres are designed for people – you find it safer and pleasanter to walk or cycle for short journeys.

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## Scotland 2030

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### 4

#### Growing local seasonal food

- You've had an enjoyable visit to the community garden
- You've been doing some weeding in your area of the garden, and enjoyed the banter over a cup of tea
- You took the bus to the garden but will lift-share back with a friend.



### 5

#### Community energy

- You arrive home to a warm home powered by:
  - the new district heating system for all the homes in your area
  - the air source heat pump you've just installed
  - the local community wind turbine
- Granted, it was a bit of a hassle to get it installed, but it was worth it because now it's always a comfortable temperature in the house, you are not reliant on the delivery of oil and you don't have large energy bills.



### 6

#### Getting around

- Using real time travel information streamed to your phone you are able to catch the train in perfect time
- For longer journeys, or where public transport is limited, car clubs are popular, giving people easy access to a car. People book a car and pick it up in their neighbourhood.

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## Scotland 2030

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### 7

#### Keeping the heat in

- In the morning your room is a comfortable temperature, despite the frost last night
- You really feel the benefit of the extra insulation and triple glazing you installed – it hasn't even been necessary to heat the bedrooms in the mornings.



### 8

#### Morning routine

- In the morning, you hit the timer as you jump in the shower and it starts to count down your 4 minutes of hot water
- If you shower in the evening, you don't always use the timer, as you can make the most of the hot water generated by your solar thermal panels during the day.



### 9

#### Working life

- With changes in the way people work, more of us are working more flexibly, with fewer long daily commutes to our work place
  - It's common to use a local office close to our home or take advantage of local shared working spaces where desks can be hired from day-to-day
  - Many tradespeople have developed new skills to install energy efficiency and renewable heating systems for homes and businesses – this work now contributes most of their income.
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## Scotland 2030 – Diamond Nines grid

Most positive

Diamond Ranking Table


Least favourable

## 3. Checklist

### Before the event

- Check the number of people attending
- Arrange refreshments
- Check the layout of the room
- Put a sign on the door to the room (to help people find it if needed)

### Materials

- Pens (biros and marker pens)
  - Sticky label name badges
  - Flipchart (and something for sticking sheets of paper up on the walls)
  - Facilitator script
  - Photographs for Activity 1 (if using)
  - Activity sheets for Activity 2
  - Feedback forms
  - Additional information/leaflets (if available)
- If using a video:**
- Laptop with video downloaded, if required
  - Projector
  - Portable speaker for laptop



## CLIMATE CHANGE CONVERSATIONS

Thank you for facilitating this Climate Conversation. Please summarise the group's comments under the following headings. If there were significant differences of opinion within the group, please mention this too.

Climate Conversations: Event Feedback Note	
Organiser/Group	
Venue	
Date	
No. of attendees	
<b>Overall, how much does the group know about climate change?</b>	
<b>Overall, how concerned is the group about climate change?</b>	

**What does the group consider that the Scottish Government should be doing to help tackle climate change?**

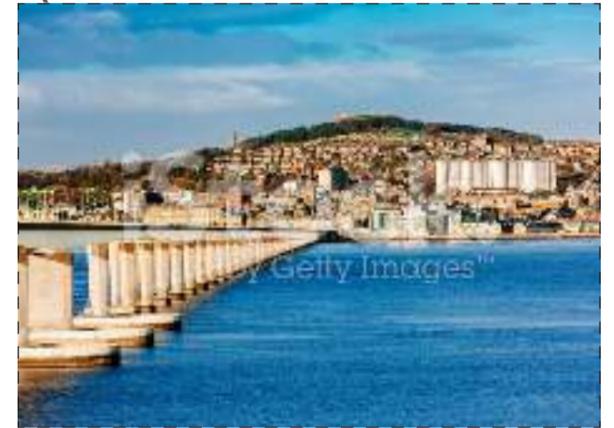
**What would people in the group like/OR what do they plan to do themselves to help tackle climate change?**

**Any further comments:**

Thank you for taking the time to run a climate conversation, your participation and feedback is extremely valuable.

Please send feedback forms by email to [climate.change@gov.scot](mailto:climate.change@gov.scot) or via post to:

Climate Change Policy  
Area 1D South  
Victoria Quay  
Edinburgh EH6 6QQ













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**[www.gov.scot](http://www.gov.scot)**

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