

GREENER TOGETHER CITIZENS' PANEL: CLIMATE ADAPTATION SESSION 1 – SATURDAY 9TH MARCH

TIME	ACTIVITY	NOTES FOR FACILITATORS
8.30	Facilitation team arrives at venue to set up	Check tables (4 x 8-9 chairs at each) 1 x Flip chart and stand next to each table Pens and post-its at each table Posters put up around room Connect laptop to AV and check Set up registration desk
9.30	Arrival, registration and coffee	Be at tables to greet participants as they join
10.00	A) GETTING STARTED	<p>Lead facilitator:</p> <ul style="list-style-type: none"> - Welcome - Re-establishing the group and getting new members comfortable - Who's in the room and what are our roles? - What the panel is all about this year – scope, how its agenda is set, how it can have impact - How we will work together <p>Speaker: Jackie Homan, WMCA – recap on what the WMCA does</p>
10.20	<p>B) WARM-UP CONVERSATION</p> <p>Check in time, members get to know each other and create some conversation expectations.</p> <p>Then members write down reflections on how they or someone they know has been affected by severe weather.</p> <p>What weather type was it, and what was the impact (i.e., financial/health related/disrupted routine/asset damage)?</p>	<p>PURPOSE: for groups to get to know each other, to ease people into the topic, to note any questions they have about the process.</p> <p>Start with introductions: name, where in the region they live and one other thing they'd like to share about themselves – could be about family, work, or what they like to do in their spare time.</p> <p>Go into the conversation about extreme weather: ask if they anyone has jotted anything down about how they/people they know have been affected by severe weather.</p>

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	<p>NOTES: What sort of experiences have panel members had of extreme weather? Brief bullet points are sufficient.</p>	
10:40	<p>Discovery session</p> <p>15 mins: An opportunity to explore data around weather changes, flooding, extreme heat etc. What is the problem and what is the data around the problem?</p> <p>Informal 'quiz' where the answers can be found in the posters around the room.</p> <p>10 mins: Go through the answers.</p>	<p>PURPOSE: Learn about key risks of climate change and extreme weather for the West Midlands.</p> <p>Following an introduction from the front, we'll go into our groups for this.</p> <p>Put people in pairs (and a trio if needed).</p> <p>Give each pair an answer sheet – the information for the answers is contained within the posters around the room.</p> <p>Give each pair 5 questions to start with so that the group covers all questions between them.</p> <p>15 mins to look at the posters. If they find their five answers with time to spare, invite them to look around the other posters too.</p> <p>10 mins back at tables to go through answers. If you have any spare time, ask people: What are your initial reactions to the information? Anything surprising? Anything that stands out?</p>

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	<p>NOTES: Capture any reactions to what they have seen in the posters</p>	
11:05	<p>Play adaptation animation video</p>	<p>3-minute video explaining climate adaptation</p>
11.10	<p>10-minute presentation: Local Resilience Forum – Local experience of impacts</p> <p>Guest speaker:</p> <ul style="list-style-type: none"> ● Luke Martin and/or Steve Vincent, WM Local Resilience Forum <p>10-minute presentation - University of Birmingham – climate vulnerability and data</p> <p>Guest speaker:</p> <ul style="list-style-type: none"> ● Emma Ferranti, University of Birmingham 	<p>West Midlands Local Resilience Forum</p> <ul style="list-style-type: none"> ● Example of impacts of severe weather (heat and flash flooding) on people, infrastructure and services in the WM ● Intro to the LRF and how partners work together reduce the impacts of severe weather. ● Something on the future role of LRFs in adaptation – not currently in the remit but on the horizon in terms of moving from response to prevention. <p>University of Birmingham</p> <ul style="list-style-type: none"> ● What contributes to risk and vulnerability to climate impacts? ● CRVA mapping tool and what information it communicates ● Different options for CRVA: granularity and narrative ● How should climate risk data be presented? At what level of geographical granularity and why?

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11:30	BREAK	
11.45	Discussion at tables	Members reflect on their initial reaction and come up with a few questions in their groups
	<p>NOTES: A) What are your initial reactions to what you've heard? B) What stood out for you? Why? C) Do you have any questions you'd like to ask of the speakers? Capture any notes on A or B here, and capture C (questions) on post-its so we can return to any that we don't have time for in plenary. Encourage panel members to ask the questions in plenary, or if they're shy you can ask on their behalf.</p>	
11.55	Q&A	Beth, National Highways, University of Birmingham
12.15	<p>Activity 1: provide different options for climate risk data and ask how individuals would use this information. Group discussion based on options presented on sheets on tables.</p>	<p>Activity 1: (20 mins)</p> <p>Blown up examples of CRVA options are provided for discussion. This will provide different levels of granularity.</p>

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NOTES for Activity 1:

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	<p>Activity 2: the group brainstorms where they get their severe weather information and advice on how to behave differently during the extreme period. Sub questions to follow.</p>	<p>Activity 2: (20 mins)</p> <ul style="list-style-type: none">A. If severe weather was on its way, what information would you want access to?B. Where would you get it from? Why?C. Think about convenience, trust, usefulness.D. Is this a situation you imagine dealing with individually as a household or with your neighbours?
	<p>NOTES for Activity 2:</p>	

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	<p>Activity 3: groups to look at the communications materials on their tables and the adaptation animation and feedback on what type of comms materials they are most receptive to.</p>	<p>Activity 3: (15 mins) Look at the print-outs on the table and reflect on the animation you have seen.</p> <ul style="list-style-type: none">• Which communication materials do you find the more informative and helpful on understanding climate adaptation?• Why do you like / dislike these materials?• How would you like to see / find the best way or being informed about climate adaptation?"
	<p>NOTES for Activity 3:</p>	
13.10	LUNCH	

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15:15-
55

Moving into options for limiting impact

What could be done to limit the impact of extreme weather events like this locally in the future? (Refer back to examples from earlier in session)... And what impacts might these mitigations have for you? **Here are some options, is there anything we're missing?**

Who do you see as having responsibilities in preparing for events like this ahead of time and the emergency response on the day?

What would you be expecting from the local authority, from the Government, from emergency services, from neighbours? (MORE SPACE OVER PAGE)

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