Adaptation Scotland

supporting climate change resilience

Adaptation Learning Exchange for Community Engagement

Exchange Event

The Adaptation Scotland programme is funded by the Scottish Government and delivered by sustainability charity Sniffer.

Agenda

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10:20 – 10:30	Progress – ALE for CE
10:30 – 11:30	Collaborative learning (I) *Theory of change and case study projects*
11:30 – 11:50	Break
11:50 – 12:50	Collaborative learning (II) *Question and discussion session*
12:50 – 13:40	Lunch
13:40 – 14:40	Tools and resources
14:40 - 15:00	Pioneer project opportunity
15:00 – 15:15	Close

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Overview of ALE for Community Engagement

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ALE-CE brings participants together to work to create climate ready, fair and healthy communities.

It aims to do this through sharing of knowledge and expertise, building the capacity of organisations who are working to support climate-ready communities, and supporting and encouraging collaboration between community and public sector organisations

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Adaptation Scotland

programme support for community engagement

Awareness Raising

Purpose: To raise awareness of adaptation across a wide range of organisations through adaptation 'events'.

Adaptation Learning Exchange for Community Engagement

Exchange Events

Purpose: Share learning, exchange ideas and identify opportunities to collaborate.

Pioneer Projects

Purpose: Develop and test new approaches and ideas for engaging communities in adapting to climate change

Task Groups

Purpose: To enable collaborative working that provides peer support and/or deliver projects through clearly defined task groups

Place-Based Partnerships

Purpose: Develop regional / location-focussed visions, adaptation strategies and action plans.

Exchange Events

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- Today!
- October 2017
- March 2018

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Pioneer Projects

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- Including adaptation as part of charrette *plus* community engagement projects
- Engaging children and young people in adapting to climate change
- Aberdeen Adapts mini arts festival
- Application process for new pioneer project – coming soon

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Task Groups

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- Collaborative working

  Theory of change for community engagement

- Tools and resources

  Developing an 'online resource bank'

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Creating climate ready places and communities

Our theory of change and key learning

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Climate ready places and communities

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- Our ambition is for organisations and community groups work *together* to create climate ready places and communities
- Our theory of change is our model for planning, participating and evaluating the process behind this ambition.
- It is intended for use by organisations and community groups.

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VISION
We work together to create climate ready, fair and healthy places and communities
EMPOWERING
Communities and organisations working together to share ideas, take decisions, deliver actions that take climate change into consideration
IMPACT
EQUIPPING
Communities are aware of and understand adaptation and climate change
Communities have skills confidence and knowledge to get involved and take action
Organisations are better equipped to understand community interests and have the skills, confidence and knowledge to engage with communities and work together
Organisations are aware of and understand adaptation and climate resilience
INTERIM OUTCOMES
ENGAGING
Engaging with communities
to explore what is important locally and how this might be affected by a changing climate
Bringing organisations and communities together
to identify and progress actions for change and put mechanisms in place for ongoing engagement
Engaging with organisations
to explore what's on the horizon relating to communities and changing climate, mapping what is happening/ being developed in or for localities
Using credible accessible evidence of climate change and impacts, knowledge of successful engagement and adaptation action, tools and techniques, storytelling and narratives and local context
ACTIVITY
VALUES
Being bold, creative, doing things differently, learning by doing & reflective practice

Assumptions

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We are looking for systems change not linear processes	Organisations want to engage meaningfully with communities on climate adaptation and resilience	Communities want to engage with organisations
Working with communities involves working with the grain of what is important to people	Climate change is not a stand alone issue but a stress multiplier	Working together on climate change provides multiple benefits
Adequate funding and support is required	The process of working together is important, not just the resulting activities	Organisations and communities have the capacity to engage and work together

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Assumptions and learning

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We are looking for systems change not linear processes

- Linkages between and across policy areas, and from national to local policy are complex.
- Need to address the silos between policy, community and organisational structures and build capacity for systems change.

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Assumptions and learning

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Organisations want to engage meaningfully with communities on climate adaptation and resilience

- Distinction between consultation and effective engagement.
- Consultation can be a necessary first step but may not lead to increased willingness to participate
- Ensure regular engagement with community - adaptation processes can takes longer than expected.
- Statutory and local organisations need to understand why adaptation is important and what it means for communities.
- Senior level buy-in to the engagement is helpful.

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Assumptions and learning

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Communities want to engage with organisations

- Valuable to bring together different community groups invested in an area to address their diverse views, and consider who is representing 'the community'
- Merit in working with young people to benefit from wider perspectives

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Assumptions and learning

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Working with communities involves working with the grain of what is important to people

- Useful to address local priorities through the lens of climate change, using themes relevant to communities
- Finding out what is important involves talking to people about their priorities and hopes for change.
- Useful to start by weaving adaptation into local place-making
- Important to dovetail new and existing projects and programmes to build on enthusiasm, insight, networks and knowledge
- Sensitivity is needed when talking about who is vulnerable – asking the community

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Assumptions and learning

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Climate change is not a stand alone issue but a stress multiplier

- Important to understand the social, political and environmental aspects of a place and ensure actions don't exacerbate or reinforce inequalities that already exist

- Adaptation needs to be part of mainstream practice eg part of the conversation about placemaking, regeneration, planning policy…

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Assumptions and learning

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Working together on climate change provides multiple benefits

- Community-based adaptation activities provide opportunities to link across policy areas and are helpful in addressing other important issues such as deprivation and social isolation and delivering the aims of the Community Empowerment Act.

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Principles

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Adequate funding and support is required

Adaptation projects require dedicated resources to make them happen including project support, funding, consistency and honesty of all involved, avoiding abandonment of the community after initial engagement

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Assumptions and learning

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The process of working together is important, not just the resulting activities

- Partnership working and networking are important
- Dialogue and learning is an outcome in its own right with participants having opportunities to see new perspectives and acquire knowledge
- The value of relationship building and allowing groupings can't be underestimated but this takes time to build and to see 'the whole picture'

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Assumptions and key learning

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Organisations and communities have the capacity to engage and work together

- Organisations often have limited capacity for engaging with communities, requiring support and upskilling to join-up within & across organisations and with communities.
- Tools, case studies and narratives in relation to engagement and climate change are needed
- Important to establish dialogue and clearly articulated intentions. Language is important e.g. ‘ resilience’ may not resonate with communities.
- Trusted third party brokers /connectors play an important role in facilitating organisations and communities working together helping with framing, language and managing expectations.

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Examples of collaborative approaches

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- Weathering Change – Deryck Irving
- Borders Community Resilience – Esther Carmen
- Aberdeen Arts – Alison Leslie
- Go Garnoch/ Climate Ready Places – David McAllister

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Scottish Borders Climate Resilient Communities Action Research Project

Ioan Fazey

Esther Carmen, Jennifer Rao Williams, Beverley Searle, Jasper Kenter, Tony Hodgson, Jim Fraser, Louise Cox, Pip Tabor, Derek Robeson, Douglas Scott

Food Water Energy Health

Centre for Environmental Change and Human Resilience

An initiative between the University of Dundee and the Scottish Crop Research Institute

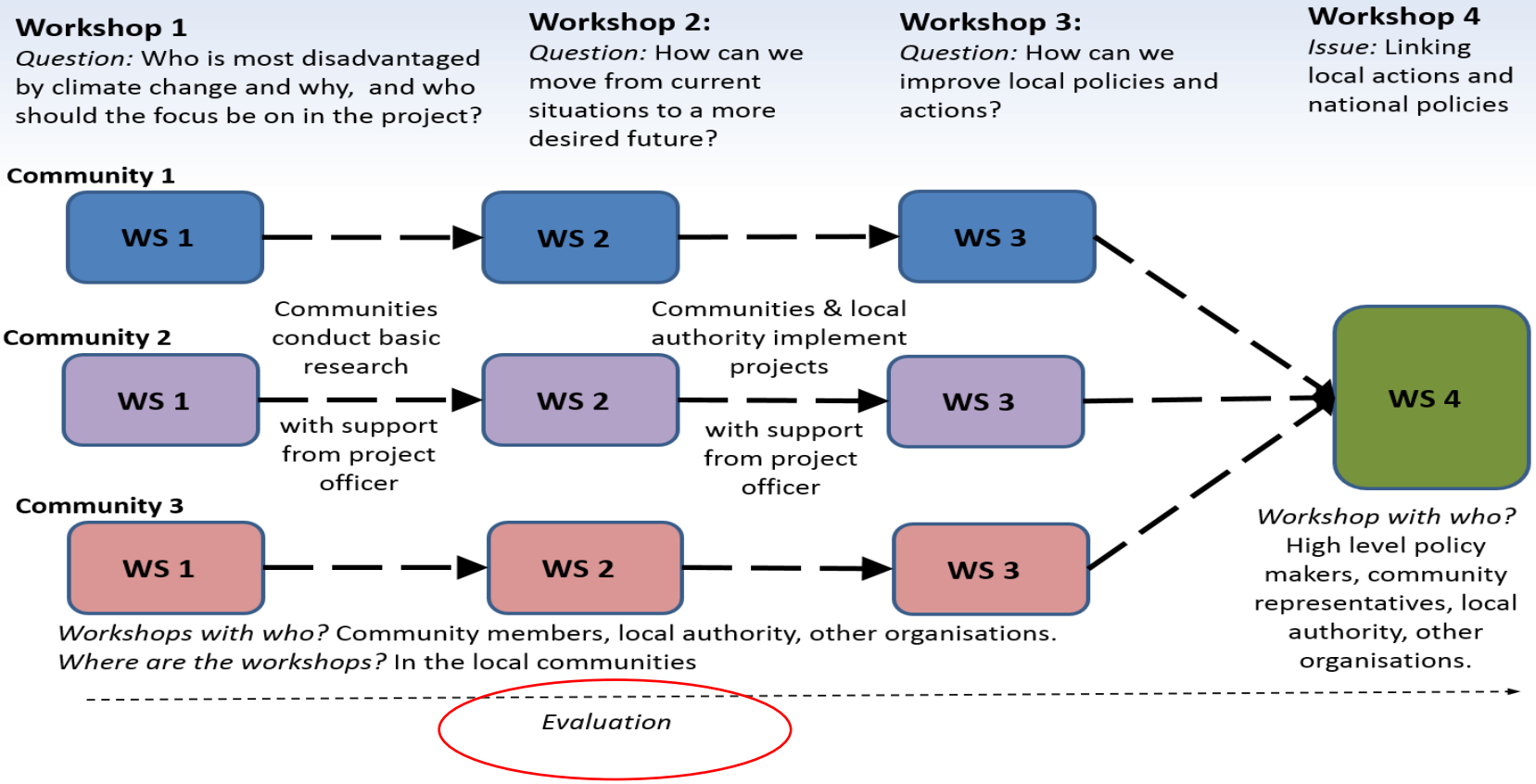
Aims

1. Build on evidence base on how community resilience to climate change can be developed in different contexts
2. Support local process of change to facilitate engagement between stakeholders and build capacity for action at a local level

Approach

- **Participatory action- research**
  - Embedded project officer to support engagement and knowledge exchange
  - Project team (local authority, NGO's, academics)
  - Interactive community workshops (communities and organizations)
- **Holistic**
  - Present/ future
  - Groups/ communities/ organizations/ policy
  - Local/ national
  - Policy sectors (flooding, emergency management, energy, food, housing, economic development)
- **Lens**
  - Flooding and disadvantage

Process Design



Three broad types of outcomes

Tangible outcomes:

- Changes in design of flood scheme
- Funding
- Reports
- Action plans

Capacity outcomes:

- New community groups
- New collaborative groups

Learning outcomes:

- 10 key learning outcomes emerged
- Varied between different communities and types of participants.

Who is climate disadvantaged and how?

Who is disadvantaged by climate change and why?

People on low incomes

The consequences on daily life from extreme weather may be more severe and longer lasting if financial resources are limited. In addition less visible climate related challenges may also add further pressure to household budgets and reduce the capacity to adequately meet basic needs, for example to access food, energy and maintain a home.

Elderly & people with existing health issues

Limited physical and mental wellbeing interact with visible, immediate impacts from extreme weather and indirect impacts from climate change that influence access to and need for essential aspects of life, such as food, energy and water.

Local businesses

The ability of local businesses to trade in the short and longer term, support local livelihoods and continue to provide important goods, services and facilities within communities is influenced by the consequences of extreme weather and less direct impacts from climate change, for example relating to energy systems.

Families with young children

Access to essential goods and services can hinder the ability of some families to continue daily life, e.g access childcare and school. Increases in the cost and availability of food and energy can be particularly challenging for families with young children with specific nutritional needs.

Tenants

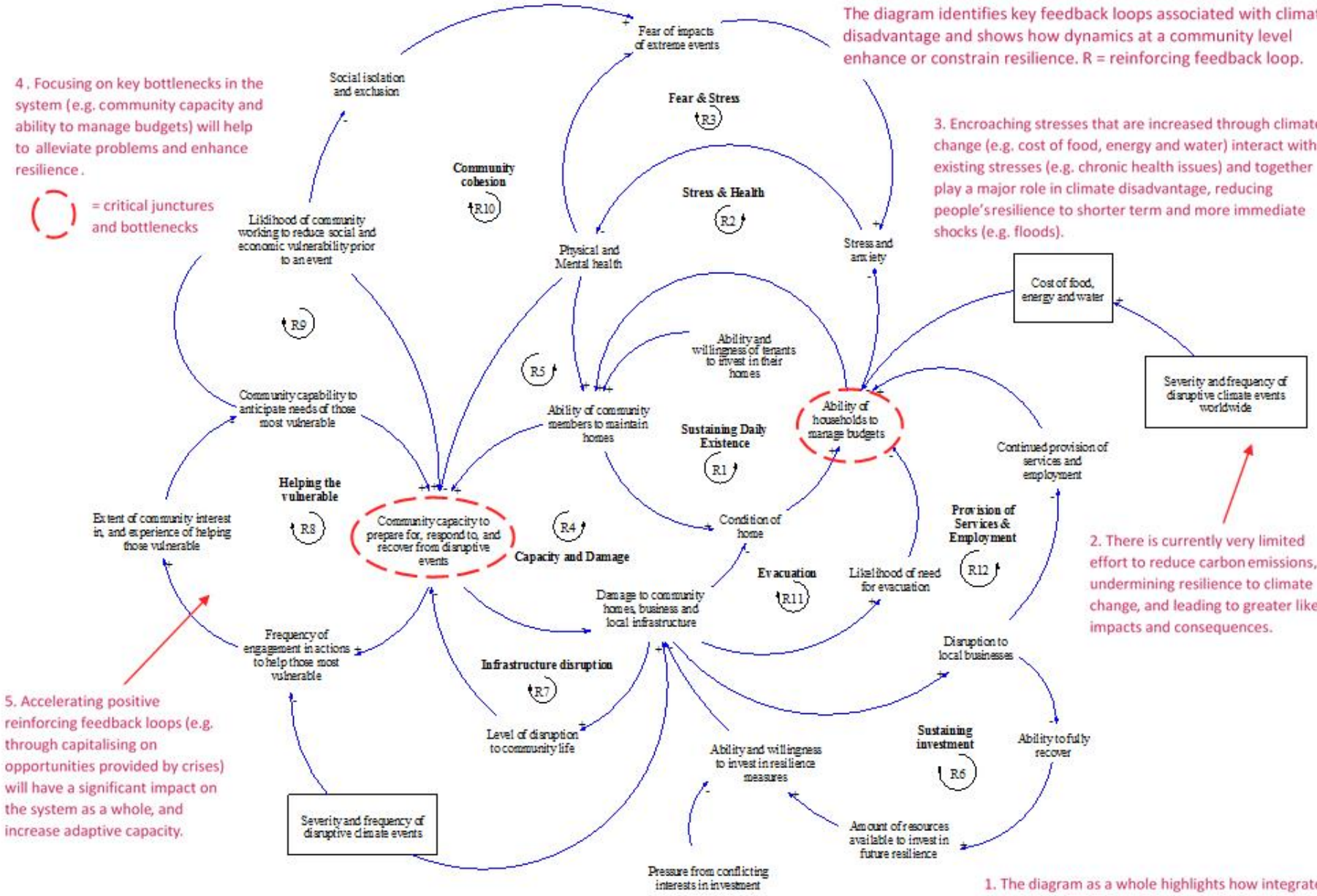
Tenant's lack power/rights and often resources to take action to improve household level resilience to climate change. The level for action to improve household resilience is also influenced by the behaviour of landlords. Moving locations also reduces their knowledge and likelihood of contributing to wider community resilience activities.

Essential infrastructure users

Infrastructure is essential for people's daily lives to access goods, services and maintain livelihoods. The greater the damage, the longer the disruption and the more widespread the consequences may be felt across the community.

Figure 1: Systems diagram of climate disadvantage

The diagram identifies key feedback loops associated with climate disadvantage and shows how dynamics at a community level enhance or constrain resilience. R = reinforcing feedback loop.



4. Focusing on key bottlenecks in the system (e.g. community capacity and ability to manage budgets) will help to alleviate problems and enhance resilience.

= critical junctures and bottlenecks

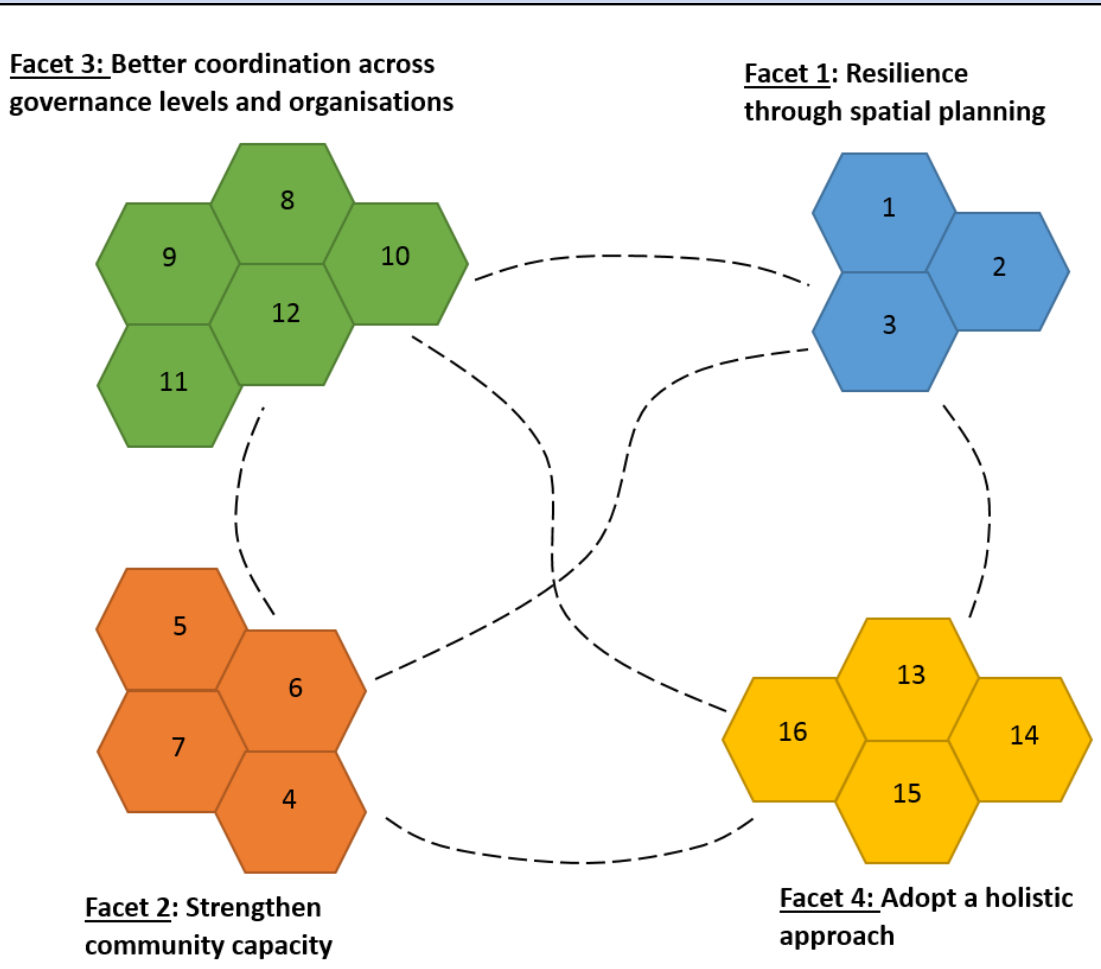
3. Encroaching stresses that are increased through climate change (e.g. cost of food, energy and water) interact with existing stresses (e.g. chronic health issues) and together play a major role in climate disadvantage, reducing people's resilience to shorter term and more immediate shocks (e.g. floods).

2. There is currently very limited effort to reduce carbon emissions, undermining resilience to climate change, and leading to greater likely impacts and consequences.

5. Accelerating positive reinforcing feedback loops (e.g. through capitalising on opportunities provided by crises) will have a significant impact on the system as a whole, and increase adaptive capacity.

1. The diagram as a whole highlights how integrated different components of the system are. Yet many approaches to working in communities do not work in an integrated manner.

6. Focusing on key priorities, values and assumptions driving a system is a powerful way of understanding the system as a whole and assessing what actions might affect resilience. An example identified by participants was the tendency to assume that a primary goal is to enhance economic growth, at the expense of other aspects. Addressing such underlying drivers of systems is important for enhancing longer-term resilience.



Policy facet 1

1. Improve the balance between economic growth and climate resilience
2. Change the building design standards for prolonged climate
3. Loosen the regulation of listed buildings

Policy facet 2

4. Develop community capacity to link people and issue and more effectively coordinate action
5. Greater emphasis on place-based decision making to enhance local action, ownership, decisions and responsibility
6. Foster support networks for sharing and learning between different communities about actions supporting climate resilience
7. Strengthen community support and capacity around adaptation/ resilience using existing mechanisms

Policy facet 3

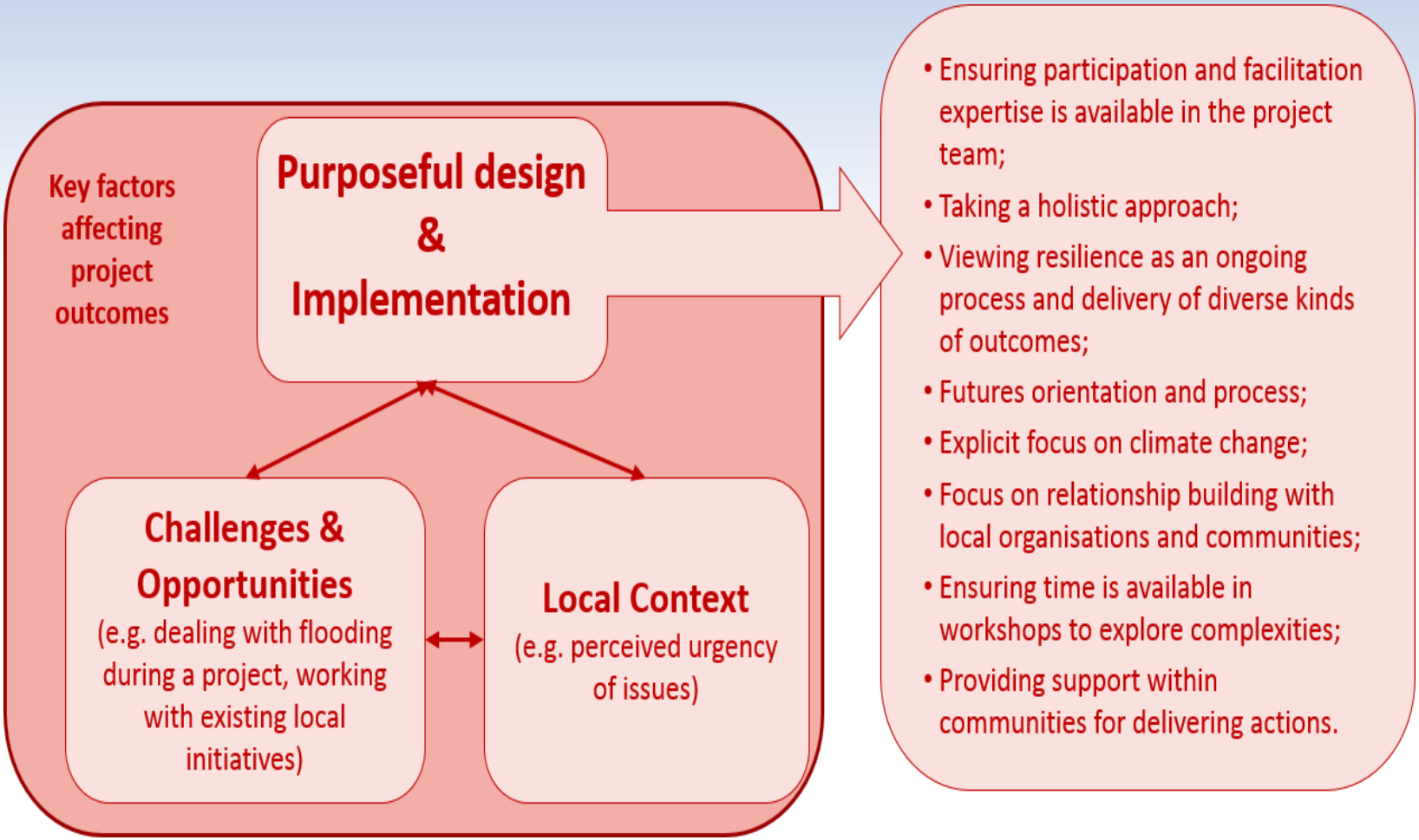
8. Inform national levels about needs/actions/policies from local levels as well as vice versa
9. Greater recognition of the need to support the increasing demands/expectations in the cascade between national and local levels with appropriate levels of resourcing
10. Improve data and information sharing between partners
11. Enhance logistical coordination of equipment, resources, information and activity to where it is needed most
12. Greater focus on building trust and relationships and genuine partnerships

Policy facet 4

13. Move from a prepared response to system preparedness through taking a more systemic rather than linear approach
14. Governance that links multiple levels and actors
15. Broaden temporal and spatial scales in decision making to improve longer term and wider/effective outcomes for community resilience
16. Generalise systemic, holistic approaches to resilience models to a wide range of challenges for learning

Some key learning for doing community resilience

- **Community resilience is a systematic issue.** Climate disadvantage is a useful way to explore multiple issues and scales and potential leverage points
- **Building community resilience is a complex social process**.
- Purposeful design with teams with **diverse expertise** (including facilitation and participation) are needed to navigate the different tensions involved.
- Community resilience requires measures that simultaneously mitigate and adapt to climate change. This requires **explicitly discussing climate change**, albeit through approaches that link climate change to local issues.


Key factors affecting project outcomes
Purposeful design & Implementation
Challenges & Opportunities
(e.g. dealing with flooding during a project, working with existing local initiatives)
Local Context
(e.g. perceived urgency of issues)
• Ensuring participation and facilitation expertise is available in the project team;
• Taking a holistic approach;
• Viewing resilience as an ongoing process and delivery of diverse kinds of outcomes;
• Futures orientation and process;
• Explicit focus on climate change;
• Focus on relationship building with local organisations and communities;
• Ensuring time is available in workshops to explore complexities;
• Providing support within communities for delivering actions.

Aberdeen Adapts

27 April 2017

ABERDEEN CITY COUNCIL

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Adaptation challenge for Aberdeen

Average temperatures will increase - all seasons. The growing season will lengthen.

An increase in average winter and autumn rainfall intensity.

Average summer rainfall may decrease.

A rise in sea level.

Snow is projected to be less frequent with rising temperature.

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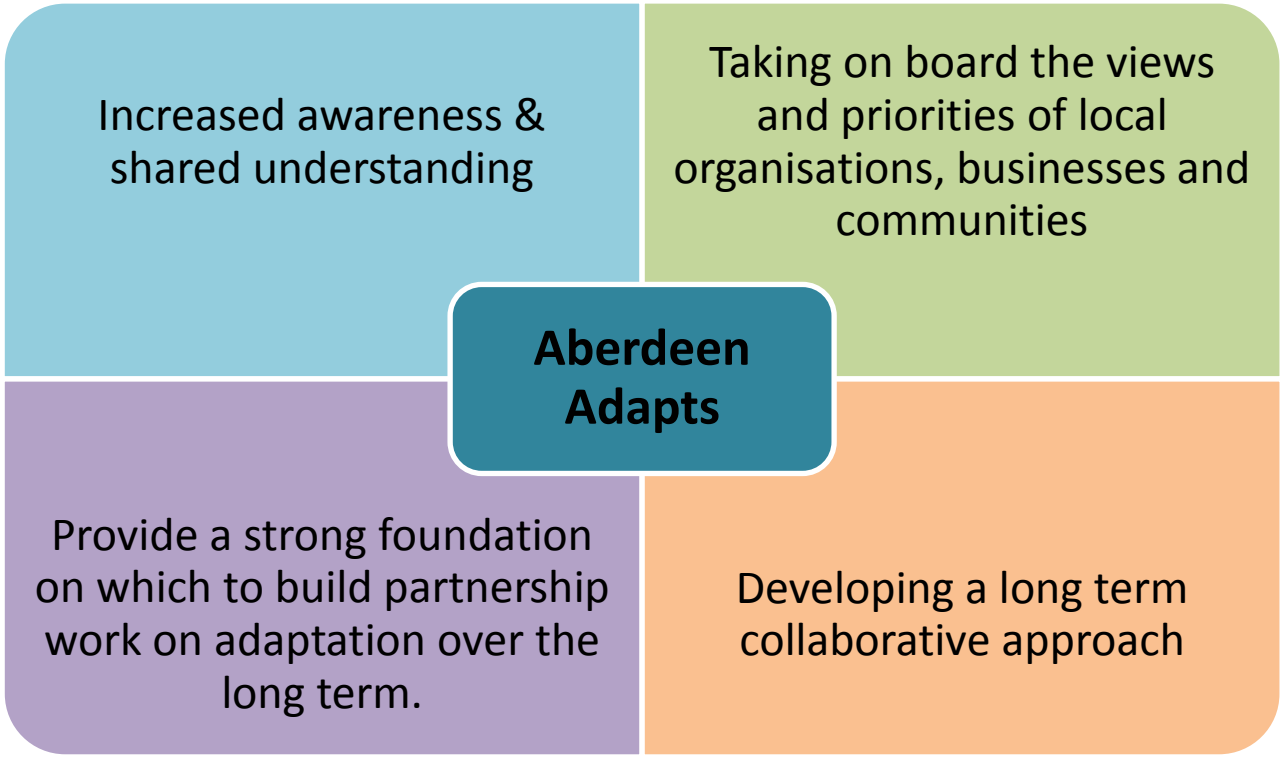
About Aberdeen Adapts

- Developing a strategy for a climate resilient Aberdeen.



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Aberdeen Adapts

Aberdeen City Council and the University of Aberdeen jointly developed the Aberdeen Adapts project.

Both organisations have strong existing commitments to adapting to climate change and through the project will work together to develop a city wide strategy and long term partnership working.

Adaptation Scotland provides advice and support to help organisations, businesses and communities in Scotland prepare for, and build resilience to, the impacts of climate change.

Aberdeen Adapts Engagement

- Stakeholder surveys
- City voice survey on climate change
- 4 stakeholder workshops
- Schools workshops
- Newsletter
- Community project – summer
- Arts & Climate Change mini festival

Creative Carbon Scotland | Adaptation Scotland | RGU | Aberdeen City Council

Aims of the event

- The arts can bring value to engaging the public in science: not only by applying what artists know and how they work, but also by capitalising on the particular ways in which they think.
- The core aim was to demonstrate this value by bringing art, climate science, and policymaking together to facilitate meaningful public engagement with the current and future impacts of climate change in Scotland, and help explore positive responses to those impacts.

Who was involved

Creative Carbon Scotland Organised the event, arranged and liaised with all the artists.	**Adaptation Scotland** Advised on climate change adaption in Scotland: key policies and areas of focus and implications at local authority and community levels .
Aberdeen City Council/ Aberdeen Adapts Major climate change adaptation areas for Aberdeen, how Aberdeen Adapts fits into bigger picture, information on the regeneration area.	**RGU** Understanding the social and cultural implications and risks associated with climate change and how these apply to Aberdeen. Evaluating the difference this cultural approach makes.

Involving cultural practitioners

Musician Simon Gall used Doric rhymes and songs.	Jo Hodges and Robbie Coleman ran the Museum of Future Middlefield exploring climate change through narrative.	Alice Mary Cooper led a theatre-based session. The looked at needs and requirements an emergency situation.

About the area

The locality lies to the north west of Aberdeen City centre, and is predominantly a residential area. characterised by low cost social housing. The area has a very diverse population, including students and families.

What people like about the area

How we prepared

- Emails/ telecalls
- Prepared background materials for the artists.
- Use of climate impact messages
- Dropbox to share materials
- Collaborative meeting with the artists.

Evaluation

- Understand how effective these techniques have been at engaging people with CC adaptation.
- Understand whether the different approaches have had different success/problems.
- Understand what the artistic approaches offer that is different to (and better than) more standard ones.
- Learn from the experience to improve future projects.

Thank you

Contact: alleslie@aberdeencity.gov.uk

Weaving in Climate Adaptation

Embedding adaptation in planning practice

Engaging young people in adaptation

Opportunities for better placemaking

pas
building active citizenship

Adaptation Scotland
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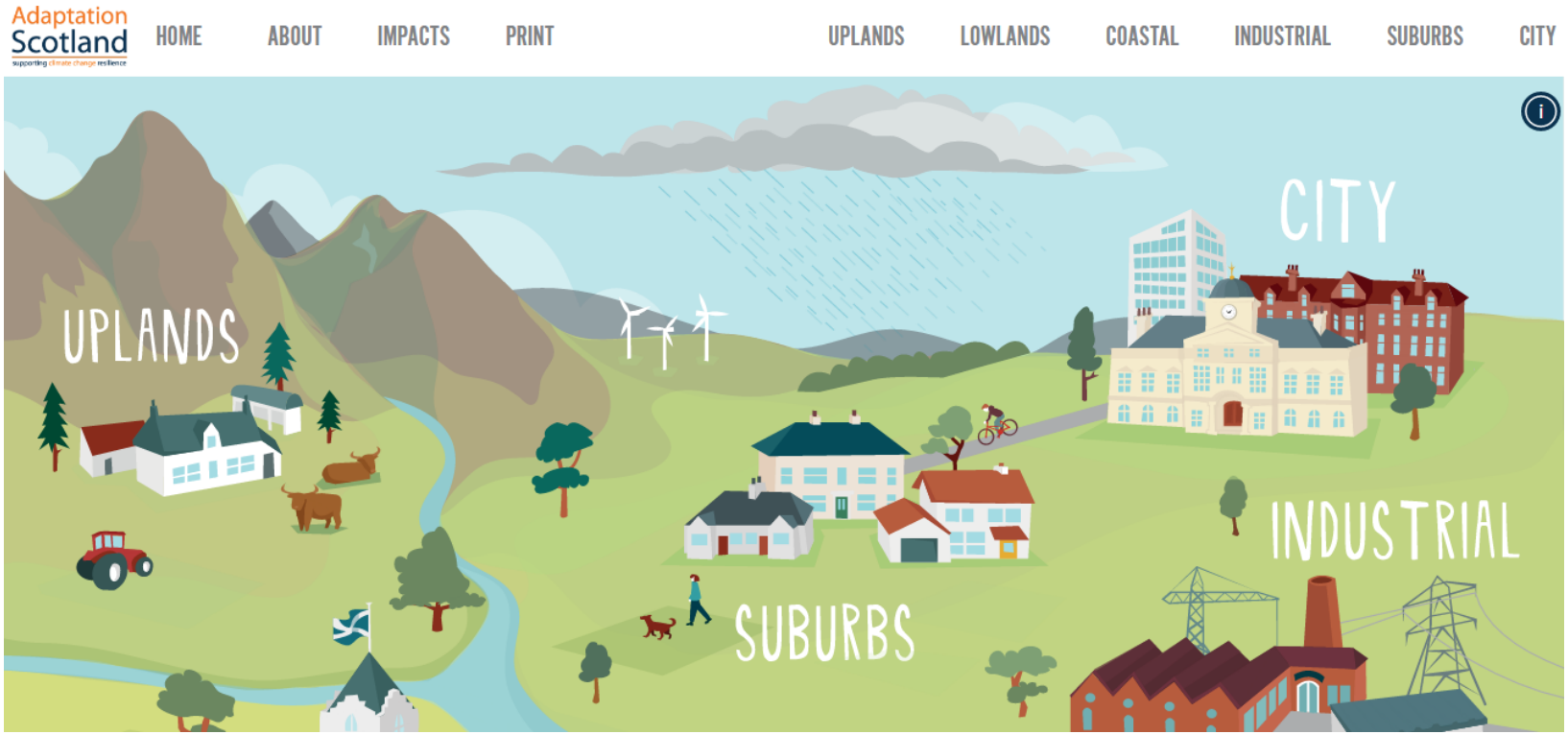
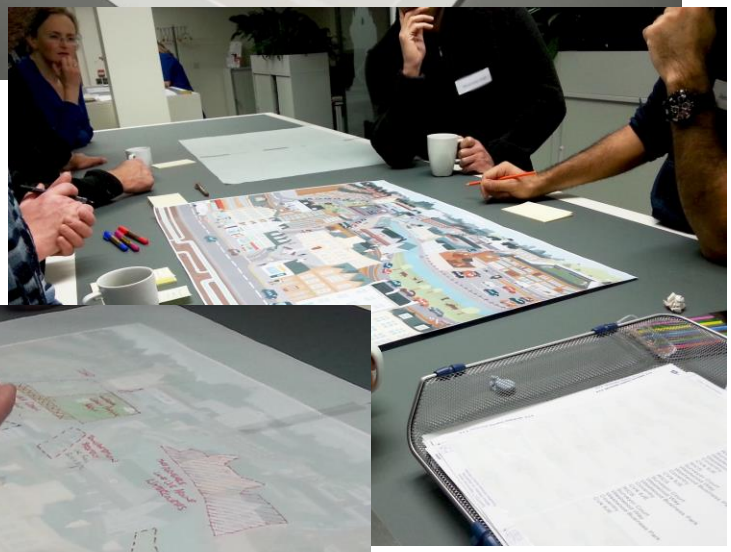
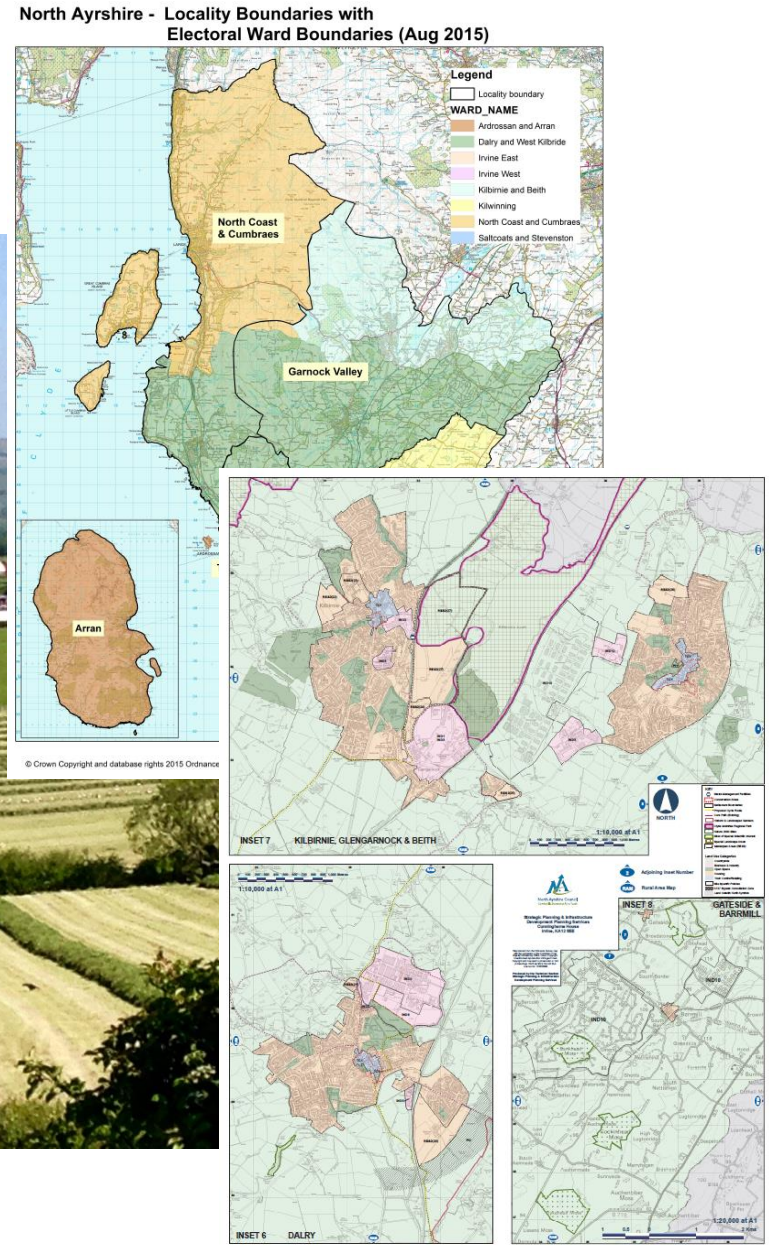
Engaging Planners





Charrette*plus*



Developing the Locality Approach in North Ayrshire

Briefing

September 2015

YOUR QUICK GUIDE TO LOCALITY PLANNING

Why introduce locality planning?
To develop stronger local partnerships that focus on engaging with people in their communities.

Who will be involved in the partnerships?
A range of local people and organisations who have responsibilities and expertise in the priorities identified.

Where did locality planning come from?
The Christie report recommended closer involvement of people in the design and delivery of the public services they use. In North Ayrshire we have been working towards this approach since 2013.

Will the partnerships have any money?
They will have the opportunity to use participatory budgeting. This is where local people decide on how to allocate part of a public budget - a first for North Ayrshire.

Where will locality partnerships be set up?
There will be one in each of North Ayrshire's localities:

- North Coast and Cumbraes
- Arran
- Three Towns
- Garnock Valley
- Kilwinning
- Irvine

Can you get involved?
Yes, local involvement is the basis of Locality Planning. Local people are experts on their local area and will be involved in creating and delivering Locality Plans.

What will locality partnerships do?
They will identify and address local issues by working closely with local people, community groups and organisations to develop a Locality Plan. This plan will set out priorities for the Locality and how they will be addressed.

How can I find out more information?
A formal consultation gets underway on 19 October with information roadshows giving you all you need to know. These will take place in each locality and will run until 18 December.

North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

GO GARNOCK

www.gogarnock.com

Help shape the future of the Garnock Valley

Three towns over four days

Wednesday 18 - Saturday 21 May 2016

DAY 1
Wed 18
Radio City
1A Bridgend
Kilbirnie
KA25 7DF

DAY 2
Thu 19
Rosearden Hall
Courthill Street
Dalry
KA25 5AP

DAY 3 / 4
Fri 20 / Sat 21
Beith Community Centre
Kings Road
Beith
KA15 1BY

Join the conversation

* Find us on Twitter (@gogarnock) and Facebook (search "GoGarnock")

pas building active citizenship

The Scottish Government Riaghaltas na h-Alba

North Ayrshire Council Comhairle Siorrachd Àir a Tuath

What is Go Garnock?

Go Garnock is a community-based project exploring the future of the Garnock Valley. It aims to involve all residents, schools, community groups, local businesses, voluntary organisations, the council, and others, to inform an action plan for the future of the Garnock Valley.

Go Garnock will take place over four days from Wednesday 18 – Saturday 21 May, with workshops in Kilbirnie, Dalry and Beith. A follow-up community event will also take place in June. All welcome!

Go Garnock is being delivered by a community-focused charity called PAS (Planning Aid Scotland). The project has the support of and assistance from North Ayrshire Council and the Scottish Government.

Help shape the event

To help us plan for the workshops and exhibition from Wednesday 18 – Saturday 21 May, it would be helpful if you could complete (a very short!) survey. Please visit www.gogarnock.com.

Take part

Come along to either Kilbirnie on the 18th, Dalry on the 19th or Beith on the 20th where there will be two workshop sessions held, one in the afternoon and one in the evening.

Afternoon session (2 – 3.30pm): Come along and tell us what it's like to live in your area. This will help us to plan the evening workshop based upon your views and ideas.

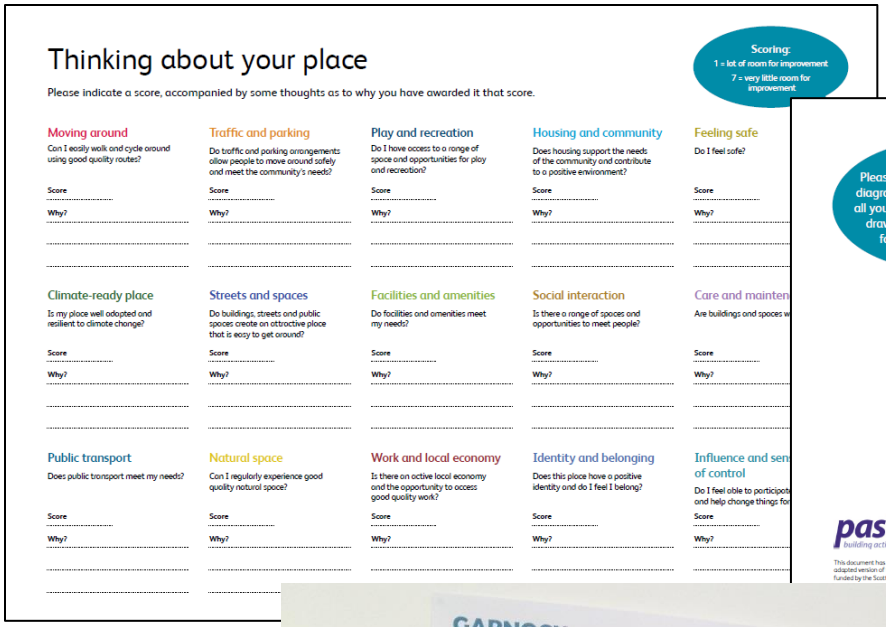
Evening session (6 – 8pm): Having told us what it's like to live in your area, this session is an opportunity to tell us if there are any changes you would like to see in your area.

Ideally come along to both afternoon and evening sessions, or just drop into whichever session you can make.

What you told us (1-3pm)

Come along to a final exhibition on the 21st of May in Beith Community Centre where you will be able to see a summary of what you told us during the three workshop days. There will also be members of the design team on hand to discuss the outcomes and the next steps of the project.

‘Adapted’ Place Standard



Thinking about your place

Please indicate a score, accompanied by some thoughts as to why you have awarded it that score.

Scoring:
1 = lot of room for improvement
7 = very little room for improvement

Moving around
Can I easily walk and cycle around using good quality routes?
Score
Why?

Traffic and parking
Do traffic and parking arrangements allow people to move around safely and meet the community's needs?
Score
Why?

Play and recreation
Do I have access to a range of space and opportunities for play and recreation?
Score
Why?

Housing and community
Does housing support the needs of the community and contribute to a positive environment?
Score
Why?

Feeling safe
Do I feel safe?
Score
Why?

Climate-ready place
Is my place well adapted and resilient to climate change?
Score
Why?

Streets and spaces
Do buildings, streets and public spaces create an attractive place that is easy to get around?
Score
Why?

Facilities and amenities
Do facilities and amenities meet my needs?
Score
Why?

Social interaction
Is there a range of spaces and opportunities to meet people?
Score
Why?

Care and mainten
Are buildings and spaces w
Score
Why?

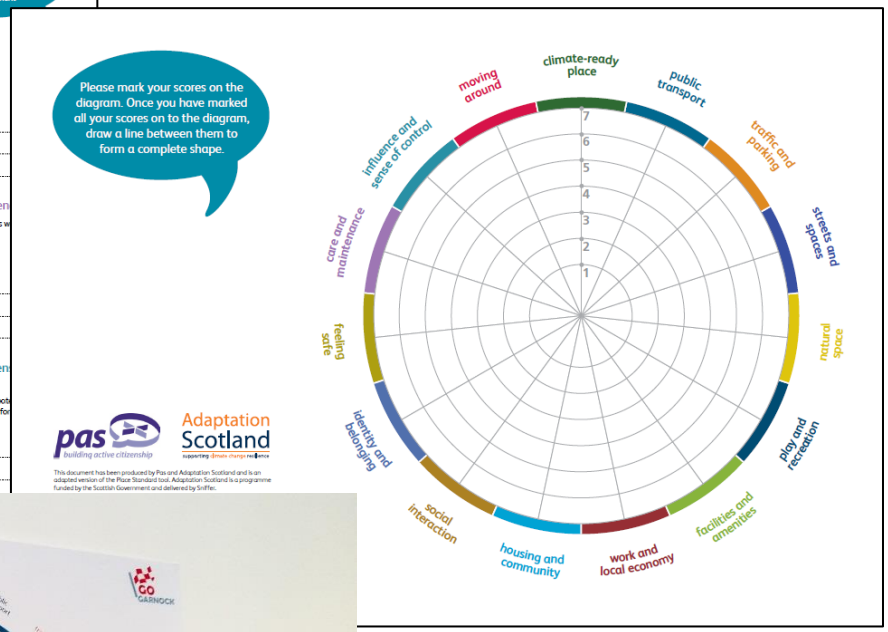
Public transport
Does public transport meet my needs?
Score
Why?

Natural space
Can I regularly experience good quality natural space?
Score
Why?

Work and local economy
Is there an active local economy and the opportunity to access good quality work?
Score
Why?

Identity and belonging
Does this place have a positive identity and do I feel I belong?
Score
Why?

Influence and sen of control
Do I feel able to participate and help change things for
Score
Why?

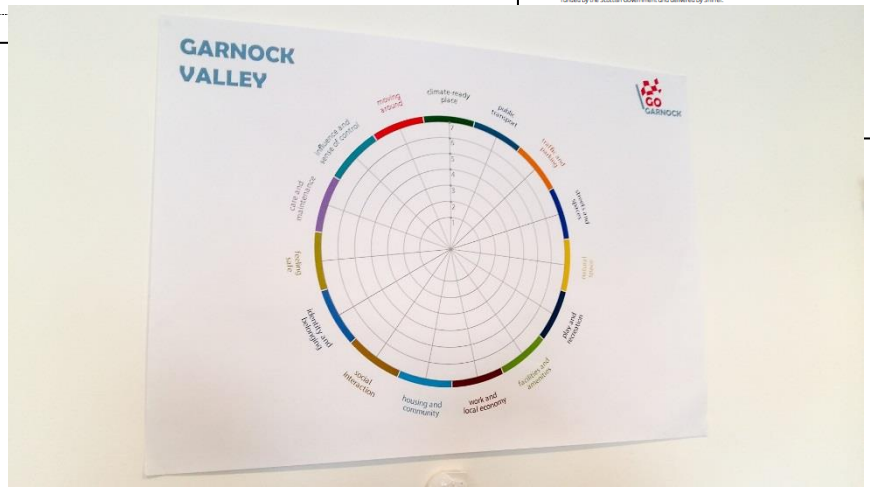


Please mark your scores on the diagram. Once you have marked all your scores on to the diagram, draw a line between them to form a complete shape.

pas building active citizenship

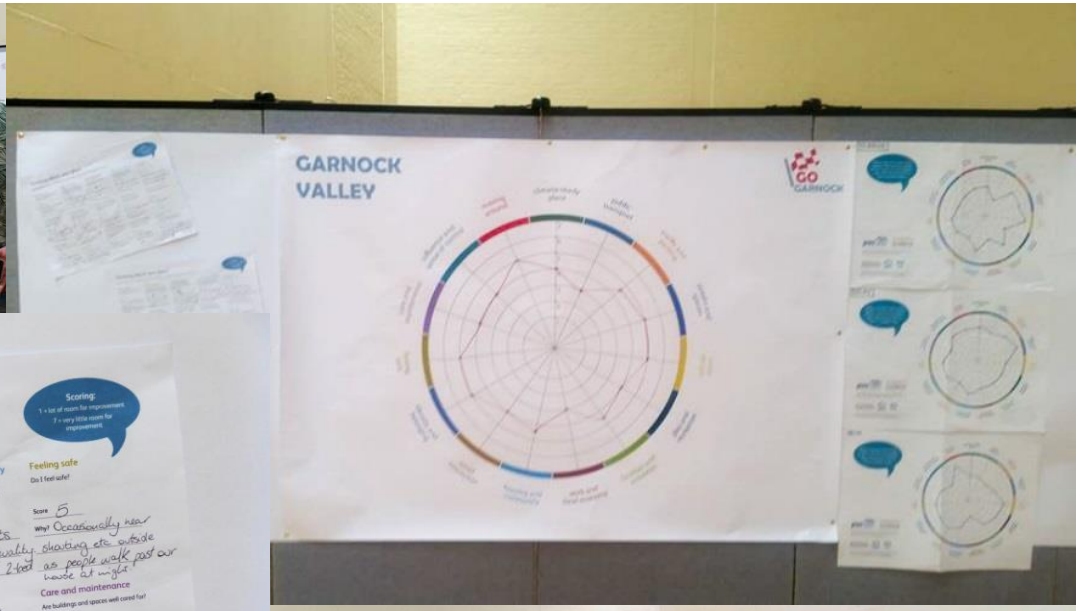
Adaptation Scotland supporting climate change resilience

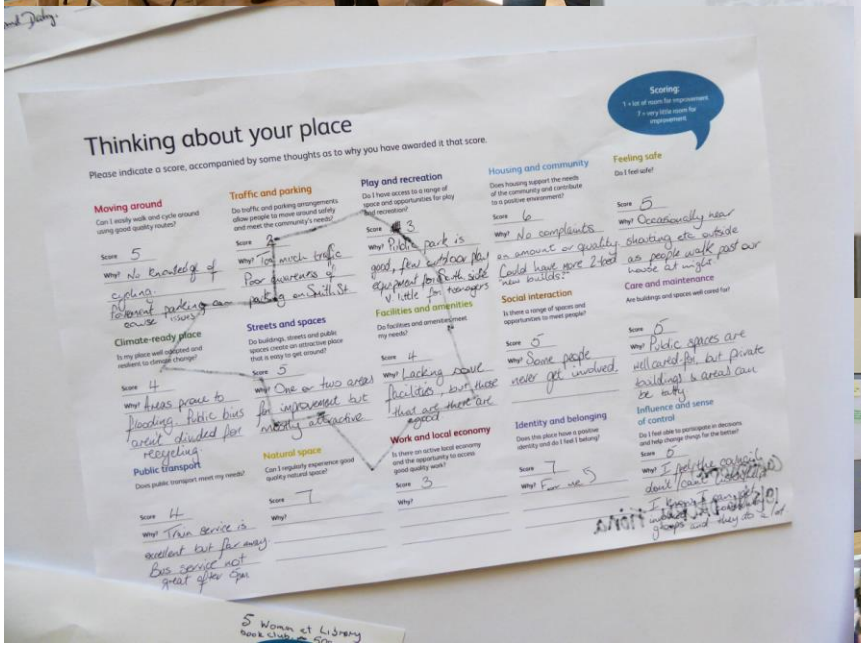
This document has been produced by Pas and Adaptation Scotland and is an adapted version of the Place Standard tool. Adaptation Scotland is a programme funded by the Scottish Government and delivered by Sniffer.



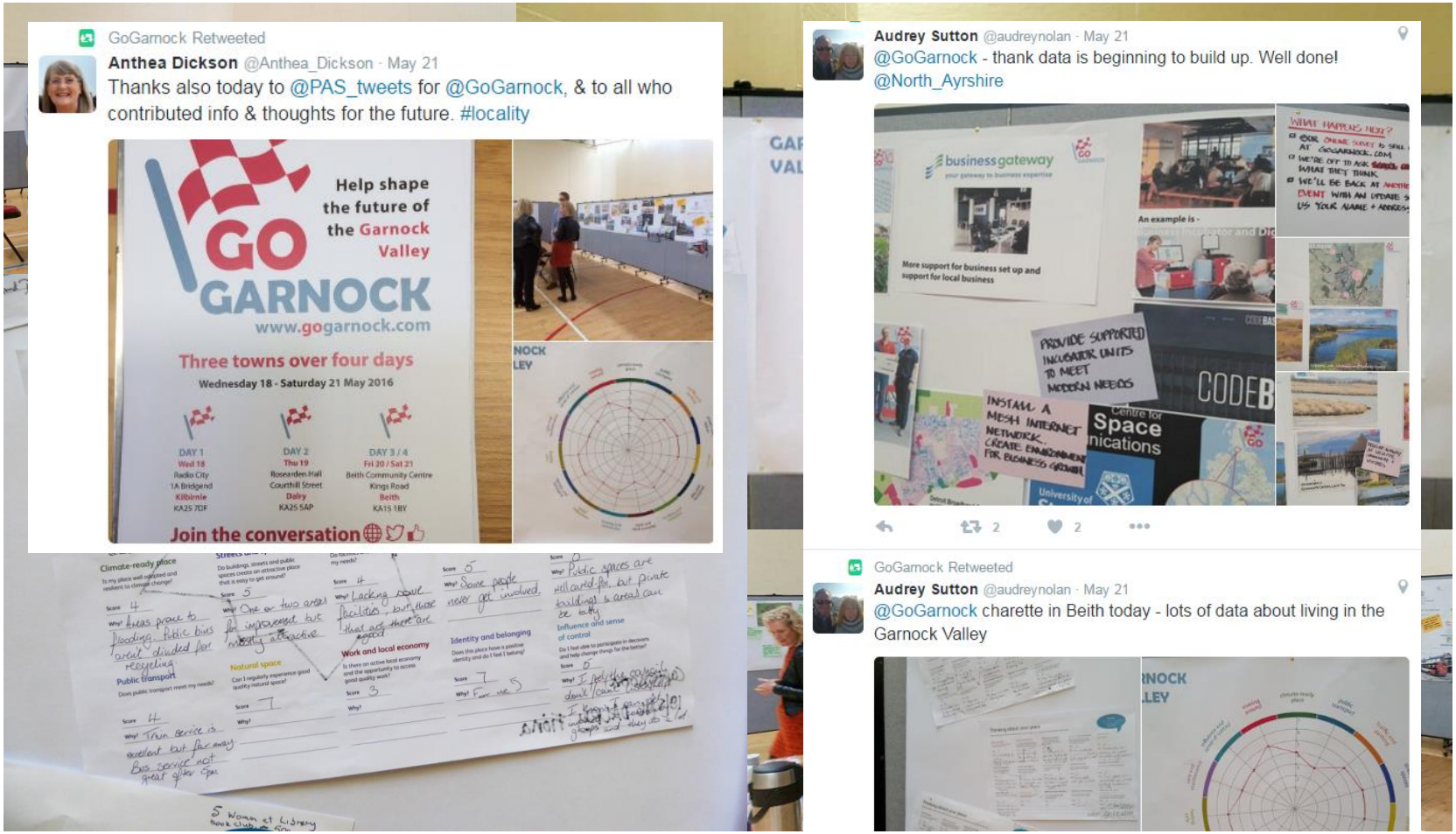
‘Adapted’ Place Standard

‘Adapted’ Place Standard





‘Adapted’ Place Standard



25 May – Garnock Academy

High School

Garnock Academy – Go Garnock session

Arrival time 0930

0950 – 1040 (50 mins)

1. Quick introduction about Go Garnock.
2. Ask students to work in groups based upon where they come from (e.g. in or near Kilbirnie, in or near Dalry, in or near Beith).
3. Use the (revised) Place Standard sheet (which we have used in the community workshops) to explore and score issues.
   - Each student completes their own A4 copy. After each student has filled in their response to each question, the group discusses the issue and collectively takes an average score for the group and marks this, along with their comments under the 'why' section on the A3 sheet.
   - At the end of the exercise each student will have completed an A4 and each group will have completed an A3.
   - If time, take feedback from the groups and discuss the differences or similarities between the different groups. If short on time, do this after the break.

1040 – 1055 Break

1055 – 1145 (50 mins)

1. Ask students to give feedback o… the break.
2. Kilbirnie Loch – when doing the Place Standard, ask students wh… issues that came up at the commu… what the students think about it. Th… the loch, so this is particularly relev…
   - Do they currently use the …
   - Would they like to use it n…
   - What types of things could …
3. Ask the students to work again in their … (i.e. the issues with the least satisfaction … issues.

1145 – 1235 (50 mins)

1. Introduce climate adaptation and changing environment (see text in bag).
2. There are six landscapes – read them out and ask each group which one they would like to work on.
3. Give each group their A3 sheets – the unadapted landscape and the adapted landscape.
4. Ask them to work in their group to find all the changes between to the two landscapes.

   (The total number of changes for each landscape are written on the background sheets for your convenience).
5. Once each group has found all the differences, hand them … their landscape. Ask them to match up the text … There are six text cards per landscape …

   (There are sh…

Climate Adaptation

What changes or climate issues have they experienced where they live?

BEITH GROUP

- Flooding
  - Issues
    - The street usually floods, not a lot but it takes up to the pavement
    - Flooding at the roundabout near the pavements
  - Solutions
    - Better drainage
    - Prevent floods
    - Higher walls
    - Reconnect rivers

DALRY GROUP

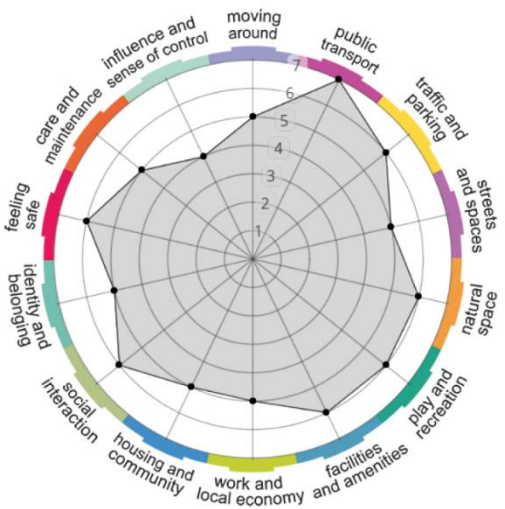
- Flooding
  - Better roofing
  - Bridge crossing over different town
  - More drainage to catch more water if it floods
  - The park can flood on the grass and now it's just a pond basically
  - The park can flood on the grass and now it's just a pond basically
  - More greenery to catch the water
  - Better gutters
  - Lower ground gets flooded
  - Don't chuck rubbish in rivers
  - Flooding lower, parts of the town will flood like the public park
  - Build houses on hills so the water just flows down
  - Better structure and foundations

GoGarnock Retweeted

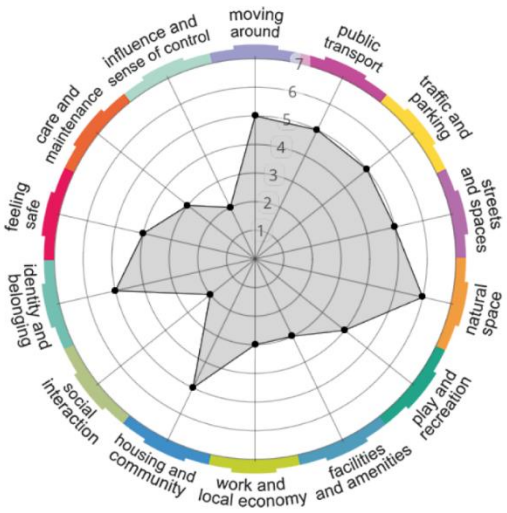
Jacqueline Stables @Jacqueline_plan · May 26

.@GarnockAcademy pupils highlight THEIR top issues for @GoGarnock project- insightful @PAS_tweets session yesterday

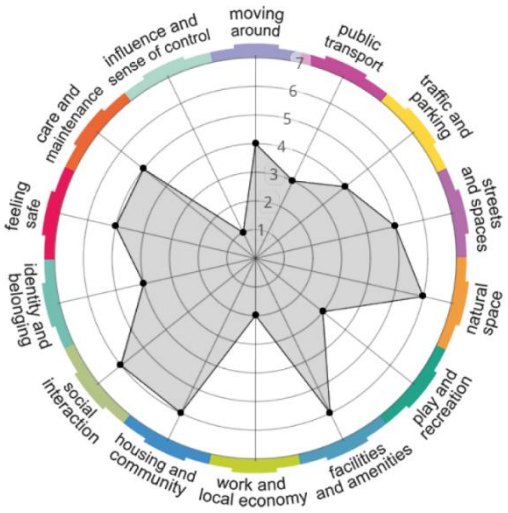
Pupils from Kilbirnie



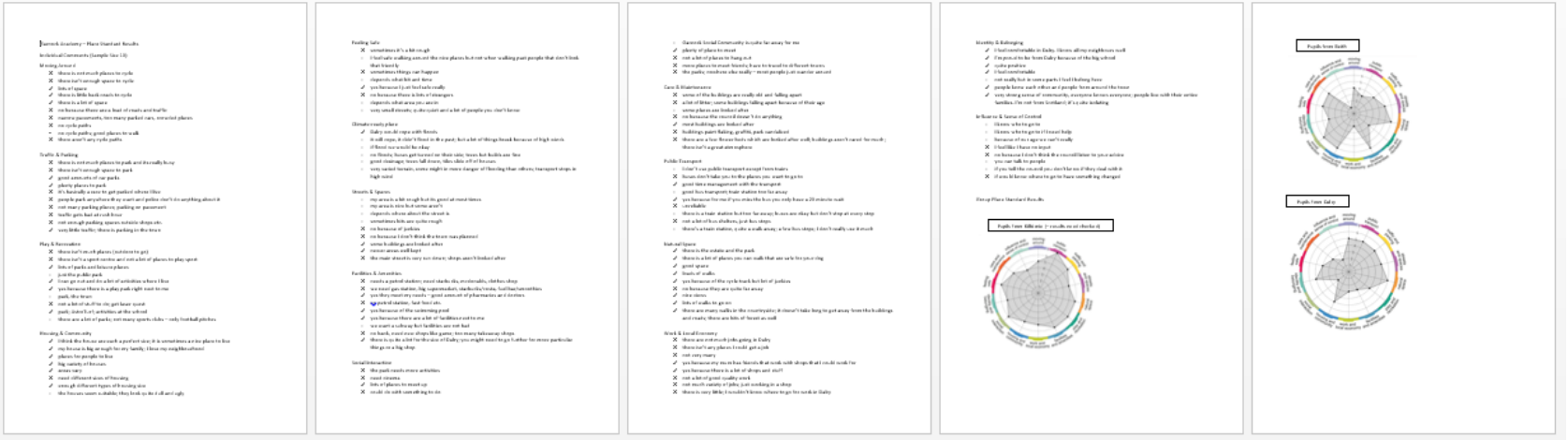
Pupils from Dalry



Pupils from Beith



Climate-ready place results still to be added into graphics



Climate Cards

Caring for buildings

Buildings are damaged by severe weather like high winds and heavy rain. This can cause water to leak in to buildings through broken gutters and cracks in walls resulting in damp, mould and condensation. Poor ventilation can also lead to buildings being too warm. Caring for buildings by repairing cracks in walls and paint work, removing plants that grow in gutters and, opening up air vents to allow air to flow through buildings can help to make sure that buildings are not damaged by high winds and heavy rain and, keep cool during warmer weather.

Changing buildings

Many buildings will need to be completely changed to help them to cope with increased rain and higher temperatures. Changes might include installing green roofs and walls that help buildings absorb rain water and also stay cool during warmer weather. Plug sockets and other electrics might also be moved from ground level to higher up walls so that they are not as badly damaged if buildings flood.

Replace hard surfaces

Large areas of our cities and town centres are covered in hard concrete and tar mac surfaces that trap water above ground increasing the risk of flooding. These hard surfaces also absorb heat causing cities and towns to be warmer than the surrounding countryside and increasing the risk of overheating during warmer weather. We can improve public transport and cycle networks and re-place hard surfaces such as car parks with greenspace and softer surfaces that absorb less heat and allow water to drain away underground reducing flood risk.

Resilient travel

Stations, roads, railways and cycle paths can all be damaged by severe weather and sometimes have to be closed for repairs. These closures stop people from traveling to work and school and mean that businesses cannot deliver their products to customers. Improving the design of stations, railways, roads and cycle paths can help them cope better with problems such as flooding. We can also become more resilient by planning ahead and avoiding travel during severe weather.

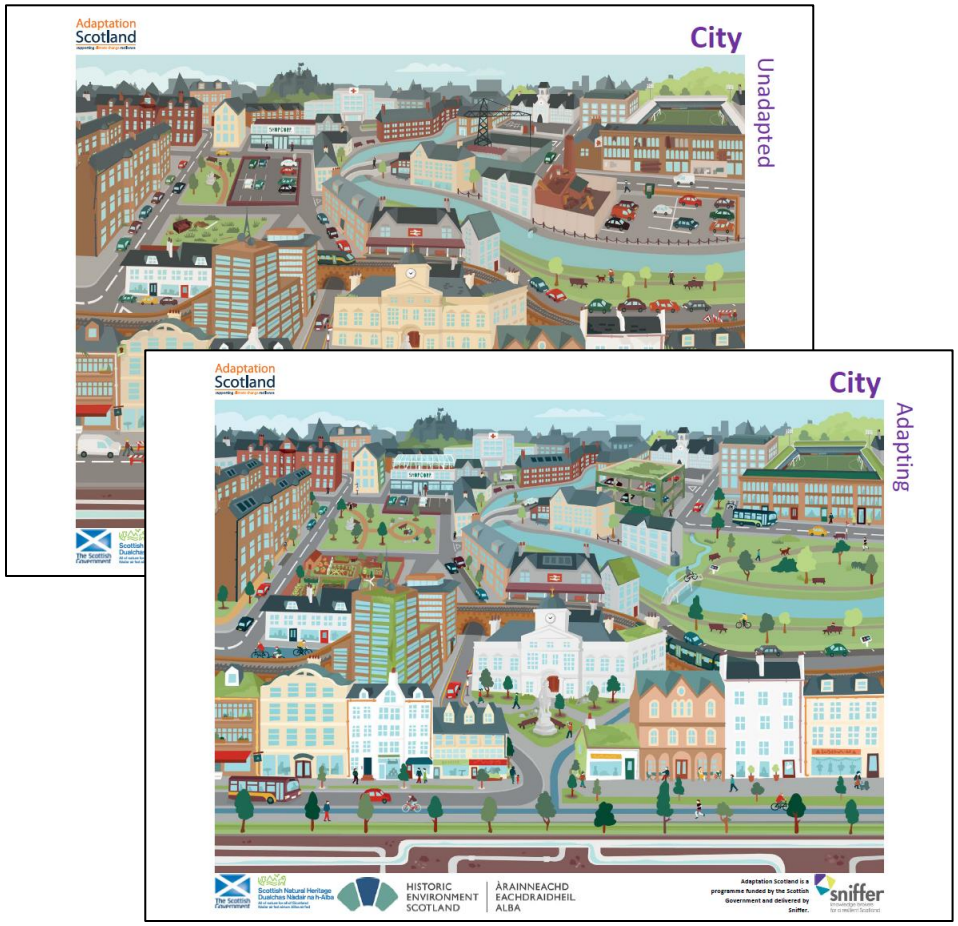
Floodplain park

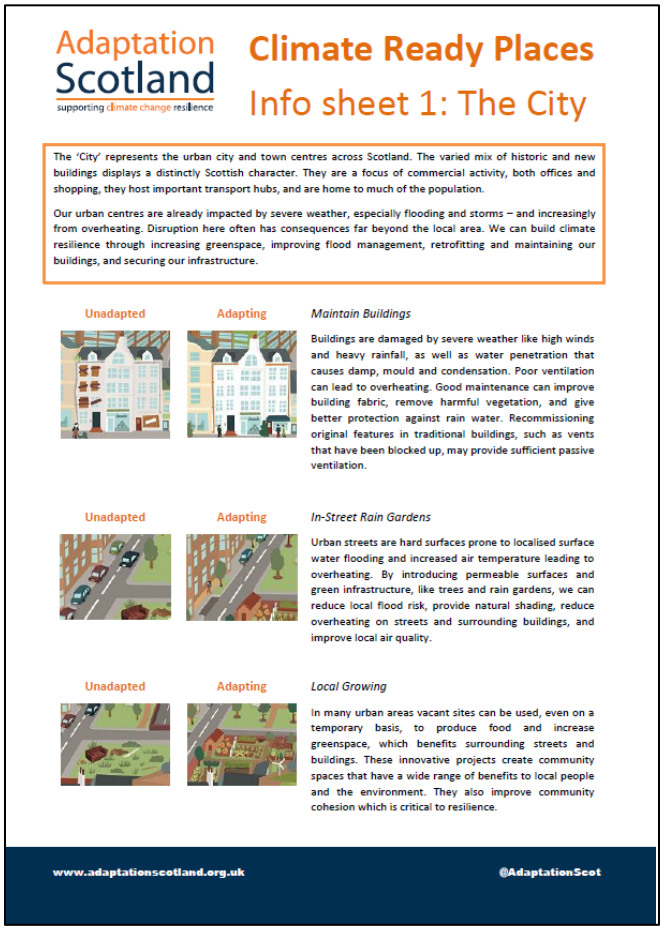
In many cases we have put hard surfaces and buildings next to rivers meaning there is nowhere for rivers to flood safely when water levels are high. Increases in rainfall mean that rivers are now more likely to flood so we need to create safe spaces for flood water in our towns and cities. Replacing hard surfaces and buildings with riverside parks will provide lovely places for people to enjoy and, a natural place for water to be stored during floods. Including open streams in parks, in place of underground pipes, will also help to reduce the risk of flooding by providing a way for water from the streets surrounding the park to flow away in to the river.

Public space

Public spaces can help us to enjoy our towns and cities and are great places for relaxing, holding events and meeting with friends. Public spaces can be redesigned to include greenspace, street trees and buildings with green roofs and walls. As well as looking good these changes benefit people by helping to hold rainwater and reduce flood risk, providing cool, shaded places during warmer summer weather and removing pollution from the air.

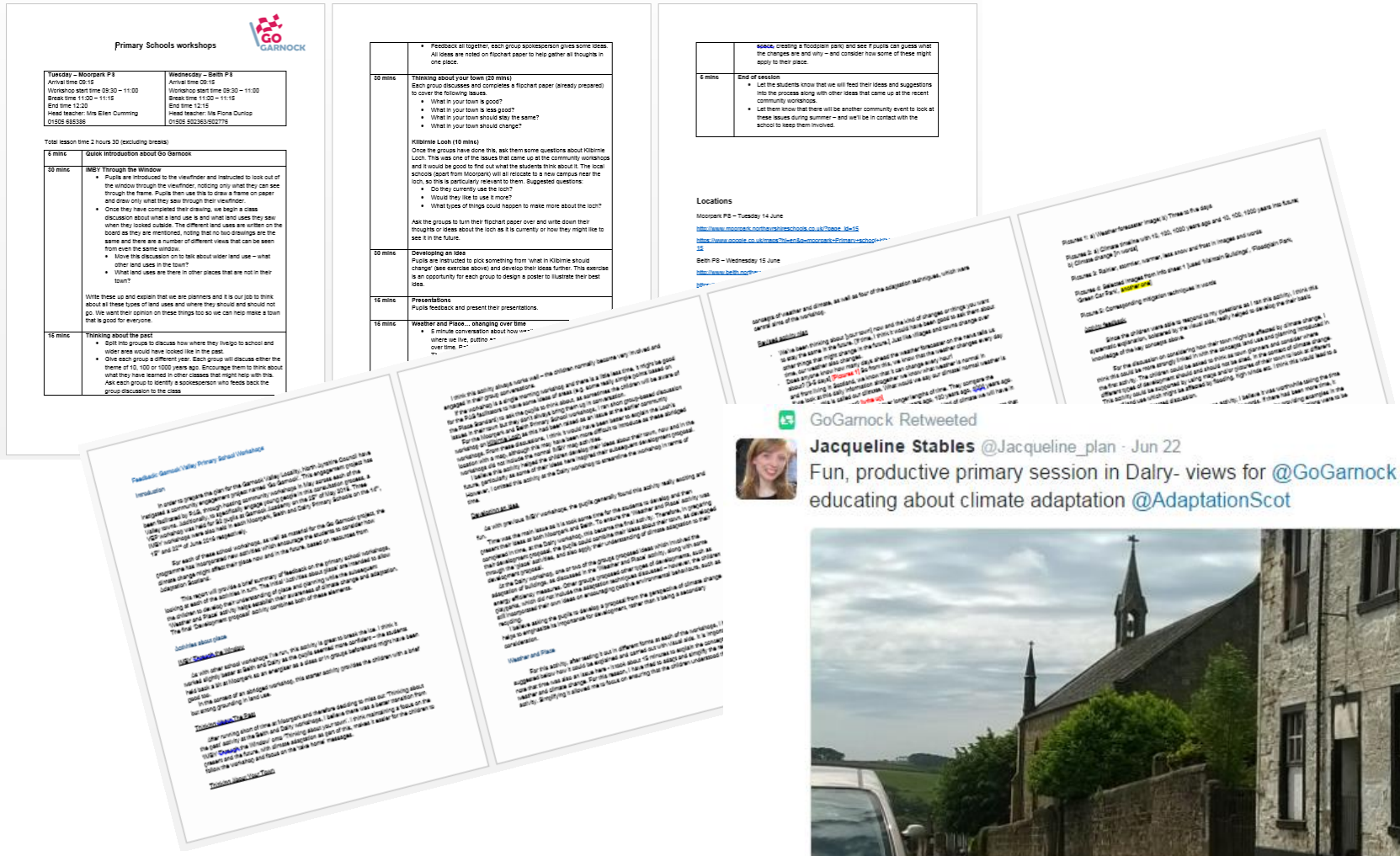
Climate Cards





Primary Schools

14 June – Kilbirnie PS
15 June – Beith PS
22 June – Dalry PS



Primary Schools workshops

Tuesday – Moorpark PS	Wednesday – Beith PS
Arrival time 09:15 Workshop start time 09:30 – 11:00 Break time 11:00 – 11:15 End time 12:20 Head teacher: Mrs Ellen Cumming 01505 685386	Arrival time 09:15 Workshop start time 09:30 – 11:00 Break time 11:00 – 11:15 End time 12:15 Head teacher: Ms Fiona Dunlop 01505 502363/502776

Total lesson time 2 hours 30 (excluding breaks)

5 mins	**Quick introduction about Go Garnock**
30 mins	**IMBY Through the Window** • Pupils are introduced to the viewfinder and instructed to look out of the window through the viewfinder, noticing only what they can see through the frame. Pupils then use this to draw a frame on paper and draw only what they saw through their viewfinder. • Once they have completed their drawing, we begin a class discussion about what a land use is and what land uses they saw when they looked outside. The different land uses are written on the board as they are mentioned, noting that no two drawings are the same and there are a number of different views that can be seen from even the same window. • Move this discussion on to talk about wider land use – what other land uses in the town? • What land uses are there in other places that are not in their town? Write these up and explain that we are planners and it is our job to think about all these types of land uses and where they should and should not go. We want their opinion on these things too so we can help make a town that is good for everyone.
15 mins	**Thinking about the past** • Split into groups to discuss how where they live/go to school and wider area would have looked like in the past. • Give each group a different year. Each group will discuss either the theme of 10, 100 or 1000 years ago. Encourage them to think about what they have learned in other classes that might help with this. Ask each group to identify a spokesperson who feeds back the group discussion to the class

	• Feedback all together, each group spokesperson gives some ideas. All ideas are noted on flipchart paper to help gather all thoughts in one place.
30 mins	**Thinking about your town (20 mins)** Each group discusses and completes a flipchart paper (already prepared) to cover the following issues. • What in your town is good? • What in your town is less good? • What in your town should stay the same? • What in your town should change? **Kilbirnie Loch (10 mins)** Once the groups have done this, ask them some questions about Kilbirnie Loch. This was one of the issues that came up at the community workshops and it would be good to find out what the students think about it. The local schools (apart from Moorpark) will all relocate to a new campus near the loch, so this is particularly relevant to them. Suggested questions: • Do they currently use the loch? • Would they like to use it more? • What types of things could happen to make more about the loch? Ask the groups to turn their flipchart paper over and write down their thoughts or ideas about the loch as it is currently or how they might like to see it in the future.
50 mins	**Developing an idea** Pupils are instructed to pick something from 'what in Kilbirnie should change' (see exercise above) and develop their ideas further. This exercise is an opportunity for each group to design a poster to illustrate their best idea.
15 mins	**Presentations** Pupils feedback and present their presentations.
15 mins	**Weather and Place… changing over time** • 5 minute conversation about how [illegible] where we live, putting [illegible] over time. [illegible]

	space, creating a floodplain park) and see if pupils can guess what the changes are and why – and consider how some of these might apply to their place.
5 mins	**End of session** • Let the students know that we will feed their ideas and suggestions into the process along with other ideas that came up at the recent community workshops. • Let them know that there will be another community event to look at these issues during summer – and we'll be in contact with the school to keep them involved.

Locations

Moorpark PS – Tuesday 14 June

http://www.moorpark.northayrshireschools.co.uk/?page_id=15

https://www.google.co.uk/maps?hl=en&q=moorpark+Primary+school+kilbirnie+ayrshire+ka25+7ns&ie=UTF8&ll=55.765...

Beith PS – Wednesday 15 June

http://www.beith.no[illegible]

Feedback: Garnock Valley Primary School Workshops

Introduction

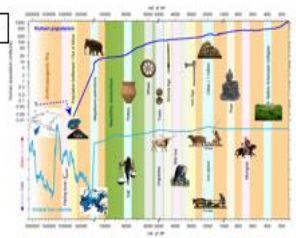
GoGarnock Retweeted

Jacqueline Stables @Jacqueline_plan · Jun 22

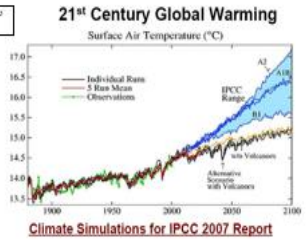
Fun, productive primary session in Dalry- views for @GoGarnock & educating about climate adaptation @AdaptationScot

Primary Schools

Three to Five days ahead



10s, 100s and 1000s of years ago



Climate change

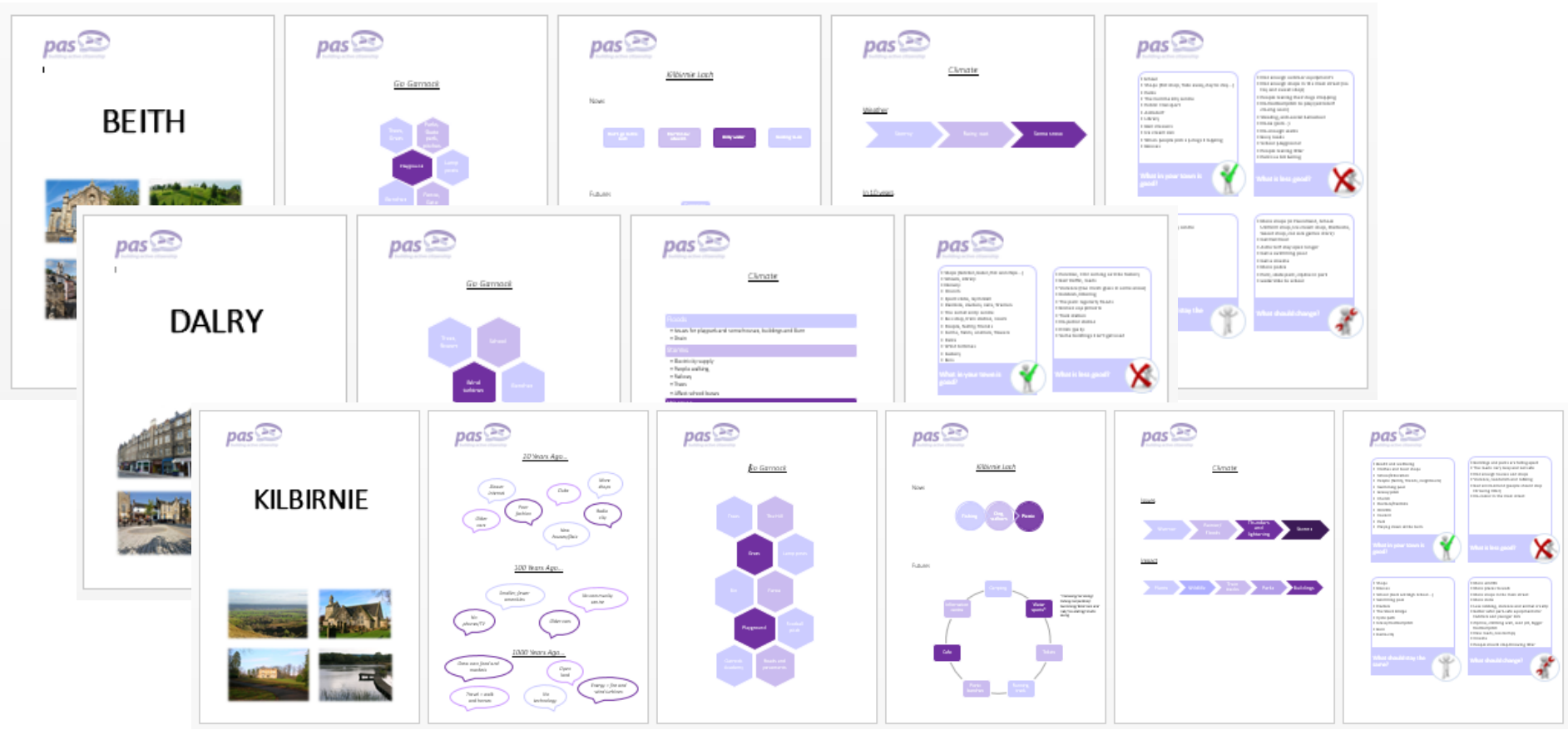
Rainier

Stormier

Warmer

Less snow & frost

Primary Schools



Points for Reflection

- Project timescales.
- Encouraging colleagues.

High school

- Ensure students have a good understanding of the concepts of weather and climate before going into main activities.
- Different approaches in different schools.
- Creation of additional materials.
- Time constraints.
- Creation of revised lesson plan based on feedback.

Primary schools

- Different levels of confidence.
- Iterative changes after each lesson.
- Three different test lessons have led to a revised lesson plan and suggestions for new materials.

Climate Ready Places Lesson Plans

Tool/Resource

Date added: 15/02/2017

These lesson plans are aimed at increasing the capacity of young people to play an

Aberdeen Adapts

Aberdeen Adapts – an adaptation strategy for Aberdeen

Project | On-going

Date added: 01/07/2016

The views of young people, businesses and organisations will all help to shape an inspiring adaptation strategy for Aberdeen.

Jacqueline Stables
@Jacqueline_plan

Following

Brilliant primary session in Aberdeen today- how to adapt the city to climate change? #PASvolunteer @PAS_tweets @AberdeenLDP @AdaptationScot

RETWEETS 3 LIKES 4

12:14 PM - 29 Mar 2017

3 4

lindsay
@LILOLILOLL

Following

Had a great session on a climate-ready Aberdeen with S3 at Bridge of Don Academy today @PAS_tweets @AdaptationScot #PASvolunteer

RETWEETS 3 LIKES 4

3:56 PM - 28 Mar 2017

3 4

MissClarke
@miss_clarke5

Follow

Discussing our local environment @woodside_school @PAS_tweets

RETWEETS 2 LIKES 3

11:18 AM - 25 Apr 2017

MissClarke
@miss_clarke5

Follow

Spot the difference between the two environments @woodside_school @PAS_tweets

RETWEETS 2 LIKES 2

Discussion

Adaptation Scotland
supporting climate change resilience

- Feedback on the assumptions
- Other case studies and examples

The Scottish Government

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for a resilient Scotland

Adaptation Scotland

supporting climate change resilience

adaptationscotland@sniffer.org.uk

@adaptationscotland

www.adaptationscotland.org.uk

The Scottish Government

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Adaptation Scotland

supporting climate change resilience

Creating climate ready places and communities

Feedback from advisory network

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Mainstreaming adaptation

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supporting climate change resilience

- Place-making– Climate Ready in the Place Standard
- Community planning
- Social justice
- Community empowerment
- Land reform
- Community management/ownership of assets.
- Participatory planning
- Ecosystem service approach
- Climate conversations about adaptation as a means of engaging communities on other issues

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Exploring tools

Adaptation Scotland
supporting climate change resilience

- Find out where agencies, authorities and communities get their help and resources from
- Evaluate effectiveness of different tools – how do we monitor their usefulness and measure it?
- Tools that are fun and interactive
- Tools to make people champions in their organisation
- More case studies of the positives and practical side of engaging with adaptation to make it easier for communities and local authorities to see the benefits

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Transformational thinking

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supporting climate change resilience

- Create spaces to think about bigger changes, understanding trade offs, being bolder, intergenerational wellbeing
- Use climate change as a mechanism to discuss wider issues
- Convene examples of where big change is happening
- Climate justice workshops
- Citizen Jury approach to look at how places can be more resilient
- Explore the axis of time, social psychology and ethical questions

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Tools and Resources Task Group

Adaptation Scotland
supporting climate change resilience

Task Group set up in August

First meeting in September

Objectives of the Task Group:

- To define the need of the types of tools and resources required for community engagement, adaptation or both;
- To identify tools and resources through a scoping exercise;
- To develop an online bank of tools and resources;
- To trial the tools and resources at a workshop;
- To make recommendations for how these tools can be developed in the future; and
- (To consider how we monitor the uptake and usefulness of the tools and resources that we offer.)

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Task Group meeting

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What are the needs of community-facing organisations?

What are the gaps in the tools and resources currently available?

How should we prioritise what tools the online bank should contain?

What tools already exist?

What are the ways you need to engage with communities on adaptation?

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Defining the need

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Tools

- Project planning tools
- Tools to embed adaptation into existing activities and processes
- Tools and materials to suit different audiences and settings, e.g. schools, community workshops
- Tools that provide an introduction to adaptation

Information and knowledge

- Ideas and examples of what to do and what can be done
- Evidence that individuals can make a difference
- Knowledge of climate change impacts and locally relevant climate trends

Skills

- Hosting/convening/facilitation skills to create safe spaces for honest conversations
- Support – people, tools and funding
- Confidence to take action and a feeling of empowerment

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What tools already exist?

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Researching existing tools

- Scoping exercise
  - Research
  - Internet searches
  - Consultation with task group meeting
  - Referrals from key stakeholders
- Internal meeting to decide which tools can go online immediately

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How should we prioritise which tools the online bank should contain?

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Developing the online resource bank

- Updating and refreshing the Adaptation Scotland tools
- Working with PAS to develop the Climate Ready Places Lesson Plans
- Adding the 15 key consequences
- Selecting and adding External tools and resources

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Developing the online resource bank

Adaptation Scotland
supporting climate change resilience

Adaptation Scotland tools	
Climate Ready Places	Tool or Resource
Introduction to climate change adaptation presentation	Presentation
Climate Ready Places Lesson Plans	Tool or Resource
Community adaptation actions	Document/Report
15 Key Consequences	Document/Report
Designing an engagement strategy	Document/Report
Are We Ready facilitators pack, incl. video	Tool or Resource
Adaptation board game	Tool or Resource
Communicating adaptation	Document/Report
'Are We Ready?' Community Stories	Video
Adapting to Climate Change: Scotland's Climate Stories	Video

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Developing the online resource bank

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supporting climate change resilience

External tools	
Weather versus climate change (National Geographic)	Video
7 National Standards for Community Engagement	Visual
Climate Conversations “How to” Guide	Tool or Resource
Ready Scotland website – Creating a community emergency plan	Website/Blog
Climate change park	Visual
Living without electricity	Document/Report
Case studies of community resilience to climate change	Case study
Be prepared for flooding	Video
UKCIP’s Adaptation Wizard	Tool or Resource

The Scottish Government

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Tools and resources

Our tools and resources have been designed to support the public sector, businesses and communities with the process of adapting to climate change and to help improve their resilience to a changing climate. These tools all link into our Adaptation Process which has been developed for a wide range of audiences.

Our tools and resources come in many shapes and sizes! We have developed sets of visuals, inspirational films, games, downloadable templates, and much more. As there is no 'one size fits all' with adaptation, we encourage you to be creative in your use of our tools and resources.

Some tools and resources work for all sectors, and others are more specialised. To make it easier to get started we have divided them up into the public sector, businesses and communities. This grouping does not mean that a business cannot explore the public sector section. Please use the tools that will be most useful for you and your organisation.

Sector | Stage of adaptation process | Internal or external | Resource type | Filter

Showing 39 results, filtered by **Any sector, Any stage, Internal and external, Any type**

Sort by Default

TOOL OR RESOURCE

Climate Ready Places

A set of six visuals of Scottish places identifying the adaptation measures that could contribute to a climate ready (adapting) place.

TOOL OR RESOURCE

Five steps to managing your climate risks

Adaptation Scotland's step-by-step guidance provides tips and advice for every stage of the adaptation planning process.

PRESENTATION

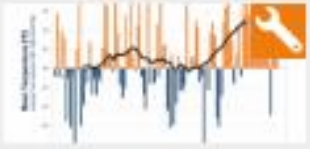
Introduction to climate change adaptation

An introductory PowerPoint presentation to climate change adaptation.

TOOL OR RESOURCE

Climate Ready Places Lesson Plans

These lesson plans are aimed at increasing the capacity of young people to play an active role in planning for climate ready places.



TOOL OR RESOURCE

Climate Trend tool

An interactive climate statistic tool for Scotland.

DOCUMENT/REPORT

Introduction to climate change adaptation for the public sector

An overview of climate change adaptation, including how to take action and the policy context.

DOCUMENT/REPORT

Community adaptation actions

A guide to practical actions communities can take to increase their resilience to climate change.

TOOL OR RESOURCE

15 key consequences

15 climate change impacts identified in the Scottish Government's Climate Change Adaptation Programme.

Tools and resources

Sector: Community

Stage of adaptation process: Any stage

Internal or external: Internal and external

Resource type: Any type

- Any type
- Tool or Resource
- Case study
- Document or report
- Presentation
- Video
- Website or blog
- Visual

Filter

Showing 20 results filtered by: **Community, Any stage, Internal and external, Any type**

Sort by: Default

TOOL OR RESOURCE

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TOOL OR RESOURCE

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DOCUMENT/REPORT

Designing an engagement strategy

A guide to designing an adaptation engagement strategy.

TOOL OR RESOURCE

Are We Ready facilitators pack

A set of resources developed for communities to have a conversation about what a changing climate will mean for them.

TOOL OR RESOURCE

Adaptation board game

A fun and interactive board game that allows you to explore the challenges of climate change adaptation.

DOCUMENT/REPORT

Communicating adaptation

VIDEO

'Are We Ready?'

VIDEO

Scotland's climate story

VIDEO

Weather versus Climate

Are there any questions?

The Scottish Government

The Adaptation Scotland programme is funded by the Scottish Government and delivered by sustainability charity Sniffer.

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Testing the tools

Adaptation Scotland
supporting climate change resilience

Your chance to have a look at the…

1. Climate Ready Places Lesson Plans
2. 15 key consequences
3. Adaptation board game

Please ask questions and suggest options for improvement.

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Reflections

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What is missing?

What new tools and approaches are required?

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What is missing?

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External tools	
Weather versus climate change (National Geographic)	Video
7 National Standards for Community Engagement	Visual
Climate Conversations “How to” Guide	Tool or Resource
Ready Scotland website – Creating a community emergency plan	Website/Blog
Climate change park	Visual
Living without electricity	Document/Report
Case studies of community resilience to climate change	Case study
Be prepared for flooding	Video
UKCIP’s Adaptation Wizard	Tool or Resource

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Reflections

Adaptation Scotland
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How do we choose what tools and resources to make available?

What should the criteria be?

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Tools and resources page

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www.adaptationscotland.org.uk/how-adapt/tools-and-resources

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Community Engagement Pioneer Projects Spring/ Summer 2017

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Open application process to recruit a new community engagement project

- £10k project budget
- 25 days staff time
- Access to climate change adaptation experts

Criteria – projects will:

- Demonstrate commitment to partnership working and be supported/ jointly proposed by organisations and communities.

- Build the capacity of organisations and/or communities to work together to identify climate impacts and actions to adapt.

- Support organisations and communities to collaborate and include adaptation as part of a community development / engagement project (the project does not need to have climate change adaptation or mitigation as a primary focus).

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