

Discussion Guide

Session 1: What is Climate Adaptation – Monday 21st (cohort 1) and Tuesday 22nd March (cohort 3)

Time allocated	Discussion Structure	Objectives	Questions and materials
17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.15	<p>Introductions and context setting</p> <p>15 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<p>Ipsos Chair to welcome the room to the event (15 mins):</p> <ul style="list-style-type: none"> • <i>Participants allocated to break-out rooms (but not put in them)</i> <p><u>Note that participants will be put into different break-out rooms for each week (but not each session)</u></p> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Introducing the role of the Ipsos facilitation team, presenters, observers, and note takers. • Explain what a public dialogue is in brief • Outline the context: the weather and climate in the UK is changing, while still working towards net zero we also need to start adapting to extreme weather conditions. There have been calls for a public dialogue to contribute to developing this vision, including discussion on tolerable levels of risks, goals and outcomes. Brief nod to NAP and to later

Time allocated	Discussion Structure	Objectives	Questions and materials
			<p>presentation which will explain all of this in more depth. Nod to difference between mitigation and adaptation and highlight we are focusing on adaptation in this dialogue.</p> <ul style="list-style-type: none"> • Chair provides high level overview of the process, including key questions they will be deliberating on (what are the priorities for a well-adapted England, and what role should the public have in the NAP process?) and today's agenda • Cover wellbeing support – separate 'chill room' and other support provided (MHFA and phone-lines). Chair to emphasise the emotional labour involved in learning and thinking about, and discussing, climate change and adaptation, emphasising that they should ensure they are supported throughout the process by friends and family and to reach out for support from phone-lines provided, and to take breaks whenever they need to (and to just let us know) as well as call on our MHFA. Chair to also emphasise that adaptation can bring a lot of benefits for society and be a hopeful topic too. • Role of participants - chair to express there will be information provision and break-out discussions to consider what participants have learnt/heard. Explain that each person present has something important to bring – we need to hear opinions from everyone, and facilitators are there to make sure this happens. No judgement, no such thing as a silly question. • Lead facilitator to also cover housekeeping and ground rules: <ul style="list-style-type: none"> ○ Don't zoom and multitask ○ Keep your video on unless your internet connection becomes unstable ○ To avoid feedback keep yourself on 'mute' during plenary (and in breakout if there is background noise for any reason) ○ Use the chat to make a comment you can't say out loud for whatever reason ○ But do speak out loud, particularly in small groups ○ If we lose connection to you at any point in the session, tech support will call you to see if we can help bring you back in again ○ We'll be recording for our own notes – these will be deleted in line with the privacy notice you received when you were recruited for the workshop ○ Confidentiality: we are interested in what you say not who said what. Your comments will not be attributed back to you in our report.

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> ○ We have shared materials with you, but please respect that these have been designed for the purpose of this exercise, and please don't post photos or content from these on social media or share otherwise as they may be taken out of context. ○ There will be opportunities to ask experts Qs, but it is your opinions we're interested in. ○ Show ground rules and nod to a few: <ul style="list-style-type: none"> ▪ There are no silly questions/ comments. We're here to hear what you think. ▪ You may not all agree with what you are hearing but please do respect each other's views and experience ▪ We want to hear from every single person! ▪ Think as citizens i.e. on behalf of others as well as yourself
18.15 Move to new pre-allocated break-out rooms			
18.15 – 18.35	Table Introductions 20 mins	To allow participants to meet others and ensure understanding, and to gather baseline views	<p>Breakout introductions and ice breaker (10 mins)</p> <ul style="list-style-type: none"> ● Facilitator welcomes participants, thanks them for their participation and introduces themselves. Confirms consent to participate and collects permission to audio record the discussion if applicable. ● Facilitator asks participants if they have any questions about the process/objectives and what's expected of them – and is prepared to field these questions/can call on chair via the WhatsApp group ● Facilitator asks participants to introduce themselves and share their hopes and fears for the process, then asks key questions <p>Reflections and questions (10 mins)</p> <ul style="list-style-type: none"> - What has been your experience of changing weather in England? - What are your thoughts on climate adaptation? - What do you think about the purpose of this dialogue? <p>Facilitator to thank participants, remind them to take care of themselves and acknowledge we will now move to plenary to see the first presentation</p>

Time allocated	Discussion Structure	Objectives	Questions and materials
18.35 Move to plenary			
18.35 – 18.45	Introduction to climate adaptation 10 mins	To introduce the context in detail	Plenary presentation (video shared by lead facilitator) <ul style="list-style-type: none"> • Presenter: Tom Handysides, Head of Climate Change Adaptation Policy, Defra • <i>What is climate adaptation (mentioning both risks and opportunities)</i> • <i>What is climate mitigation and net zero</i> • <i>Relationship and differences between adaptation and mitigation/net zero – working in tandem, not one/the other. Mitigate is prevent. Adapt is prepare. Adaptation aligns our lives with the trajectory of CC.</i> • <i>Briefly explain the policy process: Climate Change Act 2008, CCRA, ARP</i> • <i>Explain the National Adaptation Programme</i> • <i>Nod to civil society/community engagement in adaptation efforts</i> • <i>Nod to scale of impacts and what it means for daily lives now/in future</i> • <i>Emphasise need for equality in the transition to climate/weather</i> • <i>Acknowledge complexity of adaptation and trade-offs of investments v. damage (some damage unavoidable) – emphasise importance of their input to help navigate complex trade-offs</i>
18.45 Move to breakout rooms			
18.45 – 19.20	Reflections 35 mins	To enable participants to reflect and gather initial views	Table discussions <ul style="list-style-type: none"> - What are your reflections on what you've just heard? - Is anything surprising to hear? - In your opinion, how well prepared do you think we are for extreme weather in England currently? - Is there anything you think we could be doing differently? What makes you say that?
19.20 – 19.40	Preparing questions 10 mins	To gather questions	Table discussions <ul style="list-style-type: none"> - What questions do you want to ask the rep we have here today? - What questions are most important to ask today? [prioritise if needed] <p>If time left over, check in on how everyone is feeling so far, then nod to break and the Q&A happening in plenary once we are back. Ask participants to return promptly at 20.00</p>

Time allocated	Discussion Structure	Objectives	Questions and materials
19.40 – 20.00 BREAK - move to plenary			
20.00 – 20.20	Q&A 20 min	Fielding questions	<p>Plenary (20 mins)</p> <p>Lead facilitator to facilitate Q&A session, with facilitators asking the questions (explaining outstanding questions can be answered later)</p> <p>The lead facilitator should call on each of the four facilitators to ask one question and allow Tom to answer, then ask theirs. Lead facilitator to monitor and finish on time.</p>
20.20 Move to breakout			
20.20 – 20.50	Reflections 20 mins	To enable and gather reflections	<p>Table discussions</p> <ul style="list-style-type: none"> - Have any new issues emerged for you? - Has anything you've just heard changed your opinions from earlier? <p>Are there any questions (not covered) you still want answers to?</p>
20.50 Move to plenary			
20.50 – 21.00	Summary and close 10 mins	To orientate participants and encourage continued engagement	<p>Chair to close the day (video shared by lead facilitator):</p> <ul style="list-style-type: none"> - Brief overview of what to expect in later workshops, highlighting next one - What they should do between now and then – signpost participants to homework exercise (talk to others, complete survey) and remind them of incentives process, and how important their continued engagement is - Introduce CMNTY platform (to view presentations, Q&A of outstanding questions, and talk to others) - Remind participants about importance of wellbeing, signpost to support <p>Thank participants and close</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>

Discussion Guide

Session 1: What is Climate Adaptation – Monday 21st (cohort 2) and Tuesday 22nd March (cohort 4)

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17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.15	<p>Introductions and context setting</p> <p>15 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<p>Ipsos Chair to welcome the room to the event (15 mins):</p> <ul style="list-style-type: none"> • <i>Participants allocated to break-out rooms (but not put in them)</i> <p><u>Note that participants will be put into different break-out rooms for each week (but not each session)</u></p> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Introducing the role of the Ipsos facilitation team, presenters, observers, and note takers. • Explain what a public dialogue is in brief • Outline the context: the weather and climate in the UK is changing, while still working towards net zero we also need to start adapting to extreme weather conditions. There have been calls for a public dialogue to contribute to developing this vision, including discussion on tolerable levels of risks, goals and outcomes. Brief nod to NAP and to later

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18.15 – 18.35	Table Introductions 20 mins	To allow participants to meet others and ensure understanding, and to gather baseline views	<p>Breakout introductions and ice breaker (10 mins)</p> <ul style="list-style-type: none"> ● Facilitator welcomes participants, thanks them for their participation and introduces themselves. Confirms consent to participate and collects permission to audio record the discussion if applicable. ● Facilitator asks participants if they have any questions about the process/objectives and what's expected of them – and is prepared to field these questions/can call on chair via the WhatsApp group ● Facilitator asks participants to introduce themselves and share their hopes and fears for the process, then asks key questions <p>Reflections and questions (10 mins)</p> <ul style="list-style-type: none"> - What has been your experience of changing weather in England? - What are your thoughts on climate adaptation? - What do you think about the purpose of this dialogue? <p>Facilitator to thank participants, remind them to take care of themselves and acknowledge we will now move to plenary to see the first presentation</p>

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18.45 – 19.20	Reflections 35 mins	To enable participants to reflect and gather initial views	Table discussions <ul style="list-style-type: none"> - What are your reflections on what you've just heard? - Is anything surprising to hear? - In your opinion, how well prepared do you think we are for extreme weather in England currently? - Is there anything you think we could be doing differently? What makes you say that?
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19.40 Move to plenary			
19.40 – 20.00	Q&A 20 min	Fielding questions	<p>Plenary (20 mins)</p> <p>Lead facilitator to facilitate Q&A session, with facilitators asking the questions (explaining outstanding questions can be answered later)</p> <p>The lead facilitator should call on each of the four facilitators to ask one question and allow Tom to answer, then ask theirs. Lead facilitator to monitor and finish on time.</p> <p>Lead facilitator to tell participants to take a break before we come back to our discussion groups – they should be back promptly at 8pm.</p>
20.00 – 20.20 BREAK – move to breakout			
20.20 – 20.50	Reflections 20 mins	To enable and gather reflections	<p>Table discussions</p> <ul style="list-style-type: none"> - Have any new issues emerged for you? - Has anything you've just heard changed your opinions from earlier? <p>Are there any questions (not covered) you still want answers to?</p>
20.50 Move to plenary			
20.50 – 21.00	Summary and close 10 mins	To orientate participants and encourage continued engagement	<p>Chair to close the day (video shared by lead facilitator):</p> <ul style="list-style-type: none"> - Brief overview of what to expect in later workshops, highlighting next one - What they should do between now and then – signpost participants to homework exercise (talk to others, complete survey) and remind them of incentives process, and how important their continued engagement is - Introduce CMNTY platform (to view presentations, Q&A of outstanding questions, and talk to others) - Remind participants about importance of wellbeing, signpost to support <p>Thank participants and close</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>

Discussion Guide

Session 2: Weather impacts, so far – Wednesday 23rd (cohort 1) and Thursday 24th March (cohort 3)

Time allocated	Discussion Structure	Objectives	Questions and materials
17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.15	<p>Introductions and context setting</p> <p>15 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<ul style="list-style-type: none"> • <i>Participants allocated to break-out rooms (but not put in them)</i> <p><u>Note that participants will be put into the same breakout rooms as workshop one</u></p> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Chair welcomes participants back to the second event • Summarises what happened in session 1, drawing out key themes from discussions, and answers to questions not covered in session • Briefly re-caps what was covered in first intro presentation • Chair provides re-cap of overall process • Housekeeping, ground rules etc. <p>Lead facilitator to share agenda slide and talk through briefly</p>

Time allocated	Discussion Structure	Objectives	Questions and materials
18.15 Move to pre-allocated break-out rooms			
18.15 – 18.35	Table Introductions 20 mins	To allow participants to meet others and ensure understanding, and to gather baseline views	Table introductions (15mins) <ul style="list-style-type: none"> Facilitator introduces themselves and the table's note taker, thanks for continued participation. Collects permission/consent for recording. Facilitator asks each person to share what their friends and family thought of what they learned last session Facilitator to ask each person to report back on the one piece of information that stuck in their minds the most from session 1 Facilitator to ask if they feel anything was missing from the thematic summary provided by the chair, and their thoughts on the content. Facilitator to thank participants, remind them to take care of themselves and acknowledge we will now move to plenary to see a presentation
18.35 Move to plenary			
18.35 – 18.45	Introduction to changing weather 10 mins	To introduce participants to the topic	Plenary presentation (video shared by lead facilitator) <ul style="list-style-type: none"> Presenter: Dr Mark McCarthy, Met Office (ref section 1.3 of CCRA3) <i>Explain how the weather in England has changed in the last 50 years and individual impact, inc examples of:</i> <ul style="list-style-type: none"> <i>Mean temperature and temperature extremes (heatwaves and cold spells)</i> <i>Mean rainfall extremes</i> <i>Storminess and wind</i> <i>Sea level rise</i> <i>Impact on natural environment (not just humans)</i>
18.45 Move to breakout rooms			
18.45 – 19.20	Reflections 35 mins	To enable participants to reflect and gather initial views	Table discussions <ul style="list-style-type: none"> Facilitator to ask: what are your reflections on what you've just heard? Is anything surprising to hear, or new to you? What stands out to you from that presentation? Why? What weather impacts have you noticed in your own area, or more widely across England? Have you noticed changes over the years? Who and what do you think is most impacted by changing weather?

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			- IF TIME: what questions do you have? [prioritising if necessary/if time]
19.20 Move to plenary			
19.20 – 19.30	Weather impacts and climate risks 10 mins	To ground discussions	Plenary Presentation (video shared by lead facilitator) <ul style="list-style-type: none"> - Presenter: Suraje Dessai/Rachel Brisley - Narrative based, linking weather and its extremes to impacts i.e. - Flooding leads to property damage and displacement, infrastructure and services disruption, health and wellbeing impacts - Water stress leads to wildlife habitats and ecosystems, public water shortage, decreased agricultural yields and increased food prices - Links between extreme weather and impacts, and how this is evidence of climate change past/present (not future) - Emphasise lived experience and scale of present/future impacts inc. for children of adults alive now if we do or don't act/invest
19.30 Move to breakout			
19.30 – 19.50	Reflections 20 mins	To gather views on how well prepared we currently are	Table discussions <p>Facilitator to note that the experts are available to come into the breakout room and answer questions if they want to call on them for the next 20 minutes. Facilitator to encourage drawing on this while posing key questions.</p> <ul style="list-style-type: none"> • Facilitator to ask: what are your reflections on what you've just heard? • Is anything surprising to hear, or new to you? • How do you think weather, particularly extreme weather, affects different people? Probe: lives, routines, mood, wellbeing, their surroundings <p>IF TIME:</p> <ul style="list-style-type: none"> • How well prepared do you think your area is for extreme weather conditions? What makes you say that? • How well prepared do you think England is for extreme weather conditions? What makes you say that?
19.50 – 20.10 BREAK			

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20.10 – 20.55	Depth discussions 45 min	Understanding initial priorities and enabling dialogue	<p>Table discussions</p> <ul style="list-style-type: none"> - Do you think some people are more likely to be affected by extreme weather than others? Who might they be? What makes you say that? - What impacts of extreme weather are you most concerned about? Probe: protecting the most vulnerable (individuals/businesses), jobs and economy, protecting wildlife, access to/quality of food and water, transport and travel, access to nature, healthcare, internet access, power, school, housing <p>IF TIME:</p> <ul style="list-style-type: none"> - How quickly do you think we need to be responding to changing weather? What makes you say that? - Who do you think is responsible for preparing for extreme weather conditions? Probe: government, businesses, charities, communities
20.55 Move to plenary			
20.55 – 21.00	Summary and close 5 mins	To orientate participants and encourage continued engagement	<p>Chair to close the day (video shared by lead facilitator):</p> <ul style="list-style-type: none"> - Brief overview of what to expect in later workshops, highlighting next - What they should do between now and then – signpost participants to homework exercise (bring in an image that shows the impact of extreme weather conditions in their area complete survey) and remind them of incentives process, and how important their continued engagement is - Remind participants about importance of their wellbeing and signpost to support services <p>Thank participants and close</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>

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18.45 Move to breakout rooms			
18.45 – 19.20	Reflections 35 mins	To enable participants to reflect and gather initial views	Table discussions <ul style="list-style-type: none"> Facilitator to ask: what are your reflections on what you've just heard? Is anything surprising to hear, or new to you? What stands out to you from that presentation? Why? What weather impacts have you noticed in your own area, or more widely across England? Have you noticed changes over the years? Who and what do you think is most impacted by changing weather?

Time allocated	Discussion Structure	Objectives	Questions and materials
			- IF TIME: what questions do you have? [prioritising if necessary/if time]
19.20 Move to plenary			
19.20 – 19.30	Weather impacts and climate risks 10 mins	To ground discussions	Plenary Presentation (video shared by lead facilitator) <ul style="list-style-type: none"> - Presenter: Suraje Dessai/Rachel Brisley - Narrative based, linking weather and its extremes to impacts i.e. - Flooding leads to property damage and displacement, infrastructure and services disruption, health and wellbeing impacts - Water stress leads to wildlife habitats and ecosystems, public water shortage, decreased agricultural yields and increased food prices - Links between extreme weather and impacts, and how this is evidence of climate change past/present (not future) - Emphasise lived experience and scale of present/future impacts inc. for children of adults alive now if we do or don't act/invest
19.30 – 19.50 BREAK and move to breakout			
19.50 – 20.10	Reflections 20 mins	To gather views on how well prepared we currently are	Table discussions <p>Facilitator to note that the experts are available to come into the breakout room and answer questions if they want to call on them for the next 20 minutes (then they'll have a break). Facilitator to encourage drawing on this while posing key questions.</p> <ul style="list-style-type: none"> • Facilitator to ask: what are your reflections on what you've just heard? • Is anything surprising to hear, or new to you? • How do you think weather, particularly extreme weather, affects different people? Probe: lives, routines, mood, wellbeing, their surroundings <p>IF TIME:</p> <ul style="list-style-type: none"> • How well prepared do you think your area is for extreme weather conditions? What makes you say that? • How well prepared do you think England is for extreme weather conditions? What makes you say that?
19.50 – 20.55	Depth discussions	Understanding initial priorities	Table discussions

Time allocated	Discussion Structure	Objectives	Questions and materials
	65 min	and enabling dialogue	<ul style="list-style-type: none"> - Do you think some people are more likely to be affected by extreme weather than others? Who might they be? What makes you say that? - What impacts of extreme weather are you most concerned about? Probe: protecting the most vulnerable (individuals/businesses), jobs and economy, protecting wildlife, access to/quality of food and water, transport and travel, access to nature, healthcare, internet access, power, school, housing <p>TAKE A 20 MINUTE BREAK BETWEEN 20.10 – 20.30 BEFORE COMING BACK TO DISCUSS FURTHER</p> <p>IF TIME:</p> <ul style="list-style-type: none"> - How quickly do you think we need to be responding to changing weather? What makes you say that? - Who do you think is responsible for preparing for extreme weather conditions? Probe: government, businesses, charities, communities
20.55 Move to plenary			
20.55 – 21.00	Summary and close 5 mins	To orientate participants and encourage continued engagement	Chair to close the day (video shared by lead facilitator): <ul style="list-style-type: none"> - Brief overview of what to expect in later workshops, highlighting next - What they should do between now and then – signpost participants to homework exercise (bring in an image that shows the impact of extreme weather conditions in their area complete survey) and remind them of incentives process, and how important their continued engagement is - Remind participants about importance of their wellbeing and signpost to support services <p>Thank participants and close</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>

Discussion Guide

Session 3: Changing weather, looking forward – Monday 28th (cohort 1) and Tuesday 29th (cohort 3) March

Time allocated	Discussion Structure	Objectives	Questions and materials
17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.15	<p>Introductions and context setting</p> <p>15 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<p>Ipsos Chair to welcome the room to the event:</p> <ul style="list-style-type: none"> • <i>Participants allocated to break-out rooms (but not put in them)</i> <p><u>Note that participants will be put into new breakout rooms (for weekly based weeks)</u></p> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Chair welcomes participants back to the second event • Summarises what happened in session 2, drawing out key themes from discussions, and answers to questions not covered in session • Re-caps what was covered in first intro presentation • Chair provides re-cap of overall process • Housekeeping, ground rules etc.

Time allocated	Discussion Structure	Objectives	Questions and materials
			Lead facilitator to run through agenda and timings slide then nod to breakout
18.15 Move to pre-allocated break-out rooms			
18.15 – 18.25	Table Introductions 10 mins	To welcome and orientate participants, enabling buy-in and a sense of safety	Table introductions (10mins) <ul style="list-style-type: none"> Facilitator introduces themselves and the table's note taker, thanks for continued participation. Collects permission/consent for recording. Facilitator asks each person to introduce themselves and share any reflections from their friends and family or what stood out most to them from last week IF TIME: Facilitator to ask if they feel anything was missing from the thematic summary provided by the chair, and their thoughts on the content. Facilitator to thank participants, and acknowledge we will now move to plenary to see a presentation
18.25 Move to plenary			
18.25 – 18.45	Introduction to changing climate and risks 20 mins	To introduce participants to the topic	Plenary Presentation (10mins – lead facilitator shares video): <ul style="list-style-type: none"> Presenter: Prof. Richard Betts, University of Exeter/Met Office <i>How will England's climate change in the next 25 years? (include variables such as temperature, precipitation and sea-level rise)</i> <i>Acknowledge the potential longer-term impacts but largely focus on 25 year trajectory</i> <i>What does that imply in terms of impacts/risk that matter to people?</i> <i>Introduce two scenarios to explain how England's climate could change between 2050-2100 (ambitious (low risk climate scenario) and worst case (high risk climate scenario) framing of 2degree v. 4degree and illustrate impacts on individuals e.g. 2018 summers becoming more normal)</i> <i>Emphasise that scenarios are uncertain although the climate will definitely change</i> <i>Re-emphasise that adaptation and mitigation work in tandem</i> Plenary presentation, tailored to each cohort (10mins - lead facilitator shares video):

Time allocated	Discussion Structure	Objectives	Questions and materials
			<i>Key point: the expected impacts of climate change in their region presented by local experts, bringing in footage of impacts where possible and referring to lived experiences of communities/individuals in their area, nodding to steps that were taken to deal with the changing weather</i>
18.45 Move to breakout rooms			
18.45 – 19.15	Reflections 30 mins	To gather initial reactions	Table discussions <ul style="list-style-type: none"> • Facilitator to ask: what are your reflections on what you've just heard? • Is anything surprising to hear, or new to you? • What stands out to you from that presentation? Why? • Thinking back to what you saw earlier (examples of the way weather has impacted your area in the locally focused presentations), how well prepared do you think those affected were for that? What makes you say that?
19.15 - 19.35 BREAK			
19.35 – 19.55	Depth discussions 20 mins	To encourage dialogue and highlight impacts / vulnerabilities of different people	Facilitator to note that the experts are available to come into the breakout room and answer questions if they want to call on them for the next 20 minutes. Facilitator to encourage drawing on this while posing key questions: <ul style="list-style-type: none"> • What do you think changing weather will mean in terms of how it will impact us in England? Probe: supply chains, public health, economy, infrastructure disruption • What do you think changing weather will mean for different individuals and communities in your area? Probe: front-line workers (health, emergency response), businesses, households (homeowners, renters, low-income) • What do you think changing weather will mean for different individuals and communities across England? Probe: those in cities, on the coastline, in rural areas, different parts of the country, older/younger people, different incomes
19.55 – 20.55	Choices and consequence 60 mins	To introduce the idea of adaptation and explore what's most important to participants in how we	Table discussion Choices and consequences Facilitator to share scenario 2030 then 2080 in turn running through the below process for each. Cohorts 1 & 3 to cover floods, cohorts 2 & 4 to cover heatwaves. Some groups to start with 2030, others to start with 2080.

Time allocated	Discussion Structure	Objectives	Questions and materials
		respond to climate change	<p>20 mins on each scenario.</p> <p>Facilitator to read scenario and explain they should be thinking in terms of actions/inactions <u>now</u> with this in mind. Ask participants to make choice one.</p> <p>Choice 1</p> <p>a) If participants choose ‘do nothing’: why have you chosen to do nothing in this scenario? (Why did your decision here match/differ from the other scenario?) What makes you say that?</p> <p>b) If participants choose ‘do something’: why have you chosen to act in this scenario? (Why did your decision here match/differ from the other scenario) What makes you say that?</p> <p>Facilitator to push back where appropriate on inaction leading to significant cost for future generations, either financially or socially due to impacts.</p> <p>Choice two:</p> <p>a) If participants choose ‘do something now’: why have you chosen to do something now in this scenario? What were the indicators in the scenario that made you think action needs to be taken now? (Why did your decision here match/differ from the other scenario?) What makes you say that?</p> <p>b) If participants choose ‘do something later’: why have you chosen to do something later in this scenario? What timescales are you thinking of? Are there indicators of when action should begin? (Why did your decision here match/differ from the other scenario?) What makes you say that?</p> <p>Would it make a difference to your choice if the areas likely to be hit most are:</p> <ul style="list-style-type: none"> • Built-up areas (lots of flats and closely built estates) vs. more suburban areas with green space and semi-detached houses? What makes you say that? • Populated more by people in higher vs. lower income households? What makes you say that? <p>Would it make a difference to your choice if:</p>

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> • there were just one, a few, several, or many towns/areas at risk in the local authority area? What makes you say that? <p>Choice three:</p> <ul style="list-style-type: none"> a) If participants choose ‘small scale action’: Why have you chosen small scale action on this scenario? What sort of actions are you thinking of? What makes you say that? b) If participants choose ‘large scale action’: Why have you chosen large action on this scenario? What sort of actions are you thinking of? What makes you say that? <p>Would it make a difference to your choice if the areas likely to be hit most are:</p> <ul style="list-style-type: none"> • Built-up areas (lots of flats and closely built estates) vs. more suburban areas with green space and semi-detached houses? What makes you say that? • Populated more by people in higher vs. lower income households? What makes you say that? <p>Would it make a difference to your choice if:</p> <ul style="list-style-type: none"> • There were just one, a few, several, or many towns/areas at risk in the local authority area? What makes you say that? • The frequency of the risk was different e.g. 2-3 times a year vs. 5-6 or more? What makes you say that? • The severity of impact was different e.g. most vs. half of businesses and homes / disruption for several days vs. several weeks / major vs. minor impacts on wellbeing or crops and food/utility prices? • The risk/likelihood was higher or lower? How so? What makes you say that? <p>Result four/five/six/seven:</p> <ul style="list-style-type: none"> • Are you happy with your decisions? What makes you say that? • Were the decisions easy or hard to make? What makes you say that?

Time allocated	Discussion Structure	Objectives	Questions and materials
			<p>Reflections (20mins):</p> <ul style="list-style-type: none"> • How would a lack of certainty about the impacts of your actions change how you feel about the consequences, or change the choices you made? What makes you say that? • How quickly do you think we should be preparing for weather extremes? What makes you say that? • Do you think we should be preparing for extremes (precautionary) or accepting that some instances will cause damage which will need rectifying later? Probe: hospitals, transport infrastructure, agriculture, drinking water supply and sanitation services • What changes would you be willing and unwilling to make? Probe: changing where you live vs. changing the built environment around you, higher taxes or reductions in other public services (which ones, if so?)
20.55 Move to plenary			
<p>20.55 – 21.00</p>	<p>Summary and close 5 mins</p>	<p>To orientate participants and encourage continued engagement</p>	<p>Chair to close the day (video shared by lead facilitator):</p> <ul style="list-style-type: none"> - Brief overview of what to expect in later workshops, highlighting next one - What they should do between now and then – signpost participants to homework exercise (talk to others, find an image/description of an impact of extreme weather in their area, complete survey) and remind them of incentives process, and how important their continued engagement is - Remind participants about importance of their wellbeing and signpost to support services <p>Thank participants and close</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>

NOTE A VERSION OF THIS WILL BE CREATED FOR COHORTS 2&4 UPON SIGN OFF THAT SWAPS THE TIMINGS OF THE BREAK/EXPERT AVAILABILITY

Discussion Guide

Session 3: Changing weather, looking forward – Monday 28th (cohort 2) and Tuesday 29th (cohort 4) March

Time allocated	Discussion Structure	Objectives	Questions and materials
17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.15	<p>Introductions and context setting</p> <p>15 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<p>Ipsos Chair to welcome the room to the event:</p> <ul style="list-style-type: none"> • <i>Participants allocated to break-out rooms (but not put in them)</i> <p><u>Note that participants will be put into new breakout rooms (for weekly based weeks)</u></p> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Chair welcomes participants back to the second event • Summarises what happened in session 2, drawing out key themes from discussions, and answers to questions not covered in session • Re-caps what was covered in first intro presentation • Chair provides re-cap of overall process • Housekeeping, ground rules etc.

Time allocated	Discussion Structure	Objectives	Questions and materials
			Lead facilitator to run through agenda and timings slide then nod to breakout
18.15 Move to pre-allocated break-out rooms			
18.15 – 18.25	Table Introductions 10 mins	To welcome and orientate participants, enabling buy-in and a sense of safety	Table introductions (10mins) <ul style="list-style-type: none"> Facilitator introduces themselves and the table's note taker, thanks for continued participation. Collects permission/consent for recording. Facilitator asks each person to introduce themselves and share any reflections from their friends and family or what stood out most to them from last week IF TIME: Facilitator to ask if they feel anything was missing from the thematic summary provided by the chair, and their thoughts on the content. Facilitator to thank participants, and acknowledge we will now move to plenary to see a presentation
18.25 Move to plenary			
18.25 – 18.45	Introduction to changing climate and risks 20 mins	To introduce participants to the topic	Plenary Presentation (10mins – lead facilitator shares video): <ul style="list-style-type: none"> Presenter: Prof. Richard Betts, University of Exeter/Met Office <i>How will England's climate change in the next 25 years? (include variables such as temperature, precipitation and sea-level rise)</i> <i>Acknowledge the potential longer-term impacts but largely focus on 25 year trajectory</i> <i>What does that imply in terms of impacts/risk that matter to people?</i> <i>Introduce two scenarios to explain how England's climate could change between 2050-2100 (ambitious (low risk climate scenario) and worst case (high risk climate scenario) framing of 2degree v. 4degree and illustrate impacts on individuals e.g. 2018 summers becoming more normal)</i> <i>Emphasise that scenarios are uncertain although the climate will definitely change</i> <i>Re-emphasise that adaptation and mitigation work in tandem</i> Plenary presentation, tailored to each cohort (10mins - lead facilitator shares video):

Time allocated	Discussion Structure	Objectives	Questions and materials
			<i>Key point: the expected impacts of climate change in their region presented by local experts, bringing in footage of impacts where possible and referring to lived experiences of communities/individuals in their area, nodding to steps that were taken to deal with the changing weather</i>
18.45 Move to breakout rooms			
18.45 – 19.15	Reflections 30 mins	To gather initial reactions	Table discussions <ul style="list-style-type: none"> • Facilitator to ask: what are your reflections on what you've just heard? • Is anything surprising to hear, or new to you? • What stands out to you from that presentation? Why? • Thinking back to what you saw earlier (examples of the way weather has impacted your area in the locally focused presentations), how well prepared do you think those affected were for that? What makes you say that?
19.15 – 19.35	Depth discussions 20 mins	To encourage dialogue and highlight impacts / vulnerabilities of different people	Facilitator to note that the experts are available to come into the breakout room and answer questions if they want to call on them for the next 20 minutes. Facilitator to encourage drawing on this while posing key questions: <ul style="list-style-type: none"> • What do you think changing weather will mean in terms of how it will impact us in England? Probe: supply chains, public health, economy, infrastructure disruption • What do you think changing weather will mean for different individuals and communities in your area? Probe: front-line workers (health, emergency response), businesses, households (homeowners, renters, low-income) • What do you think changing weather will mean for different individuals and communities across England? Probe: those in cities, on the coastline, in rural areas, different parts of the country, older/younger people, different incomes
19.35 - 19.55 BREAK			
19.55 – 20.55	Choices and consequence 60 mins	To introduce the idea of adaptation and explore what's most important to participants in how we	Table discussion Choices and consequences Facilitator to share scenario 2030 then 2080 in turn running through the below process for each. Cohorts 1 & 3 to cover floods, cohorts 2 & 4 to cover heatwaves. Some groups to start with 2030, others to start with 2080.

Time allocated	Discussion Structure	Objectives	Questions and materials
		respond to climate change	<p>20 mins on each scenario.</p> <p>Facilitator to read scenario and explain they should be thinking in terms of actions/inactions <u>now</u> with this in mind. Ask participants to make choice one.</p> <p>Choice 1</p> <ul style="list-style-type: none"> c) If participants choose ‘do nothing’: why have you chosen to do nothing in this scenario? (Why did your decision here match/differ from the other scenario?) What makes you say that? d) If participants choose ‘do something’: why have you chosen to act in this scenario? (Why did your decision here match/differ from the other scenario) What makes you say that? <p>Facilitator to push back where appropriate on inaction leading to significant cost for future generations, either financially or socially due to impacts.</p> <p>Choice two:</p> <ul style="list-style-type: none"> c) If participants choose ‘do something now’: why have you chosen to do something now in this scenario? What were the indicators in the scenario that made you think action needs to be taken now? (Why did your decision here match/differ from the other scenario?) What makes you say that? d) If participants choose ‘do something later’: why have you chosen to do something later in this scenario? What timescales are you thinking of? Are there indicators of when action should begin? (Why did your decision here match/differ from the other scenario?) What makes you say that? <p>Would it make a difference to your choice if the areas likely to be hit most are:</p> <ul style="list-style-type: none"> • Built-up areas (lots of flats and closely built estates) vs. more suburban areas with green space and semi-detached houses? What makes you say that? • Populated more by people in higher vs. lower income households? What makes you say that? <p>Would it make a difference to your choice if:</p>

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> • there were just one, a few, several, or many towns/areas at risk in the local authority area? What makes you say that? <p>Choice three:</p> <ul style="list-style-type: none"> c) If participants choose ‘small scale action’: Why have you chosen small scale action on this scenario? What sort of actions are you thinking of? What makes you say that? d) If participants choose ‘large scale action’: Why have you chosen large action on this scenario? What sort of actions are you thinking of? What makes you say that? <p>Would it make a difference to your choice if the areas likely to be hit most are:</p> <ul style="list-style-type: none"> • Built-up areas (lots of flats and closely built estates) vs. more suburban areas with green space and semi-detached houses? What makes you say that? • Populated more by people in higher vs. lower income households? What makes you say that? <p>Would it make a difference to your choice if:</p> <ul style="list-style-type: none"> • There were just one, a few, several, or many towns/areas at risk in the local authority area? What makes you say that? • The frequency of the risk was different e.g. 2-3 times a year vs. 5-6 or more? What makes you say that? • The severity of impact was different e.g. most vs. half of businesses and homes / disruption for several days vs. several weeks / major vs. minor impacts on wellbeing or crops and food/utility prices? • The risk/likelihood was higher or lower? How so? What makes you say that? <p>Result four/five/six/seven:</p> <ul style="list-style-type: none"> • Are you happy with your decisions? What makes you say that? • Were the decisions easy or hard to make? What makes you say that?

Time allocated	Discussion Structure	Objectives	Questions and materials
			<p>Reflections (20mins):</p> <ul style="list-style-type: none"> • How would a lack of certainty about the impacts of your actions change how you feel about the consequences, or change the choices you made? What makes you say that? • How quickly do you think we should be preparing for weather extremes? What makes you say that? • Do you think we should be preparing for extremes (precautionary) or accepting that some instances will cause damage which will need rectifying later? Probe: hospitals, transport infrastructure, agriculture, drinking water supply and sanitation services • What changes would you be willing and unwilling to make? Probe: changing where you live vs. changing the built environment around you, higher taxes or reductions in other public services (which ones, if so?)
20.55 Move to plenary			
<p>20.55 – 21.00</p>	<p>Summary and close 5 mins</p>	<p>To orientate participants and encourage continued engagement</p>	<p>Chair to close the day (video shared by lead facilitator):</p> <ul style="list-style-type: none"> - Brief overview of what to expect in later workshops, highlighting next one - What they should do between now and then – signpost participants to homework exercise (talk to others, find an image/description of an impact of extreme weather in their area, complete survey) and remind them of incentives process, and how important their continued engagement is - Remind participants about importance of their wellbeing and signpost to support services <p>Thank participants and close</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>

Discussion Guide

Session 4: Adaptation options – Wednesday 30th (cohort 1) and Thursday 31st (cohort 3) March

Time allocated	Discussion Structure	Objectives	Questions and materials
17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.15	<p>Introductions and context setting</p> <p>15 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<p>Ipsos Chair to welcome the room to the event:</p> <ul style="list-style-type: none"> • <i>Participants allocated to break-out rooms (but not put in them)</i> <p><u>Note that participants will be put into the same breakout rooms as workshop 3</u></p> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Chair welcomes participants back to the fourth event • Summarises what happened in session 3, drawing out key themes from discussions, and answers to questions not covered in session • Re-caps what was covered in first intro presentation • Chair provides re-cap of overall process and today’s agenda • Housekeeping, ground rules etc.

Time allocated	Discussion Structure	Objectives	Questions and materials
18.15 Move to pre-allocated break-out rooms			
18.15 – 18.30	Table Introductions 15 mins	To welcome and orientate participants, enabling buy-in and a sense of safety	Table introductions (15mins) <ul style="list-style-type: none"> Facilitator introduces themselves and the table's note taker, thanks for continued participation. Collects permission/consent for recording. Facilitator asks each person to introduce themselves and share their homework: a description or image of how weather has impacted their area OR to report back on the one piece of information that stuck in their minds the most from session 3 Facilitator to ask if they feel anything was missing from the thematic summary provided by the chair, and their thoughts on the content. Facilitator to thank participants and acknowledge we will now move to plenary to see a presentation
18.30 Move to plenary			
18.30 – 18.40	Introduction to adaptation options 10 mins	To introduce participants to the topic	Plenary Presentation (10mins – lead facilitator shares video): <ul style="list-style-type: none"> Presenter: Kathryn Brown, Wildlife Trusts & Chair of Advisory Group <i>What can be done to manage climate risks i.e. adaptation options, referencing back to risks presented in earlier workshops</i> <i>Overview of adaptation options: engineered solutions (built defences, redundancy systems), nature-based solutions (urban greening, rewilding), new or emerging technologies, behaviour, institutional including community, financial, data/R&D, opportunities (biodiversity, forestry, agriculture, public health, industry, and business)</i> <i>High level mention of cost i.e. x costs more than y, higher costs will mean higher tax or impact on other budgets (inc. cost of not adapting)</i>
18.40 Move to breakout rooms			
18.40 – 19.20	Reflections 40 mins	To gather initial reactions	Table discussions Note to facilitator: flag that Kathryn and Rachel are available, and each room will get five minutes with each person, so they should think about what they want to ask. Kathryn and Rachel available between 18.45 – 19.10. <ul style="list-style-type: none"> What are your reflections on what you've just heard? Is anything surprising to hear, or new to you?

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> • Which adaptation options do you prefer? What makes you say that? (share prompt slide from deck if helpful – noting slight difference to Kathryn’s) • Would you prefer to work towards adaptations that focus on protecting our current lifestyles, or more on changing society and landscapes? What makes you say that? <p>IF TIME:</p> <ul style="list-style-type: none"> • How feasible do you think each of the adaptation options are? What makes you say that? • What impacts do you think the different adaptation options would have? What makes you say that? How do you feel/what do you think of that?
19.20 - 19.40 BREAK			
19.40 – 20.10	Depth discussions 30 mins	To enable dialogue and explore impacts of adaptations on different people	<p>Facilitator to note that the experts are available to come into the breakout room and answer questions if they want to call on them for the next 20 minutes. Facilitator to encourage drawing on this while posing key questions:-</p> <p>Facilitator to ask.</p> <ul style="list-style-type: none"> • How do you think the different options would impact individuals and communities in your area? And across England? Probe: those more exposed to the risks in their home/workplace, those with lower income, importance of wildlife and environment • How do you think the different options would impact businesses and industries in your area? And across England? Probe: farmers, supermarkets, and local shops/hospitality (note supply chain disruption), electricity provider, transport, emergency services • IF TIME: What’s most important you in terms of how we respond to changing weather? Probe: health and wellbeing, protecting the most vulnerable (individuals/businesses), jobs and economy, access to services, protecting the natural world

Time allocated	Discussion Structure	Objectives	Questions and materials
20.10 – 20.55	<p>Priorities for adaptation</p> <p>45 mins</p>	<p>To reflect and explore priorities for adaptations in depth</p>	<p>Table discussion</p> <p>Facilitator shares scenario slide (allocated to breakouts for coverage) (10mins)</p> <ul style="list-style-type: none"> - What are your priorities for the response to this? Probe: protecting the most vulnerable (individuals/businesses), jobs and economy, protecting wildlife, access to/quality of food and water, transport and travel, access to nature, healthcare, internet access, power, school, housing <p>Facilitator shares adaptation options slide and plays back their priorities. (10mins)</p> <ul style="list-style-type: none"> - What are your preferences across these options for how we approach this scenario? Do you want more focus on lifestyle changes, or landscape changes? E.g. do you imagine more focus on defences and resilient power to carry on living similar lives, or do you imagine more focus on changing yours and others lives like moving locations and letting marshland form where it wasn't previously? What makes you say that? <p>Facilitator shares slide with two avatars relevant to scenario (10min)</p> <p>Facilitator to ask:</p> <ul style="list-style-type: none"> • How do you think this person would feel about your priorities? Does thinking about their perspective change any of your priorities? What makes you say that? • Does the severity of the risk and/or potential impact make any difference to how you think we should approach this scenario? What makes you say that? <p>FINAL KEY QUESTIONS TO COVER: (15mins)</p> <ul style="list-style-type: none"> - How do you feel about spending to avoid risk given the lack of certainty about the level of risk, and the effectiveness of adaptation options? Should we be taking a more cautious approach or responding as things happen? - What makes you say that? Should we be looking to adapt areas so that they are resilient to the most extreme outcomes or just the most likely effects? <p><i>Facilitator to push back as appropriate on the uncertainty of our knowledge about what the future looks like in terms of changing weather i.e. it could be quite bad, but it could be catastrophic in terms of future impact.</i></p>

Time allocated	Discussion Structure	Objectives	Questions and materials
20.55 Move to plenary			
20.55 – 21.00	Summary and close 5 mins	To orientate participants and encourage continued engagement	Chair to close the day (video shared by lead facilitator): <ul style="list-style-type: none"> - Brief overview of what to expect in later workshops, highlighting next one - What they should do between now and then – signpost participants to homework exercise (talk to others, complete survey) and remind them of incentives process, and how important their continued engagement is - Remind participants about importance of their wellbeing and signpost to support services Thank participants and close Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.

Discussion Guide

Session 4: Adaptation options – Wednesday 30th (cohort 2) and Thursday 31st (cohort 4) March

Time allocated	Discussion Structure	Objectives	Questions and materials
17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.15	<p>Introductions and context setting</p> <p>15 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<p>Ipsos Chair to welcome the room to the event:</p> <ul style="list-style-type: none"> • <i>Participants allocated to break-out rooms (but not put in them)</i> <p><u>Note that participants will be put into the same breakout rooms as workshop 3</u></p> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Chair welcomes participants back to the fourth event • Summarises what happened in session 3, drawing out key themes from discussions, and answers to questions not covered in session • Re-caps what was covered in first intro presentation • Chair provides re-cap of overall process and today’s agenda • Housekeeping, ground rules etc.

Time allocated	Discussion Structure	Objectives	Questions and materials
18.15 Move to pre-allocated break-out rooms			
18.15 – 18.30	Table Introductions 15 mins	To welcome and orientate participants, enabling buy-in and a sense of safety	Table introductions (15mins) <ul style="list-style-type: none"> Facilitator introduces themselves and the table's note taker, thanks for continued participation. Collects permission/consent for recording. Facilitator asks each person to introduce themselves and share their homework: a description or image of how weather has impacted their area OR to report back on the one piece of information that stuck in their minds the most from session 3 Facilitator to ask if they feel anything was missing from the thematic summary provided by the chair, and their thoughts on the content. Facilitator to thank participants and acknowledge we will now move to plenary to see a presentation
18.30 Move to plenary			
18.30 – 18.40	Introduction to adaptation options 10 mins	To introduce participants to the topic	Plenary Presentation (10mins – lead facilitator shares video): <ul style="list-style-type: none"> Presenter: Kathryn Brown, Wildlife Trusts & Chair of Advisory Group <i>What can be done to manage climate risks i.e. adaptation options, referencing back to risks presented in earlier workshops</i> <i>Overview of adaptation options: engineered solutions (built defences, redundancy systems), nature-based solutions (urban greening, rewilding), new or emerging technologies, behaviour, institutional including community, financial, data/R&D, opportunities (biodiversity, forestry, agriculture, public health, industry, and business)</i> <i>High level mention of cost i.e. x costs more than y, higher costs will mean higher tax or impact on other budgets (inc. cost of not adapting)</i>
18.40 Move to breakout rooms			
18.40 – 19.20	Reflections 40 mins	To gather initial reactions	Table discussions Note to facilitator: flag that Kathryn and Rachel will be available soon, and each room will get five minutes with each person, so they should think about what they want to ask. Kathryn and Rachel available between 19.15 – 19.40. <ul style="list-style-type: none"> What are your reflections on what you've just heard? Is anything surprising to hear, or new to you?

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> Which adaptation options do you prefer? What makes you say that? (share prompt slide from deck if helpful – noting slight difference to Kathryn’s) Would you prefer to work towards adaptations that focus on protecting our current lifestyles, or more on changing society and landscapes? What makes you say that? <p>IF TIME:</p> <ul style="list-style-type: none"> How feasible do you think each of the adaptation options are? What makes you say that? What impacts do you think the different adaptation options would have? What makes you say that? How do you feel/what do you think of that?
19.20 – 19.50	Depth discussions 30 mins	To enable dialogue and explore impacts of adaptations on different people	<p>Facilitator to note that the experts are available to come into the breakout room and answer questions if they want to call on them for the next 20 minutes. Facilitator to encourage drawing on this while posing key questions:-</p> <p>Facilitator to ask.</p> <ul style="list-style-type: none"> How do you think the different options would impact individuals and communities in your area? And across England? Probe: those more exposed to the risks in their home/workplace, those with lower income, importance of wildlife and environment How do you think the different options would impact businesses and industries in your area? And across England? Probe: farmers, supermarkets, and local shops/hospitality (note supply chain disruption), electricity provider, transport, emergency services IF TIME: What’s most important you in terms of how we respond to changing weather? Probe: health and wellbeing, protecting the most vulnerable (individuals/businesses), jobs and economy, access to services, protecting the natural world
19.50 – 20.10 BREAK			

Time allocated	Discussion Structure	Objectives	Questions and materials
20.10 – 20.55	<p>Priorities for adaptation</p> <p>45 mins</p>	<p>To reflect and explore priorities for adaptations in depth</p>	<p>Table discussion</p> <p>Facilitator shares scenario slide (allocated to breakouts for coverage) (10mins)</p> <ul style="list-style-type: none"> - What are your priorities for the response to this? Probe: protecting the most vulnerable (individuals/businesses), jobs and economy, protecting wildlife, access to/quality of food and water, transport and travel, access to nature, healthcare, internet access, power, school, housing <p>Facilitator shares adaptation options slide and plays back their priorities. (10mins)</p> <ul style="list-style-type: none"> - What are your preferences across these options for how we approach this scenario? Do you want more focus on lifestyle changes, or landscape changes? E.g. do you imagine more focus on defences and resilient power to carry on living similar lives, or do you imagine more focus on changing yours and others lives like moving locations and letting marshland form where it wasn't previously? What makes you say that? <p>Facilitator shares slide with two avatars relevant to scenario (10min)</p> <p>Facilitator to ask:</p> <ul style="list-style-type: none"> • How do you think this person would feel about your priorities? Does thinking about their perspective change any of your priorities? What makes you say that? • Does the severity of the risk and/or potential impact make any difference to how you think we should approach this scenario? What makes you say that? <p>FINAL KEY QUESTIONS TO COVER: (15mins)</p> <ul style="list-style-type: none"> - How do you feel about spending to avoid risk given the lack of certainty about the level of risk, and the effectiveness of adaptation options? Should we be taking a more cautious approach or responding as things happen? - What makes you say that? Should we be looking to adapt areas so that they are resilient to the most extreme outcomes or just the most likely effects? <p><i>Facilitator to push back as appropriate on the uncertainty of our knowledge about what the future looks like in terms of changing weather i.e. it could be quite bad, but it could be catastrophic in terms of future impact.</i></p>

Time allocated	Discussion Structure	Objectives	Questions and materials
20.55 Move to plenary			
20.55 – 21.00	Summary and close 5 mins	To orientate participants and encourage continued engagement	<p>Chair to close the day (video shared by lead facilitator):</p> <ul style="list-style-type: none"> - Brief overview of what to expect in later workshops, highlighting next one - What they should do between now and then – signpost participants to homework exercise (talk to others, complete survey) and remind them of incentives process, and how important their continued engagement is - Remind participants about importance of their wellbeing and signpost to support services <p>Thank participants and close</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>

Discussion Guide

Session 5: Whose responsibility? – Monday 4th (cohort 1) and Tuesday 5th (cohort 3) April

Time allocated	Discussion Structure	Objectives	Questions and materials
17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.13	<p>Introductions and context setting</p> <p>13 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<p>Ipsos Chair to welcome the room to the event:</p> <ul style="list-style-type: none"> • <i>Participants allocated to break-out rooms (but not put in them)</i> <p><u>Note that participants will be put into new breakout rooms again</u></p> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Chair welcomes participants back to the second event • Summarises what happened in session 3-4, drawing out key themes from discussions, and answers to questions not covered in session • Re-caps what was covered in first intro presentation • Chair provides re-cap of overall process • Housekeeping, ground rules etc.

Time allocated	Discussion Structure	Objectives	Questions and materials
			Lead facilitator to run through agenda and timings slide then nod to breakout
18.13 Move to pre-allocated break-out rooms			
18.13 – 18.23	Table Introductions 10 mins	To welcome and orientate participants, enabling buy-in and a sense of safety	Table introductions (10mins) <ul style="list-style-type: none"> Facilitator introduces themselves and the table's note taker, thanks for continued participation. Collects permission/consent for recording. Facilitator asks each person to introduce themselves and share any reflections from their friends and family or what stood out most to them from last week IF TIME: Facilitator to ask if they feel anything was missing from the thematic summary provided by the chair, and their thoughts on the content. Facilitator to thank participants, and acknowledge we will now move to plenary to see a presentation
18.23 Move to plenary			
18.23 – 18.40	Introduction to responsibility 17 mins	To introduce participants to the topic	Plenary Presentation (17mins – lead facilitator shares video): Presenter: Nigel Riglar, Chair of Local Adaptation Advisory Panel <ul style="list-style-type: none"> Re-cap of adaptation options The different actors that can undertake different adaptation actions (national government (including regulation of duties e.g. on landlords and network operators), local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals) How this might change in different risk scenarios E.g.- community e.g. York flooding, highlight actors and responsibilities
18.40 Move to breakout rooms			
18.40 – 19.10	Reflections 30 mins	To gather initial reactions	Table discussions Note experts are available between 18.45 – 19.10 – each room will get each expert for five minutes and the rotation will be allocated in advance. <ul style="list-style-type: none"> Facilitator to ask: what are your reflections on what you've just heard? Is anything surprising to hear, or new to you? What stands out to you from that presentation? Why?

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> Who do you think is responsible for acting? What makes you say that? Probe: national government, local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals
19.10 - 19.30 BREAK			
19.30 – 20.40	Depth discussions 70 mins	To encourage dialogue and highlight impacts / vulnerabilities of different people	<p>Facilitator to say: let’s revisit some of the scenarios from last time and think about who’s responsible. Some of you might have seen the ones we look at before, but some of them might be new, so we’ll spend a few minutes talking about adaptation options for each one first. If your group did it last time, feel free to tell us which adaptation options you focused on as priority.</p> <p><i>Note: scenarios will be randomly allocated for coverage across each cohort again. Note that facilitators can give participants a five-minute break at an appropriate point during this session. If facilitators find they are able to move through the below quickly, they can cover a second scenario (relatively briefly) and will be allocated this</i></p> <p><i>Note that facilitators can share a slide that gives a sense of cost for a few example adaptation option costs at a point during the discussion that feels most useful i.e. when they start to discuss costs, or refer to views being based on level of cost. Facilitators should explain that costs / cost-benefit is too complex to unpack in the time we have together, but it’d be useful to understand where their lines are; who should and should not incur what (scale and type of) cost (financial or social).</i></p> <p>Facilitator to share scenario (adaptation options) and reads it out. (10min)</p> <p>Asks:</p> <ul style="list-style-type: none"> Which adaptation options do you prefer? What makes you say that? <p>Facilitator to share scenario (responsibilities) and reads the slide out. (20min)</p> <p>Asks:</p> <ul style="list-style-type: none"> Who should be involved in delivering each of these response actions (reflect what participants have named, or pick varied examples)? (Probe: national gov,

Time allocated	Discussion Structure	Objectives	Questions and materials
			<p>local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals) What makes you say that?</p> <ul style="list-style-type: none"> • Who <u>is likely</u> to bear the cost of these actions (financial and social)? Probe: national government, local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals. • Who is likely to bear the cost of inaction or delayed action? • Who <u>should</u> be responsible for funding and organising each of these? What makes you say that? (Probe: national government, local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals.) What makes you say that? • Do you think people in those roles would agree with you? What makes you say that? <p>Facilitator to share scenario (personas) and reads the slide out. (20min)</p> <ul style="list-style-type: none"> • How do you think the adaptation changes would impact this person? What makes you say that? • Who else might our adaptations impact who we haven't thought of? How would they impact them? What makes you say that? • Now that we have thought about others who may be impacted by these changes, does this change your views on what actions you think we should be taking? What makes you say that? • Does it change who you think is responsible for delivering or funding these actions? What makes you say that? • Does it change what you would and wouldn't be willing to pay more in taxes for, or you would be willing to see other services reduced for? What makes you say that? <p>Final reflections (15mins)</p> <ul style="list-style-type: none"> • Do you think responsibilities for acting will change over time? How so? What makes you say that?

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> • We know there is a lack of certainty about what the future looks like. Does that influence who you think should be responsible for what? What makes you say that? • Do you have any other final reflections on what we've discussed tonight?
20.40 Move to plenary			
20.40 – 20.55	Plenary feedback 15 mins	To enable participants to hear the views of others before final workshop	Lead facilitator to ask each facilitator to provide '3-minute flavour' feedback from their rooms' discussions, and finish by providing their own.
20.55 – 21.00	Summary and close 5 mins	To orientate participants and encourage continued engagement	<p>Chair to close the day (video shared by lead facilitator):</p> <ul style="list-style-type: none"> - Brief overview of what to expect in later workshops, highlighting next one - What they should do between now and then – signpost participants to homework exercise (talk to others, complete survey) and remind them of incentives process, and how important their continued engagement is - Remind participants about importance of their wellbeing and signpost to support services <p>Thank participants and close</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>

Discussion Guide

Session 5: Whose responsibility? – Monday 4th (cohort 2) and Tuesday 5th (cohort 4) April

Time allocated	Discussion Structure	Objectives	Questions and materials
17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.13	<p>Introductions and context setting</p> <p>13 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<p>Ipsos Chair to welcome the room to the event:</p> <ul style="list-style-type: none"> • <i>Participants allocated to break-out rooms (but not put in them)</i> <p><u>Note that participants will be put into new breakout rooms again</u></p> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Chair welcomes participants back to the second event • Summarises what happened in session 3-4, drawing out key themes from discussions, and answers to questions not covered in session • Re-caps what was covered in first intro presentation • Chair provides re-cap of overall process • Housekeeping, ground rules etc.

Time allocated	Discussion Structure	Objectives	Questions and materials
			Lead facilitator to run through agenda and timings slide then nod to breakout
18.13 Move to pre-allocated break-out rooms			
18.13 – 18.23	Table Introductions 10 mins	To welcome and orientate participants, enabling buy-in and a sense of safety	Table introductions (10mins) <ul style="list-style-type: none"> Facilitator introduces themselves and the table's note taker, thanks for continued participation. Collects permission/consent for recording. Facilitator asks each person to introduce themselves and share any reflections from their friends and family or what stood out most to them from last week IF TIME: Facilitator to ask if they feel anything was missing from the thematic summary provided by the chair, and their thoughts on the content. Facilitator to thank participants, and acknowledge we will now move to plenary to see a presentation
18.23 Move to plenary			
18.23 – 18.40	Introduction to responsibility 17 mins	To introduce participants to the topic	Plenary Presentation (17mins – lead facilitator shares video): Presenter: Nigel Riglar, Chair of Local Adaptation Advisory Panel <ul style="list-style-type: none"> Re-cap of adaptation options The different actors that can undertake different adaptation actions (national government (including regulation of duties e.g. on landlords and network operators), local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals) How this might change in different risk scenarios E.g.- community e.g. York flooding, highlight actors and responsibilities
18.40 Move to breakout rooms			
18.40 – 18.50	Reflections 10 mins	To gather initial reactions	Table discussions <ul style="list-style-type: none"> Facilitator to ask: what are your reflections on what you've just heard? Is anything surprising to hear, or new to you? What stands out to you from that presentation? Why? Facilitator to explain experts will be available after the break and participants should have a think about questions they want to ask them in their rooms.

Time allocated	Discussion Structure	Objectives	Questions and materials
18.50 - 19.10 BREAK			
19.10 – 19.35	Reflections continued 25mins	To gather initial reactions	<p>Note experts are available between 19.15 – 19.40. Each room will get each expert for five minutes and the rotation will be allocated in advance.</p> <p>Facilitator to ask key questions below.</p> <p>Note: if facilitators room has finished being visited by experts and wrapped up this discussion ahead of 19.40, they can move onto scenarios.</p> <ul style="list-style-type: none"> Do you have any further reflections on the presentation you just saw? Who do you think is responsible for acting? What makes you say that? Probe: national government, local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals
19.40 – 20.40	Depth discussions 60 mins	To encourage dialogue and highlight impacts / vulnerabilities of different people	<p>Facilitator to say: let’s revisit some of the scenarios from last time and think about who’s responsible. Some of you might have seen the ones we look at before, but some of them might be new, so we’ll spend a few minutes talking about adaptation options for each one first. If your group did it last time, feel free to tell us which adaptation options you focused on as priority.</p> <p><i>Note: scenarios will be randomly allocated for coverage across each cohort again. Note that facilitators can give participants a five-minute break at an appropriate point during this session. If facilitators find they are able to move through the below quickly, they can cover a second scenario (relatively briefly) and will be allocated this</i></p> <p><i>Note that facilitators can share a slide that gives a sense of cost for a few example adaptation option costs at a point during the discussion that feels most useful i.e. when they start to discuss costs, or refer to views being based on level of cost.</i></p> <p><i>Facilitators should explain that costs / cost-benefit is too complex to unpack in the time we have together, but it’d be useful to understand where their lines are; who should and should not incur what (scale and type of) cost (financial or social).</i></p> <p>Facilitator to share scenario (adaptation options) and reads it out. (8min)</p> <p>Asks:</p>

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> • Which adaptation options do you prefer? What makes you say that? <p>Facilitator to share scenario (responsibilities) and reads the slide out. (16min)</p> <p>Asks:</p> <ul style="list-style-type: none"> • Who should be involved in delivering each of these response actions (reflect what participants have named, or pick varied examples)? (Probe: national gov, local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals) What makes you say that? • Who <u>is likely</u> to bear the cost of these actions (financial and social)? Probe: national government, local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals. • Who is likely to bear the cost of inaction or delayed action? • Who <u>should</u> be responsible for funding and organising each of these? What makes you say that? (Probe: national government, local government, big businesses, small businesses, NGO/charities/grassroots orgs, communities, individuals.) What makes you say that? • Do you think people in those roles would agree with you? What makes you say that? <p>Facilitator to share scenario (personas) and reads the slide out. (16min)</p> <ul style="list-style-type: none"> • How do you think the adaptation changes would impact this person? What makes you say that? • Who else might our adaptations impact who we haven't thought of? How would they impact them? What makes you say that? • Now that we have thought about others who may be impacted by these changes, does this change your views on what actions you think we should be taking? What makes you say that? • Does it change who you think is responsible for delivering or funding these actions? What makes you say that?

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> Does it change what you would and wouldn't be willing to pay more in taxes for, or you would be willing to see other services reduced for? What makes you say that? <p>Final reflections (15mins)</p> <ul style="list-style-type: none"> Do you think responsibilities for acting will change over time? How so? What makes you say that? We know there is a lack of certainty about what the future looks like. Does that influence who you think should be responsible for what? What makes you say that? Do you have any other final reflections on what we've discussed tonight?
20.40 Move to plenary			
20.40 – 20.55	Plenary feedback 15 mins	To enable participants to hear the views of others before final workshop	Lead facilitator to ask each facilitator to provide '3-minute flavour' feedback from their rooms' discussions, and finish by providing their own.
20.55 – 21.00	Summary and close 5 mins	To orientate participants and encourage continued engagement	<p>Chair to close the day (video shared by lead facilitator):</p> <ul style="list-style-type: none"> Brief overview of what to expect in later workshops, highlighting next one What they should do between now and then – signpost participants to homework exercise (talk to others, complete survey) and remind them of incentives process, and how important their continued engagement is Remind participants about importance of their wellbeing and signpost to support services <p>Thank participants and close</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>

Discussion Guide

Session 6: What a well-adapted England should look like – Weds 6th and Thurs 7th April (all cohorts)

Time allocated	Discussion Structure	Objectives	Questions and materials
17.30 – 17.50	<p>Set-up: Facilitators check in</p> <p>20 mins</p>	<p>Ensure technology is set-up correctly before participants enter the room</p>	<ul style="list-style-type: none"> • Test mics and cameras. • Test who has the host/co-host function and ensure it is allocated to the right team member(s) for assigning break out rooms. • Make all facilitators co-hosts. • Change screen name to NAME – Org – Chair/Facilitator. • Check everyone is on the WhatsApp group for facilitation team to be able to ask questions • Note-takers, facilitators, speakers and observers allowed in early and asked to change screen name
17.50-18.00	<p>Participant Check-in</p> <p>10 mins</p>	<p>Enable participants to get settled and resolve any tech issues</p>	<p>Participants log into the online session</p> <ul style="list-style-type: none"> • Participants encouraged to join the zoom session early to check-in and check their video/mic. • Participants encouraged to get a pen and paper and get settled somewhere quiet • Register as people join and change screen names as necessary to First name and first initial of surname (i.e. Jane S).
18.00 – 18.15	<p>Introductions and context setting</p> <p>15 mins</p>	<p>To welcome and orientate participants, enabling buy-in and a sense of safety</p>	<p>Ipsos Chair to welcome the room to the event:</p> <ul style="list-style-type: none"> • <i>Participants allocated to (same as W5) break-out rooms (but not put in them)</i> <p>Lead facilitator to share chair’s video:</p> <ul style="list-style-type: none"> • Chair welcomes participants back to the second event • Summarises what happened in session 3-5, drawing out key themes from discussions, and answers to questions not covered in session if relevant • Re-caps what was covered in first intro presentation • Chair to nod to final session ending with some tips on what actions they can take following this process, as we recognise many want to do so • Chair to emphasise their unique position as first public dialogue on adaptation and that they have already acted significantly by using their voice in this forum

Time allocated	Discussion Structure	Objectives	Questions and materials
			Lead facilitator to run through agenda and timings slide then nod to breakout
18.15 Move to pre-allocated break-out rooms			
18.15 – 18.35	Table Introductions 20 mins	To welcome and orientate participants, enabling buy-in and a sense of safety	Table introductions (20mins) <ul style="list-style-type: none"> Facilitator introduces themselves and the table's note taker, thanks for continued participation. Collects permission/consent for recording. Facilitator asks each person to introduce themselves and share any reflections from their friends and family or what stood out most to them from last session Facilitator to check in on how everyone is feeling about the final session and the work they've done to get to this stage Facilitator to thank participants and emphasise that they are contributing something important to upcoming policies that will address climate risks in England, and acknowledge we will now move to plenary to see a presentation
18.35 Move to plenary			
18.35 – 18.45	Summary of feedback presentation 10 mins	To share a sense of discussions across the cohort with participants	Plenary Presentation (10mins – lead facilitator shares video): Chair to share headlines from overall dialogue and survey findings. Chair to explain this final session will explore what's most important to them and seek to answer the key question: "What does a well-adapted England look like" by providing principles to Defra and other professionals working in this space to consider. After this they will consider how the public should be engaged in ongoing adaptation efforts.
18.45 Move to breakout rooms			
18.45 – 19.20	Priorities and principles 35 mins	To gather final reflections in the form of overall principles and priorities	Table discussions Facilitator to share a slide and read it out, asking participants to first take a moment to reflect quietly (and write down their answers) then share with the group a few words or a couple of sentences that complete these statements: <ul style="list-style-type: none"> When adapting to changing weather, it is important to protect ... (optional: more than ...) In terms of speed of response, we should be taking the following actions now ... and the following actions later ... (option to specify when)

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> The actors most responsible for adapting to changing weather are ... (option to specify for which actions for specific actors) <p>Some questions to consider while writing their statements are:</p> <ul style="list-style-type: none"> What's most important to you out of everything you've discussed? Why? Should we be taking a cautious approach by preparing for the worst, or accepting some level of risk? To what extent? Should we be striving to make changes more to our lifestyles or the environment around us? Who is responsible for preparing for changing weather, and does that change over time? (this can be all the actors we've discussed) <p>Facilitator to ask participants to read out their statements and ask them to explain why they've chosen those particular priorities, principles or approaches.</p> <p>Facilitator to show slide with prompts from analysis presentation if necessary</p>
19.20 - 19.40 BREAK			
19.40 – 20.15	Depth discussions 35 mins	To explore how the public should be engaged in NAP	<p>Facilitator to remind participants that: they are informing the third national adaptation programme, which is a comprehensive five-year strategy for England's approach to adaptation to changing weather and climate risks. The following discussion will be about how the wider public should be involved in this and other adaptation action.</p> <p>Facilitator to ask:</p> <ul style="list-style-type: none"> To what extent should the public be involved in adaptation action? Probe: decision-making, changing lifestyles and behaviour How should Defra engage the public in ongoing NAP development and actions? What makes you say that? What should government be communicating with the public more generally about climate adaptation? Probe: how should they be framing the discussion? Who should be communicating this to the public and how? Anything they should be wary of?

Time allocated	Discussion Structure	Objectives	Questions and materials
			<ul style="list-style-type: none"> - How do you think the wider public would respond to the things you've learned through this process? What makes you say that? - How would you like to see this dialogue publicised when we finish the report? Would you be interested in getting involved in publicising it, e.g. by doing a vox-pop about how you found the process?
20.15 – 20.30	Letter from the future 15 mins	To enable individual reflections and end positively/hopefully	<p>Facilitator to ask participants to:</p> <p>You have used a time machine to visit 2050. Write a letter, as yourself from the future (2050) to your current selves (or someone you love) telling them about what's changed in your area to make it well-adapted, and how this has changed everyday life. This should be a hopeful exercise about <u>the changes you want to see</u> happen.</p> <p>Participants asked to send this letter to Chloe and Kate at Ipsos, and (only) if they'd like to and there's enough time, they can read them out to their group.</p>
20.30 Move to plenary			
20.30 – 20.40	Plenary feedback	To enable participants to hear views of others	Lead facilitator to ask each facilitator to provide '2-minute flavour' feedback from their rooms' discussions, and finish by providing their own.
20.40 Move to breakout			
20.40 – 20.50	Wrap-up 10 mins	To draw any final reflections and say goodbye	<p>Facilitator to ask:</p> <ul style="list-style-type: none"> - How well prepared do you think your area is currently? - What should adaptation mean for your area? - How well prepared do you think England is as a whole? - What does adaptation mean for England? - Given everything we've talked about these past few weeks and what you've just heard from everyone else's discussions today, what are the key things you really want to say to those working on adaptation to changing weather in your area, and in England? - Optional: Does anyone want to read their letter before we finish?

Time allocated	Discussion Structure	Objectives	Questions and materials
			Facilitator to emphasise the importance of their contributions to influencing adaptation policy in England and thank them for their participation.
20.50 Move to plenary			
20.50 – 21.00	Summary and close 5 mins	To orientate participants and encourage continued engagement	<p>Chair to close the day (video shared by lead facilitator):</p> <ul style="list-style-type: none"> - Brief overview of what will happen in the summit and NAP3/report next steps - What they should do between now and then – signpost participants to homework exercise (complete surveys) – evaluation survey must be completed to release the final incentive payment - Remind participants about importance of their wellbeing and signpost to support services - Close with actions they can take e.g. writing to MPs/influencing actors and using their voice as consumers, joining local groups, individual changes (e.g. diet) and the ripple effect of telling others and encouraging change (nodding to adaptation and to mitigation) <p>Lead to thank participants and hand over to an evaluation observer who will put the 5-minute survey monkey into the chat for everyone to complete. Lead to emphasise that this survey is mandatory to release final payment (if evaluator doesn't). Lead state if they have any problems to email the team.</p> <p>Note facilitators and tech support should only leave once all participants have left, and all facilitators can encourage participants to come off mute, wave and say goodbye by doing so.</p>