

# Workshop – Planning for a zero carbon future

## Engaging **secondary school** children in their neighbourhood plan

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### Introduction

#### *Purpose*

This workshop is designed to engage secondary school children in the development of their local area in the face of climate change and enable them to influence the policies in their neighbourhood plan. A child's eye view is a unique perspective, and often children of this age will have detailed views on road safety, provision for walking and cycling and access to green space in their neighbourhood, which may after all be their entire world. These should be captured, as a neighbourhood designed to be safe and accessible and serve the needs of children is likely to be safe and sustainable for everyone.

#### *Objectives*

The objectives of the workshop are to help secondary school children:

- Think about their neighbourhood in a new way and envisage how it could develop in the future.
- Consider how these future developments would need to adapt to create a resilient community which is healthy and stable for both people and planet.
- Understand the need for these adaptations in light of our changing environment (climate change) and how these can be achieved through planning processes.
- Feed their ideas for the changes needed into the neighbourhood plan, and help get their parents involved.

#### *Outputs*

The outputs from the workshop will be:

- A list of high priority local actions which the children see as necessary to tackle climate change.
- Detailed ideas of what a future resilient neighbourhood could look like to aid the neighbourhood plan.



- Increased understanding of climate change from the children and parents receiving a resource about the local neighbourhood plan.

Ideally the workshop should be carried out at an early stage in neighbourhood plan preparation, to ensure the issues raised can be incorporated into your community engagement processes.

### *Before the Event goes ahead - Safeguarding*

It's wise to seek parental consent for the children's involvement in the session through the school before the event goes ahead. Similarly, for safeguarding reasons, the workshop should be held in the school and school teachers should help run it. Check with the school beforehand as they may require that you have a DBS check and bring your certificate and/or ID with you. Communication with the school is key, especially regarding safeguarding.

### Block Agenda

|      |                                                                                                  |
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| 1.15 | <b>Introduction</b> - who are we, why are we here and what are we going to do                    |
| 1.20 | <b>Presentation</b> – the latest climate change science                                          |
| 1.30 | <b>Workshop</b> – 2050 visioning exercise                                                        |
| 2.05 | <b>Discussion</b> – climate change and planning                                                  |
| 2.15 | <b>Presentation</b> – tackling climate change and neighbourhood planning                         |
| 2:30 | <b>Close</b> – summary of session, things learnt and explanation of how the outputs will be used |

### Workshop instructions

#### *Arranging the room*

Lay out table's cabaret style if possible (5 tables are recommended for groups of 25-30) – lecture hall style is not appropriate for this workshop. Make sure there is still space for children to move around.

Find a place for a projector screen (or a blank bit of wall) visible from the seats.

Place flipchart sheets on tables (2 – 3 sheets per table)

#### *Materials needed*

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| <ul style="list-style-type: none"> <li>- pens – <b>TIP</b> use large nibbed bright and dark colours</li> <li>- projector</li> </ul> |
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- laptop
- flip chart paper and wall space to hang 4 banks

### *People needed to run the exercise – 2*

- 1 person to deliver the presentation and facilitate the workshop
- 1 person to provide pens / post-it notes and assist with facilitation during the workshop task
- 1 teacher to maintain discipline
- 1 person to write up the workshop

### *Tips to make sure the event goes smoothly*

- With two facilitators group size should be a maximum of 30.
- Do some clear scene setting, introduce yourself, the activity and purpose of the workshop clearly and at the beginning.
- Make sure you arrive in plenty of time to set up (30 -60 minutes before) – be aware that the classroom may be in use directly beforehand so you may have to set-up during a break.
- Check with the teacher beforehand the pre-existing climate change knowledge of the pupils.



## Full workshop instructions

Deliver the short attached presentation: **“Healthy future for people and planet”** using the accompanying script and the notes provided below.

| Time | Task and duration                                                         | Notes and questions to ask                                                                                                                                                                                                                                                                                                                                                                   | Slides to display / things to bring/ things to remember                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.15 | <b>Introduction</b><br><br>5 minutes                                      | Take attendance from the teacher. (Prior to the session, you or the teacher should seek parental permission for their child’s involvement, and permission to record their name and potentially take photographs as evidence that the event went ahead.)<br><br>Introduce yourself, why you are here and what you are going to do.                                                            | <b>Remember:</b> The priority here is to take a note of attendance. The event and how well it was attended is evidence for your neighbourhood plan.                                                                                                                                                                                                                                                                                                                                                                        |
| 1.20 | <b>Presentation</b> – the latest climate change science<br><br>10 minutes | Deliver the short attached presentation: <b>“Climate Change and Planning”</b> using the notes provided. This will help attendees understand the scale of challenges presented by climate change, based on the latest reports available.<br><br>(adapt as you see fit and make relevant to your local area)<br><br><b><u>Stop at the slide shown RIGHT but leave the projector going.</u></b> |  The slide is titled "Workshop task" in orange. It features a blue header with a sun icon and a person thinking. The main text asks participants to imagine the year 2050 where carbon emissions are zero and the climate is stable, then asks what actions have been taken. It lists several areas for reflection: electricity and heating, travel, buildings, housing and services, biodiversity, and adaptation to extreme weather. |



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| 1.30 | <p><b>Workshop – 2050 visioning exercise</b></p> <p>35 minutes</p> | <p>Next, split everyone into 4 groups (ideally of at least 4 people each), and place the “banks” of paper at each table. Start with one different topic on each table.</p> <p><i>Read this script to set up the workshop:</i></p> <p><b>“Imagine its 2050. We have cut carbon emissions to nothing and have a stable climate. What have we done to achieve this?”</b></p> <p><b>How have we adapted our town / suburb / village to reduce carbon emissions and how have we adapted to the impacts of climate change? What actions have we carried out and what policies do we have in place. Think about your town / village and how and where you live now:</b></p> <ul style="list-style-type: none"> <li>- <b>How we generate electricity and heating</b></li> <li>- <b>How we travel (and how much we travel)</b></li> <li>- <b>The buildings we live + work in</b></li> <li>- <b>Where we put housing, offices, shops and services</b></li> <li>- <b>How we protect biodiversity</b></li> <li>- <b>How we’ve adapted to extreme weather</b></li> </ul> <p>Ask the 4 groups to list the changes / actions / policies relevant to first flip chart. (Give them 10 minutes for this task). Ask attendees to write clearly in short phrases, so as to be read from a distance, and to make the actions relevant to the local area.</p> <p>Explain that the different flipchart topics will rotate</p> | <p><i>Place the 4 “banks” of paper (2-3 sheets of paper per bank to allow plenty of space for writing) on different tables.</i></p> <p><b>Flipchart titles</b></p> <div> <div> <b>Energy (electricity and heating)</b> </div> <div> <b>Resilience to extreme weather / protecting biodiversity</b> </div> </div> <div> <div> <b>Our Buildings</b> </div> <div> <b>Transport / service provision / location of development</b> </div> </div> <p>Things to bring: large nibbed felt tip pens, plenty of</p> |
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|      |                                                                                                | <p>around all 4 tables, with each table adding their comments, so every person has a chance to consider all the topics.</p> <p>Move the flipchart “banks” around each table and ask each group to add any missing comments or revise existing comments. Do the same until all 4 groups have added comments to all 4 flip charts (gives the groups 5 minutes each for the remaining 3 topics.)</p> <p>Ask groups to nominate a speaker and think about how they would summarise the last flipchart they have worked on to provide feedback (5 minutes).</p> | <p>flipchart paper</p> <p>The completed flip charts are precious – they are the outputs from the workshop so ensure they are retained, and ideally photographed.</p> |
| 2.05 | <p><b>Discussion</b> – climate change and planning</p> <p>10 mins</p>                          | <p>Collect suggestions from each group (i.e. flipchart topic). List actions/changes/policies on white board and divide between actions you can achieve through the planning system and other systems.</p> <p>Ask the pupils if they see the theme of each list or the difference between the actions in each list. Initiate a discussion around how many of these actions/changes/policies involve planning.</p>                                                                                                                                           |                                                                                                                                                                      |
| 2.15 | <p><b>Presentation</b> – tackling climate change and neighbourhood planning</p> <p>15 mins</p> | <p>Thank them for their ideas and input and explain that you are going to share some ideas and explain the role of planning in more detail.</p> <p>Continue to deliver the short attached presentation: <b>“Climate Change and Planning”</b> using the notes provided.</p>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                      |



**Stop at the slide shown RIGHT but leave the projector going.**

(adapt as you see fit and make relevant to your local area)

Questions to ask are....

Transport:

- How do you currently travel to school?
- How would you prefer to travel to school?
- What is preventing you from travelling to school in this way?

Energy:

- Has anyone seen a wind turbine or solar panel?
- Does anyone have any in their homes?
- How would you feel if there were more in your local area?

Protecting biodiversity:

- What kind of animals do you see in your gardens and parks?
- What green spaces do you value in your local area?

Record their answers on a flipchart or white board to inform the neighbourhood plan. Ensure that you give them the opportunity to edit or revise the list of ideas you present and ask questions.



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| 2.30 | <p><b>Close</b> – summary of session and things learnt</p> <p>5 minutes</p> | <p>Summarise what they've learnt about climate change, the changes they have suggested for the area and reiterate that their ideas will influence the local neighbourhood plan and what the area looks like in the future. Let them know how they or their parent/guardian(s) can get involved with their Neighbourhood Plan and attend meetings etc.</p> <p>Introduce the materials/handouts (examples attached) to go out to their parents.</p> | <p><b>Remember:</b> to hand out resources explaining more about the Neighbourhood Plan and how they or their parent/guardian(s) can get involved.</p> <p><b>Resources for teachers:</b> Interesting and useful follow-up resources for teachers can be found here - <a href="http://www.ipcc.ch/site/assets/uploads/sites/2/2019/03/ST1.5_final_310119.pdf">www.ipcc.ch/site/assets/uploads/sites/2/2019/03/ST1.5_final_310119.pdf</a></p> |
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### Before you leave the room

Make sure you take the flipcharts with you to utilise in the development of your Neighbourhood Plan.



### After the event

With the benefit of the flipchart papers, produce a write-up of the event summarising any key themes that came up during the workshop and capturing anything discussed that wasn't written down at the time. Do this within a few days of the event whilst it's fresh in your mind. In the end, this written record will be all you have to show from running the workshop, so to make it worthwhile, make sure the record is clear and comprehensive, even to someone who wasn't there. Clearly label your write-up with the date, the venue where the workshop was held, and the number of children who took part and provide an introductory paragraph summarising the purpose of the workshop and outputs.

Think about next steps. If the children were particularly engaged or had clear views on particular themes, for instance road safety for pedestrians, should they be consulted again in more detail on the issue and possible solutions? Feed any thoughts on this back to the neighbourhood plan steering group

