

# We need to talk about climate change

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Workshop facilitation pack by the Troubled Waters Team



Arts & Humanities  
Research Council



**This workshop facilitation pack outlines the premise, format and resources we drew upon for the ‘We need to talk about Climate Change’ workshop at the Manchester Museum, Manchester, UK, on 7 April 2017.**

**The aim of this workshop was to come together to explore existing heritage sector practices; share new approaches to engagement and communication around climate change; and to help forge positive connections and modes of collaboration. For example, learning tools (like this facilitation guide) were requested by participants so they might initiate/animate conversations with their own audiences.**

### **Workshop approach**

The workshop was a way to test and discuss emerging findings from a research project: ‘Troubled Waters, Stormy Futures: heritage in times of accelerated climate change’ conducted in the UK and Kiribati during 2015-16: [<http://www.corddirdyfroedd.org/>].

After we identified core areas of investigation, (see key questions on the next page) we co-designed the workshop experience to enable a sharing, connecting and learning space for attendees. We have purposely employed a range of learning styles to help explore individual and collective wisdom; animate creative thinking; and test out ideas through experiential and deliberative learning. With this in mind, please note the session as a whole is intended to be fast-paced, interactive and with rapid feedback loops. It also comes with a particular ‘tone of voice’ that is collaborative, supportive, and respectful of our different and common challenges in this sensitive priority area for heritage professionals.

### **The participants**

Participants were invited from a wide range of heritage organisations – heritage as understood in its’ broadest sense – so that as a group we could benefit from a rich diversity of experiences, expertise and perspectives. Drawing on the organisers’ collective understanding of the heritage sector, participatory research methods, and climate change communication we designed the workshop to foreground shared learning. Each element of the journey, outlined in the guide below, builds on the previous steps.

## Workshop overarching questions

**Q1**

**Should the heritage sector communicate climate change at all? What would a 'devil's advocate' say for leaving it well alone?!**

*On the basis of what principles/aspects of mission does it get involved?*

**Q2**

**Assuming yes... can it play an important role within climate communication? Why and how?**

**Q3**

**How is the heritage sector currently communicating/engaging people with climate change?**

**Q4**

**What are the potential barriers to these strategies (internal or external to the organisation), and how might they be overcome (perhaps through collaboration; sharing ideas; a different approach to engagement and so on)?**

# Facilitator session guide

| LEARNING JOURNEY SECTION   | PURPOSE   | DETAIL  | TIME                     | FACILITATOR ROLES   |
|--|---|---|--------------------------|---|
| <b>Advance thinking exercise and starting the dialogue</b>         | <p>Introduction to ideas, questions and research in advance as part of the invitation to participate.</p> <p>Introduction to relevant social media for the day.</p>   | <p>Thinking exercise: research questions introduced to the participants in advance by email with specific invitation to consider what these might mean for them personally and from an organisational perspective. Use of #heritage4climate on social media to help encourage a dialogue externally.</p>  | Pre-workshop preparation | <ul style="list-style-type: none"> <li>1 person responsible for extending the invitations.</li> <li>Team responsible for starting online dialogue on social media.</li> </ul> |
| <b>Preparation</b>   | <p>Practical set up on the day.</p>   | <p>Set-up of room; prep and put up flip charts for: workshop journey outline (structure of the day); emerging themes and check-in/check-out statements (at the beginning of the session check-in is used to bring focus to the session and help with the identification of expectations; while at the end of the session the use of check-out statements helps consolidate key learning and action (see below for detail); prep ethics forms; and set up participants' tables with post-its/craft paper/pens.</p> <p>Test audio-visual for film and ppt. Recording devices in place. Run through session/roles with team.</p> | 45 mins                  | <ul style="list-style-type: none"> <li>All team responsible for practical set up.</li> </ul>  |
| <b>Registration</b>  | <p>Welcome; registration; completion of ethics forms (as we were audio recording the workshop and this is part of a wider research project); familiarisation and connections; check-in part 1 (below).</p>              | <p>Welcome each participant as they arrive; explain the ethics forms; outline the session; introduce and help make connections to other participants.</p>   | 45 mins                  | <ul style="list-style-type: none"> <li>1 person doing ethics/registration.</li> <li>1 person doing welcome and connections.</li> </ul>  |
| <b>Check-in part 1</b><br><i>Conducted as part of registration</i> | <p>Focus participant engagement on the purpose of the session; gentle introduction to participatory nature of session; and identify aspirations for session to help facilitators to tailor the session accordingly.</p> | <p>Stick 3 x flip charts on the workshop wall (or equivalent) with three different sentence beginnings and request participants use the pens and post-its to complete each sentence. The three sentences are:</p> <ol style="list-style-type: none"> <li>1. Today I hope to learn more about...</li> <li>2. Today I can share my experience of...</li> <li>3. Today I hope to make...</li> </ol>  | –                        | <ul style="list-style-type: none"> <li>1 person introducing check-in statements.</li> </ul>   |

| LEARNING JOURNEY SECTION   | PURPOSE  | DETAIL   | TIME    | FACILITATOR ROLES   |
|--|--|--|---------|---|
| <b>Welcome</b>   | Warm welcome to the whole group.<br>Session outline. Team introductions.<br>Research context. Housekeeping.  | Open invitation to share learning, ideas and experiences.<br>Formal outline of learning journey referring to flip chart.<br>Brief introduction to context and where the overarching Qs (see above) have emerged from.<br><br>Purposeful diversity of organisations in the group emphasised.  | 10 mins | <ul style="list-style-type: none"> <li>1 person runs the welcome.</li> <li>Others responsible for social media.</li> <li>1 team member positioned per table.</li> </ul>                                     |
| <b>Check-in part 2</b>   | Mindful introductions.<br>Focus on values.   | Each participant is asked in turn to answer three Qs that help us connect, bond over personal insights, and have empathy for our fellow learners:<br>1. Your name and organisation.<br>2. How are you feeling about today's workshop?<br>3. What is an image you most associate with climate change in your area of work/life?   | 10 mins | <ul style="list-style-type: none"> <li>1 person runs the check-in part 2.</li> <li>1 person acts as scribe to capture contributions and puts them on flip chart paper on the wall.</li> </ul>               |
| <b>Climate change through a lens</b><br><br><i>This session begins the group thinking around Q1.</i> | Session framing. Food for thought and provocation.   | Show five minute research film footage from Troubled Waters: <a href="https://vimeo.com/130445697">https://vimeo.com/130445697</a> . This is a way of instigating a values-based shared learning approach that stresses the pressing cultural heritage challenges, while also indicating personal and organisational relevance. This is accompanied by an introduction to the research methodology and wider geo-political context of the work. Connecting climate change in the UK to a global issue. | 10 mins | <ul style="list-style-type: none"> <li>1 person introduces the film and research, then starts the film.</li> <li>1 person responsible for lighting etc.</li> </ul>  |
| <b>Open discussion around Q1</b>   | Elicit reflections on the film and draw out initial ideas/experiences around 'should' and 'on what basis' might the sector engage in climate change communication? | Drawing on reflections from the film and own experiences this open informal deliberation draws out broader ideas relating to sector ethics, approaches, motivations and organisational mandates in order to explore Q1.  | 25 mins | <ul style="list-style-type: none"> <li>1 person introduces Q1 and facilitates group discussion.</li> <li>1 person scribes.</li> <li>1 person to consider emergent themes.</li> </ul>                        |
| <b>Unpacking cultural artefacts</b><br><br><i>This session begins the group thinking around Q3.</i>  | Using anonymous quotations from the Troubled Waters research participants to act as a prompt for ideas relating to Q3 (link given to the quotations below).        | Table based group deliberative exercise with ideas and thoughts scribed by participants on their paper tablecloth.<br><br>Part sharing of the Troubled Waters research and part using it as a stimulant or provocation for thinking about Q3 from a more values based approach that is grounded in the diversity of perspectives illustrated through the quotations.   | 25 mins | <ul style="list-style-type: none"> <li>1 person introduces the exercise.</li> <li>1 team member per table to help prompt and reflect on emergent themes to go on the emerging themes flip chart.</li> </ul> |

| LEARNING JOURNEY SECTION   | PURPOSE  | DETAIL  | TIME    | FACILITATOR ROLES   |
|--|--|---|---------|---|
| <b>Understanding opportunities and risks</b><br><br><i>This session begins to develop the group thinking around Q2 and Q4.</i> | Small group informal deliberation relating to the opportunities and risks of public and internal climate change communication and engagement; followed by whole group plenary reflections.   | <p>Detailed group table based discussion for 15 mins around lived experiences of the opportunities presented, how to deliver on those opportunities; the possible challenges/lessons this raises and finally how to respond to those challenges.</p> <p>In the second half of the session these reflections are shared/collated/interrogated and refined in a whole group plenary.</p>  | 40 mins | <ul style="list-style-type: none"> <li>1 person to facilitate and introduce the exercise.</li> <li>1 person to scribe the plenary points.</li> <li>1 person responsible for emergent themes analysis.</li> </ul>  |
| <b>New ways of engaging</b><br><br><i>This section encourages further reflection on Q2 and Q4.</i>                             | Sharing of research findings and lessons from Climate Outreach projects (link to the presentation given below).  | Presentation of findings from Climate Outreach research and action projects relating to the underlying psychology of climate change communication and tactics heritage organisations might employ to more effectively share their message of adaptation and mitigation.   | 30 mins | <ul style="list-style-type: none"> <li>1 person delivers the presentation.</li> </ul>   |
| <b>Lunch break and informal questions</b>  |  |   | 45 mins |   |
| <b>Stories from the museum</b><br><br><i>This session builds on the group thinking and practice around Q2.</i>                 | <p>Practical exercise applying more creative thinking around artefacts already on display in the museum.</p> <p>This is an opportunity to put into practice the thinking, learning and reflective work from the morning session.</p> | <p>Having been given an outline of the museum's key exhibitions participants then explore the exhibits in pairs.</p> <p>Their brief is to identify one or more artefacts, or other elements of the museum infrastructure to be re-framed to tell a story of cultural heritage in relation to climate change. They bring back a photograph of that artefact to share with the wider group where they articulate this 're-telling' and explain their reasons for their selection.</p> | 60 mins | <ul style="list-style-type: none"> <li>1 person introduces the session and the museum.</li> <li>1 person facilitates the group informal re-telling of their chosen artefacts.</li> <li>1 person scribes.</li> <li>1 person draws out emergent themes for the wall chart.</li> </ul> |
| <b>Coffee break</b>  |  |   | 10 mins |   |
| <b>Developing the practice of climate change communication – sector-wide and organisational tactics</b>                        | Group identification of practical steps that can be taken to help advance the practice of climate change communication/engagement in and by the heritage sector.   | <p>This group discussion identifies practical steps/areas for collaboration in relation to:</p> <ul style="list-style-type: none"> <li>Research</li> <li>Tools for shared learning (digital and other)</li> <li>Collective forums to advance agendas</li> <li>Shared learning practices</li> <li>Sector standards</li> <li>Potential partnerships</li> <li>Shared resources</li> <li>Other..</li> </ul>   | 30 mins | <ul style="list-style-type: none"> <li>1 person facilitates.</li> <li>1 person scribes.</li> </ul>  |
| <b>Check-out reflective statements</b>   | <p>Learning for the workshop team.</p> <p>Gentle peer to peer accountability to act on workshop learning and connections.</p>  | <p>Participants complete the following three statements on post-its and place them on the wall charts prepared.</p> <ol style="list-style-type: none"> <li>The thing I valued the most about today...</li> <li>I plan to use this experience to...</li> <li>I will be sharing my lessons with...</li> </ol>   | 15 mins | <ul style="list-style-type: none"> <li>1 person introduces the check out.</li> </ul>  |



# Workshop logistics and resources *June 2017*

## Practical resources

- Workshop room: tables/chairs etc.
- Audio-visual set up: speakers/screen/laptop for film and presentations
- Recording devices and cameras  
(*should you want to fully capture and analyse the deliberation*)
- Wi-fi
- Name stickers
- Pens
- Flip chart paper
- Blu Tack
- Post-it notes
- Brown craft paper  
(*Used to line the tables, allowing participants to capture their immediate thoughts by writing directly on it, a method used in a 'long table discussion': [www.publicaddresssystems.org/projects/long-table/](http://www.publicaddresssystems.org/projects/long-table/)*)
- Refreshments  
(*as relevant*)

## Team roles

*These can be done by multiple members or team members wear multiple hats!*

- Set-up: facilities and resources
- Invitations/framing
- Curator/facilitator on the day to facilitate the 'Stories from the Museum' exercise
- Session facilitators
- Social media sharing
- Session capture: camera; scribe; audio etc.

## Online discussion and resources

- Project blog in advance of the Manchester Workshop:  
[www.enduringconnections.com/we-need-to-talk-about-climate-change/](http://www.enduringconnections.com/we-need-to-talk-about-climate-change/)
- Quotations from research participants for use as discussion prompts:  
[www.enduringconnections.com/nothing-comes-through-the-post-on-climate-change/](http://www.enduringconnections.com/nothing-comes-through-the-post-on-climate-change/)
- A downloadable PowerPoint of George Marshall's (Climate Outreach) presentation 'New Ways of Engaging':  
[www.enduringconnections.com/how-do-we-talk-about-climate-change/](http://www.enduringconnections.com/how-do-we-talk-about-climate-change/)
- Access to the 'Troubled Waters' film:  
[www.vimeo.com/130445697](http://www.vimeo.com/130445697)
- Climate Outreach's webinar on 'New Ways of Engaging':  
[www.vimeo.com/220337092](http://www.vimeo.com/220337092)
- Keep track of ongoing research and collaboration here:  
[www.enduringconnections.com](http://www.enduringconnections.com)

# Acknowledgements

The 'We need to talk about climate change' workshop was funded by the Arts and Humanities Research Council as part of the Troubled Waters – Reaching Out project (AH/P00959X/1)

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## Thanks

Thank you to the workshop participants.

Thank you to Day1 Communications  
for designing this facilitators pack  
[www.day1.org.uk](http://www.day1.org.uk)



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