

## Supplementary Information

### SI1: Participant demographics

Participant No.	Focus group no.	Female / Male	Age Group	High-risk flood zone	How often think about having to adapt to climate change	How interested in climate change
1	1	Female	31 - 50	No	Fairly often	Very interested
2	1	Female	18 - 30	No	Sometimes	Interested
3	1	Male	51+	Yes	Fairly often	Very interested
4	2	Male	31 - 50	No	Sometimes	Interested
5	2	Female	18 - 30	Yes (non-UK)	A lot of the time	Very interested
6	2	Male	51+	No	Fairly often	Very interested
7	2	Female	18 - 30	No	Sometimes	Quite interested
8	3	Female	18 - 30	No	Fairly often	Extremely interested
9	3	Female	51+	No	Sometimes	Interested
10	3	Female	51+	No	Never	Very interested
11	3	Male	31 - 50	No	A lot of the time	Very interested
12	3	Male	31 - 50	No	Fairly often	Very interested
<b>Summary</b>		Female (7)	18 - 30 (4)	Yes (2)	Never (1)	Extremely interested (1)
		Male (5)	31 - 50 (4)	No (10)	Sometimes (4)	Very interested (7)
			51+ (4)		Fairly often (5)	Interested (3)
					A lot of the time (2)	Quite interested (1)

## SI2 – Script used for workshops

### Detailed Agenda (for facilitators)

#### Introduction (15m)

- Introduction to the session, rules etc. – 10
- Introduction to the main topics – 5

#### Section 1: Story Writing (2h 15m)

##### *Beginning (35m)*

- Exercise 1: Impact ideas - 10
- Exercise 2: Who gets effected and how- 10
- Exercise 3: How does it make you feel - 5
- STORY WRITING 1 - 10

#### **Break – 10 minutes**

##### *Middle (55m)*

- Exercise 4 : Who's involved in responding- 10
- Exercise 5: Values & skills needed - 10
- Exercise 6: What can certain groups do - 10
- Exercise 7: What can we do about flooding/hotter weather- 10
- STORY WRITING 2 – 15

#### **Break – 10 minutes**

##### *End (25m)*

- Exercise 8: Level of acceptable change - 5
- Exercise 9: What does being well prepared mean- 10
- STORY WRITING 3 - 10

#### Section 2: Survey (20 m)

#### Closing (10 m)

#### Timings for focus group 1:

**Start at: 5 pm**

**First Break: 5.50 – 6**

**Second Break: 6.55-7.05**

**Start pre-written narratives: 7.30**

PLAN FOR THE FOCUS GROUPS			3 HOURS inc. BREAKS		
Summary	Description	Script	Discussion Questions	Resources needed	Duration
<b>INTRODUCTION</b>					
		START RECORDING!!!			15 mins
	Group members introduce themselves.				
Introduction to main topics of the discussions: ‘things that might happen in the UK as the climate changes’ and ‘things we might be able to do to manage the effects of climate related changes’.	<p>Brief talk by demonstrator introducing 2 main topics.</p> <p>The facilitator will not explain the terms, only that these are the ideas we’ll be talking about.</p>	<p>I’m Rachel and I’m a PhD candidate from the University of Leeds.</p> <p>Scientists say some level of climate change is now unavoidable and that it will likely cause significant changes to our weather systems.</p> <p>For the next 3 hours or so we’re going to be sharing ideas about things we think might happen in the UK because of climate change and how these might affect people’s lives.</p> <p>We’ll also be talking about things the UK might be able to do to limit any harm these changes might cause and to take advantage of any opportunities. So, we’ll be talking about how we can adapt so as to</p>			

		<p>best live with the impacts of climate change.</p> <p>We won't be focusing on ways we might be able to stop the climate from warming, such as driving less or recycling more, although it might come up in conversation and that's fine.</p> <p>We will be doing a series of group exercises which will allow you to explore what you and the rest of the group think about these topics.</p> <p>We will also be writing our own stories about a changing climate in the UK. In these stories you will be asked to describe a climate related event that happens. The story will then be about what the characters in your story do in response to these events. We will talk more about the stories later before our first writing session.</p>			
Rules for the session	Guidelines	<p>There's a few guidelines for our discussions:</p> <p>Our conversations will be based on the UK</p>			

		<p>The focus groups are to discuss your ideas about the topics. There are no right or wrong answers. The aim of the exercises are to help you think about ideas before we write our stories. We aren't trying to list as many ideas as possible and the conversations might focus on certain topics of particular interest to the group which is fine.</p> <p>We will hopefully have some interesting conversations between group members. Please be respectful of others and give people time to talk.</p> <p>Once you leave the focus groups please respect the confidentiality of the other participants.</p> <p>The focus group will take about 3 hours. We'll be taking a couple of short breaks.</p>			
		<p>Does anyone have any questions or comments before we start?</p> <p>Would anyone else like to add anything to the guidelines for the session?</p>			
<b>PART 1</b>	<b>Writing own adaptation stories</b>				

First story element: how and why does the story begin?	<p>Exercise 1: Working individually list at least 3 things which might happen as the climate changes in the UK.</p> <p>Feedback to the group.</p> <p>Group discussion of any other ideas not yet included in participant's lists.</p>	<p>Please turn to you workbooks. First box is just for any notes.</p> <p>First, I'd like you to take a couple of moments by yourself to jot down some things that you think that might happen as the climate changes in the UK.</p> <p>You can include things like weather changes but also what happen because of those weather changes.</p>	<p>PROMPTS: You could think about weather, changes to habits, ways it might change your job, ways it might affect how you spend your free time, things that might get easier or harder such as growing food.</p> <p>How about changes to our lifestyles? Changes to what we eat or wear or buy? Do you expect any good things to happen?</p>	Paper & pens for participant s	<p>10 mins</p> <p>5.15.5.25</p>
	Exercise 2: Group discussion on how a changing climate might affect our lives, the lives of others and our societies.	Now as a group we're going to spend a few minutes thinking about who you think climate change might affect in the UK?	<p>Are there any groups you think are more at risk? Any sectors of society? Any difference in levels of risk between rural and urban communities? Do you feel at risk? Why?</p>		<p>10 mins</p> <p>5.25 – 5.35</p>

	<p>Exercise 3: Take a moment to reflect and note down how talking about climate change impacts has made you feel so far.</p> <p>Participants can volunteer to share their thoughts with the group (but not mandatory).</p>	<p>On your papers jot down a couple of thoughts about how talking about climate changes in the UK makes you feel.</p> <p>Would anyone like to share?</p>			<p>5 mins</p> <p>5.35-5.40</p>
	<p>STORY WRITING 1: Completing section 1 of the story writing sheet.</p>	<p>Over the next couple of hours we'll be writing short stories about things that might happen in the UK as the climate changes and what we might do about it. For the next 10 minutes we're just going to be writing the beginnings of the stories.</p> <p>On your story sheets you will see the section called Introduction and we'll be filling in the first three boxes (go over boxes).</p>		<p>Participants will be given a story sheet to fill in it which has sections to fill in to guide the writing of the story. Based on structure used by</p>	<p>10 mins</p> <p>5.40 – 5.50</p>

		<p>The stories should be based in the UK but that can be a UK of your imagination.</p> <p>They should be set in the future but you can design how far into the future – tomorrow or in a 100 years.</p> <p>You can make the stories about you or someone else.</p> <p>The stories are fiction and about your ideas so you don't need to worry about climate facts.</p> <p>If you would prefer to list your ideas in bullet points or make some notes in each of the boxes that's fine.</p> <p>You will not be asked to share your stories with the group at any time, although you can talk with other participants if you would like to.</p>		Rotmann, 2017	
		<i>Refreshment break – 10 mins</i>			
Second story element: who responds and how?	Exercise 4: Working individually list at least 3 individuals or groups who might be involved in	Summary of what we've done so far – what happen in the UK because of climate change, who this might affect most, and how that makes us feel.	Why have you suggested them?		10 mins 6 – 6.10



	<p>preparing the UK.</p> <p>Feedback to the group.</p>	<p>Reminder that we're focusing on how best to live with climate change rather than stop it.</p> <p>Now we're going to spend some time thinking about who might be involved in responding to the impacts of climate change and what they might be able to do.</p> <p>First, I'd like you to spend a couple of minutes making a list of all the people, individuals and groups, who you think might be involved in responding to the disruptive events, and then we're going to feedback to the group.</p>	<p>What roles and responsibilities do they have in society?</p> <p>National government, local government, individuals, business</p>		
	<p>Exercise 5: Group discussion on what values and which characteristics would make someone good or bad at preparing for climate change and why?</p>	<p>Now, as a group I'd like us to spend a few minutes thinking about values and which values might be more likely to motivate preparing for a climate change and those which might not.</p> <p>For example, some people argue that to prepare for a changing climate we need to start valuing our local communities more. Would you agree with this or not?</p>	<p>Are there any values or characteristics that might prevent someone from adapting, for example, self-interest?</p>		<p>10 mins</p> <p>6.10 – 6.20</p>
	<p>Exercise 6: Consideration of</p>	<p>We'll now think about a specific climate related event. Imagine if</p>	<p>Start with an open question but then move</p>		<p>10 mins</p>

	<p>‘Adaptation to a specific event’.</p> <p>Group discussion on what actions people suggest as a way to respond to xx impact (discuss flooding in 2 groups and hot weather in 2)</p>	<p>the UK was regularly getting longer, hotter summers like in 2018.</p> <p>What impacts might this have? What actions could the UK take to limit harm from this event and/or take advantage of opportunities? If we had to put a plan together what might we include in it?</p> <p>NB: In FG 1 we discussed flooding</p>	<p>through consideration of specific groups: government, individuals, and communities.</p> <p>Who provides the information? Who makes the decisions? Who pays for it?</p> <p>Is there anything you could do? Is there anything you should do?</p> <p>How about health concerns?</p>		6.20 – 6.30
	<p>Exercise 7: When we consider the idea ‘Preparing the UK for a changing climate’ who can do what? Considering each of these groups (government, individuals, communities,</p>	<p>We’ve just thought about a specific event happening at a specific time but earlier in the focus group we listed lots of things that might happen as the climate changes, some of which might happen at the same time and might make serious changes to our lives.</p> <p>So, if we think about the idea of ‘Preparing the UK for a changing</p>	<p>Consider jobs for different groups?</p> <p>Does there need to be a leader?</p> <p>Would any of our social systems need to change? Would out lifestyles change?</p>		<p>10 mins</p> <p>6.30 – 6.40</p>

	other) list under each header things they could do.	climate' more generally what sorts of things might we do?	When do you think we should be doing these things?		
	STORY WRITING 2: Let's go back to the stories and fill in the boxes under Section 2.	We will now continue with our stories. You should have already introduced your story world and the disruptive event that's happened. Now, please have a look at the boxes under Section 2.			15 mins 6.40 – 6.55
		<i>Refreshment break – 10 mins</i>			
Third story element: who does the story end?	Exercise 8: Display a quadrant based on levels of change and levels of readiness. Ask the participants where on the quadrant the best place for the UK is and why?	Summary of what we've done so far.  Reminder that while we should keep trying to stop climate change some changes are now inevitable so we need to think about how we might best live with them.  In the earlier sections, we thought about things individuals or groups could do in response to climate-related disruptive events. Some of the things we can do are likely to have consequences. For example, some coastal communities are	If you think the UK should be more prepared does that mean you are willing to accept changes?  How would you feel if your community was	Prepared diagram showing the two continuum s of change and preparatio n.	5 mins 7.05-7.10

		<p>already being asked to relocate further inland in anticipation of rising sea levels and more frequent flooding which means abandoning their homes and communities. But preparing the water system for drought might make it more efficient and reduce water bills.</p> <p>On this grid you can see two axis – one for level of preparedness and one for level of change in our lives and societies. It might be that to be more ready to manage disruptive events we need to accept more changes. Or we might decide that the changes are not worth being ready for events that might not happen as expected.</p> <p>Looking at this where do you think the UK is at the moment? Where do you think it should be?</p>	<p>one of the ones being asked to relocate?</p> <p>Might there be other positive outcomes?</p>		
	Exercise 9: Open ideas – if we said the UK had prepared well for a changing climate what would the	For this let's pretend that we are in the future, let's say 2100. Life in the UK is good and we are managing climate change impacts well. What do you think this means? What might good in 2100 look like? What did we do so that	<p>Consider: levels of change- have our societies changed?</p> <p>leadership and responsibility</p> <p>types of actions</p>		<p>10 mins</p> <p>7.10.- 7.20</p>

	country look like in the future?	we were well prepared to manage the changes of the 21 <sup>st</sup> century?	timelines		
	STORY WRITING 3: How does the story end?	We're now going to finish our stories by filling in the last set of boxes on the sheet.			10 mins 7.20 – 7.30
<b>PART 2</b>	<b>Responding to pre-prepared narratives</b>				<b>20 mins</b>
Responding to existing narratives	Exercise 10: Participants are provided with three of the newspaper narratives to read.  Group discussion about the three texts.	Here are three stories about responding to disruptive events which are similar to those which appear in UK newspapers. Please read the three stories.	Do these stories seem familiar to you? – Have you seen them in the media, or experienced them in real life?  Do you prefer any of the stories and why?  Would you want to find out more?  Would you talk to others about these stories?  Would the stories encourage you to take any particular actions, if so what?	Pre-prepared narratives	7.30 – 7.50

			<p>Would they encourage you to support others actions, e.g. by the government?</p> <p>Do these stories make you think that the UK is managing climate related changes well or not?</p>		
CLOSE	Closing				10 mins
<p>Feedback form / Any questions or comments</p> <p>Hand out necessary paperwork e.g. consent forms.</p> <p>Thanks and hand out any agreed incentives for participation.</p>		<p>Any questions?</p> <p>There is a feedback form in your packs.</p> <p>Please leave your papers behind.</p> <p>Thanks.</p>		Feedback form	