# Working together to adapt to a changing climate: flood and coast. Online simulation facilitation plan.

**Session objectives:**

- Increase awareness about flood risk in the context of climate change
- Explore the challenges to and potential for collaborative decision making in addressing flood risk and responses to climate change.
- Support participants to understand different positions and perspectives in this planning and decision-making process.
- Demonstrate the importance of taking account of a range of factors such as options, costs, data and opinions to put forward a package of agreed recommendations.
- Reflect on the simulation activity to draw out learning for multi stakeholder planning and decision making on this issue.

**Time for exercise:** 1 hours 30 minutes. **Time for debrief:** 30 mins. **Overall time:** (including a break if needed) 2 hours 10 minutes.

**Number of participants:** 6 (or 12 if roles are shared)

**Advance briefing of participants:**

Participants are sent a briefing pack. This will include:

- Background to the project and what it hopes to achieve
- What to expect of the simulation – what we are asking people to do
- Background to Springhill
- Details of the options we will be discussing
- Where funding could come from and the amount available to fund the options
- Their role and views on the different options.

**Team and Roles:**

Simulation facilitators: Two facilitators are needed: lead and support.

Lead facilitator role: Facilitates the meeting from the start until the end of the simulation exercise (up until the break).

Support facilitation role: The support facilitator manages all the slides and visuals and the online conferencing package being used (for example Zoom or MS Teams). This will include managing the interactive whiteboard (for example Mural). As the simulation conversation develops the support facilitator moves the whiteboard symbols and tokens to reflect the conversation. Although not essential, is is helpful for the support and lead facilitator to switch roles at the break with the support facilitator leading the debrief session.

## Facilitation plan

**Pre-work and introduction**

| Time | Activity | Resources | On screen | Virtual meeting actions |
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| 30 minutes before start | **Facilitators join the call**<br>• Check set up for online simulation is correct – slides and resources ready and permissions to host correct. | Check list | | Check online call is correctly configured and all functions working. |
| 10 minutes before formal start | **Participants can join the meeting**<br>• Welcome<br>• Check people are named correctly and their character (first name and then role name)<br>• Test audio / visuals – sort any connection issues. | | | Ask participants to name themselves and their character (for example local |

| Time | Activity | Resources | On screen | Virtual meeting actions |
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| | | | | authority planner, community activist) |
| 15 minutes | **Meeting starts** (not in simulation mode)<br><br>• Welcome – thanks for taking part, introduction to facilitators<br>• Check everyone has received and read the advance briefings<br>• Check everyone knows where to find and use the virtual meeting settings we'll be using. Explain how to deal with poor signal and interruptions.<br>• Quick verbal briefing:<br>   o Project background and focus<br>   o Objectives of today's session<br>   o Running order – introductions, simulation exercise, debrief<br>   o Quick introduction to everyone on the call – name.<br>• Simulation briefing<br>   o In the simulation don't worry about getting it right or doing something 'wrong'. What's important is your experience of the process – it's not about reaching the 'right' answer.<br>   o There will be 8 participants. 6 (or 12) as members of the Flood Exchange and 2 independent facilitators.<br>   o Outline broadly how it will be facilitated. | Facilitator notes on project background and focus | Meeting objectives<br><br>Running order<br><br>Rules of the exercise | |

| Time | Activity | Resources | On screen | Virtual meeting actions |
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| |     o  There are several 'rules of the exercise'. Run through these.<br>      - Stay true to your role and stay in role throughout – not your personal opinion.<br>      - Don't share your individual briefings with the other participants.<br>      - Draw on the climate change, flood, budgetary information and data that you have been given when making points and decisions.<br>      - Remain faithful to your confidential instructions and the priorities for you.<br>      - You can improvise when there are no specific guidelines but stay true to your role's priorities.<br>      - You can modify or create new options, but they must be realistic in the real world.<br>      - Don't monopolise discussion, respect others' views, keep an open mind, be as succinct as possible.<br>      - Don't worry about getting it right. Just try to reflect the role as best you can.<br>      - Enjoy it!<br><br>• Give participants 5 mins to re-check through their role and option preferences. | | | |

**Simulation session**

| Time | Activity | Resources | On screen | Zoom actions |
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| 5 minutes | **The simulation meeting is convened**<br><br>**1. Introductions and meeting purpose**<br>- **Welcome** to Springhill Flood Exchange Meeting – our fourth meeting so far.<br>- Remind everyone of:<br>    ○ the **purpose** of the Flood Exchange Meeting (to work out how to reduce the town's vulnerability and increase its capacity to respond to surface water flooding, particularly in the context of climate change).<br>    ○ The **goal** of this meeting is to make progress towards agreeing a recommendation for addressing current and future flood risk to present back to the district and county councils.<br>- My role, as facilitator is to support the discussion to be productive and keep track of time.<br>- **Introductions** – each person introduces themselves and tells the rest of the group what their main area of interest is in relation to the options to be discussed plus how they feel about the situation (they can take this from the briefing pack – we give them a suggested opening statement). | | | |

| Time | Activity | Resources | On screen | Zoom actions |
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| | **2. Options Reminder (5 mins)**<br>- Run through the options – make sure everyone understands them. Any questions? | | Options list | |
| 30 minutes | **Sessions 3, 4 and 5 are all elements of the same discussion – it's useful to have a structure/progression to guide the conversation but we can be fluid between different elements if a participant has a good idea / suggestion for a package of options and funding for example. We need to look at how we best use the whiteboard chart to facilitate, clarify and focus the discussion.**<br><br>**3. Explore the possibilities (no decisions)**<br><br>The purpose of this session is to help the participants explore possibilities before they try to form an agreement or commit to anything.<br><br>Encourage people to focus on their individual interests (the focus they just outlined in their introductions).<br><br>- Remind people that our purpose today is to make some progress on developing a recommendation to put to the Council.<br>- As a group, you know that you all have different interests and ideas on what is the best thing to do, but to make | | Whiteboard – options preference chart<br><br>Preference tokens on whiteboard – tick and '?' | |

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|  | some progress we really need to think about how we create a 'package of recommendations' that reflect your common concerns and preferences for ways forward.<br>- We'd like you to first think individually about the 'options' that would work for you but try to consider the needs and interests of other members of the Flood Exchange. To get a quick overview of everyone's ideal we're going to map these onto an **options preference chart** (whiteboard sheet).<br>- Each person has 'preference tokens' in their colour. They are asked to broadly indicate the 'package of recommendations' that they could:<br>    o support – token with a tick<br>    o or support with amendments (same tokens but with a '?')<br>- Once everyone has made this indication of support the facilitator asks the group to reflect on what the charts say about a possible package of recommendations. Here the group is encouraged to have a more **open ended/free flowing discussion** about possibilities.<br>- The facilitator may need to ask some prompt questions, for example:<br>    o Are there any options which we all agree on, or all disagree on (this will be evident from the chart)? We can duplicate and move to the 'discard' and 'all agree' piles.<br>    o What do you think are the main areas of contention? Record these – duplicate and move to 'discuss' pile.<br>    o Why is this? |  | Use the whiteboard chart to explore whether certain options are acceptable, not acceptable, possible. |  |

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| |     o  Are there any ways these can be changed to build agreement?<br>- Facilitator keeps discussion focussed, ensures everyone gets to speak and highlights where there are possible agreements, disagreements, blockers and possibilities. The scribe is directed by the facilitator to **list 'possible agreed packages'** and **'areas of disagreement'**. | | | |
| 25 minutes | **4. Shaping an Agreement and testing affordability**<br><br>- Use a whiteboard chart with the 'possible agreed packages' and 'areas of disagreement' to help have a discussion about potential agreements: (can we create a 2$^{nd}$ mural chart with possible package?)<br>    o  Where is there most agreement?<br>    o  Is there a 'package' or 'packages' that could attract agreement?<br>    o  How could it be amended to improve it and make it more agreeable by everyone?<br>    o  Testing whether it is affordable.<br>- Encourage the group to have this discussion among themselves as much as possible.<br>- Encourage them to be creative. They may create options that are hybrids of the options provided or add additional requirements, benefits or contingencies.<br>- Facilitator to let conversation flow among participants, but can ask questions, if needed to get people to express interests and positions. Facilitator to check that the analysis is 'correct' – that the group is not going forward with | | Use whiteboard chart to explore whether certain packages are acceptable, not acceptable, possible.<br><br><br>Look at the budgeting on whiteboard chart and see what changes might be needed. The discussion then | |

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| | something that someone has resolutely said that they can't support (but they're not speaking up/ haven't realised). | | focusses on where the funds should come from and the trade-offs. | |
| 5 minutes | **5. Finalise an Agreement**<br>Not essential to complete a 'final agreement' but if it does emerge to confirm this with the group. | | | |
| | **Simulation ends** | | | |
| 10 minutes | **Break** | | | |

**Debrief**

| Time | Activity | Resources | On screen | Virtual meeting actions |
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| | **Individual reflection (5 mins) – with prompts on reflection sheet**<br><br>• *How did it feel to participate in the simulation?*<br>• *How did it feel to take on a role or perspective that is different from your own?*<br>• *What worked best/was most useful?*<br>• *Anything you found difficult about it?* | | Reflection questions – in survey | |

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| 30 minutes | • *What do you think is the most interesting take-away learning from this experience in terms of real life community planning?*<br>• *What questions/reflections/insights did it generate for you?*<br><br>**Joint discussion (with facilitators taking notes)**<br><br>Next steps with the project – how you will hear about the findings. Opportunities for ongoing involvement. | | | |
| | **Thanks and end** | | | |