

Exeter Change Makers Toolkit

**Recognise local sustainable
challenges and develop an
action plan**

**For groups, communities
and businesses of all kinds**



In July 2019, Exeter City Council declared a climate emergency and pledged to work towards creating a net zero city by 2030.

Exeter City Futures, a Community Interest Company, was tasked with creating the strategic plan to help with the city's bold ambition. This was delivered through the Net Zero Exeter 2030 Plan grouping Exeter's challenges and opportunities into four main themes. You will find these themes referred to throughout the toolkit.

The Four Themes of the Net Zero Exeter 2030 Plan.

Transport: Well-connected, with an infrastructure and modes of transport that are safer, cleaner, more active, efficient and inclusive.

Sustainability: A sustainable city that has minimal impact on the planet and its local environment, by greening the city, supporting local food suppliers, improving air quality and managing waste better.

Energy: A city with an energy system that is free from carbon, where renewable energy is available to everyone and energy consumption is reduced.

Capability: An analytical, innovative and collaborative city that boosts the skills and capabilities of our residents, entrepreneurs and workers in collectively delivering net zero.

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The Exeter Change Makers Toolkit was developed as part of the Exeter City Futures Change Makers Programme, funded by the National Lottery Community Fund.



INTRODUCTION

Welcome! To empower you to take positive action towards Exeter's net zero goals, we have designed this toolkit for change makers.

WHO IS THIS TOOLKIT FOR?

The toolkit has been produced to support communities in Exeter with an interest in creating grassroots net zero projects, who would like ideas on how to get started.

It could be adapted for businesses, or individuals who would like to bring together a community around this topic.

HOW CAN IT HELP?

The toolkit can guide you and your group through the process of working together to design a net zero project, using the four stages shown below.

1. Listen and map workshop
2. Define the challenge workshop
3. Research and development meetings
4. Final community workshop

The workshop definitions are expanded in the next section.

What is Net Zero?

Net Zero is achieved when the amount of greenhouse gases going into the atmosphere is balanced by their removal out of the atmosphere.

Decarbonisation describes the process where greenhouse gas emissions are reduced or fully eliminated.

This toolkit will:

- Provide plans for each workshop and stage of the process.
- Lead you through identifying net zero challenges in your community and connecting these to the four Net Zero Exeter 2030 Plan themes.
- Guide you to a completed project plan, and a decision on whether to take it forward.
- Offer advice on how to develop the idea, and where to go for funding and further support.

The toolkit works best if one person can read through the material and then coordinate and facilitate the workshops. Throughout this toolkit, the term 'you' refers to the facilitator. The facilitator checklist gives a list of tasks that could be shared out with a group, eg advertising the workshops and meetings, organising refreshments, helping with distribution of resources.

Commit to five meetings; three of which are workshops and two are research and development meetings. These will each be about 1.5-2 hours in length, with preparation time between each session. Variousy, this could be up to an hour for analysis of the previous workshop/meeting and preparation for the next.

HOW TO USE THE TOOLKIT

To help guide you through the process:

- There is a section on preparing for the workshops.
- There are templates and handouts to help. You may not need to use all the activities, templates or handouts, as it will depend on your group situation, and previous experience.
- The toolkit is divided into sections to describe how to run each workshop and activity.

PREPARATION

TO START

First take the time to read through the whole document to see what you will need to do and what the toolkit contains to help you.

You may decide that not all sections are required and wish to design your own process. Editable agendas and other templates are provided for you to adapt to your needs.

DRAFT A SCHEDULE

At this point, use the scheduling document to start planning the workshop and meeting dates and times is recommended.

GETTING READY FOR THE WORKSHOPS

The toolkit follows a process with four stages. The purpose of each stage is:

Listen and Map Workshop To understand the net zero challenges and opportunities in your chosen community.

Challenge Definition Workshop To define the challenges or opportunities the community wants to address, and decide collectively on one to take forward.

Research and Development

To build knowledge of the challenge and possible solutions, collecting data and drafting a project scope document. There are two planned meetings for this stage of the process.

Final Community Workshop

To share the findings from the research and development and gather feedback on a draft project scope document.

What do we mean by community?

A community is something that brings people together. Often this refers to geography, where it is a community of place. Your common ground is the place you live.

Community of connection, could refer to faith, interests, hobbies, lifestyle, purpose, characteristics, shared experiences and more, Where you have something in common with a group of people, although you may not be geographically near.

The toolkit can be adapted for either.

THINGS TO CONSIDER BEFORE THE FIRST WORKSHOP WHO TO INVOLVE?

If you are an existing group, start by asking who wants to take part in a project, and using the schedule template, map out their involvement at each stage.

You may also want to include stakeholders who would want to be involved or consulted about the project, or will be affected by it. You could write up a list of these people and contact them with details of your first workshop. If you want to do more detailed mapping, there is a guidance sheet on stakeholder mapping in the template and handout section.

Tip

Communicate time needed at the outset so that people are aware of timescales, and the commitment needed to see the process through.

CHOOSING A VENUE

A pub, coffee shop, someone's living room or place of work are possible options for a small group, if quiet enough, and the venue are happy for you to meet there. If you anticipate greater interest, you may need to hire a space such as a community hall or centre. If the venue is part of your community they may reduce fees, or offer a space for free.

HEALTH AND SAFETY

If you do not already have arrangements in place, consider health and safety, including risk assessment and safeguarding, and what needs you may have for these activities. Find useful information from a community group perspective at the [Resource Centre](#).

PUBLICISING THE WORKSHOP

Once your dates and venue have been decided, reach out to your chosen community to share the topic, date, time and place. If you would like people to book in advance, you could use an online ticketing platform such as [Eventbrite](#) or offer contact details such as an email address.

Ways of publicising your event could include:

- Flyers or posters; distributed to places people visit such as cafes, shops, GP surgeries, community centres, or leaflet drop through local doorways
- A press release in a local paper
- An announcement on local radio
- An advert in a community newsletter or webpage
- Social media announcements, e.g. Facebook, Twitter, Instagram.
- An Eventbrite, Facebook or LinkedIn event listing
- Poster/flyer design, many groups use [Canva](#) to create marketing and promotional materials

SCHEDULING

Use the schedule template to plot out your dates and time commitment. You can adapt the plans depending on the number of helpers, scale of the proposed project and so on.

The toolkit has a series of workshops and activities, with suggested timings, but the time needed could be reduced if you have already identified a project. You might jump straight to section 3 in this case.

You could run more than one session on the same day. Allowance will need to be made for analysis and preparation before and after each meeting. A rough guide is to allow approximately 1-2 hours for this in between each session.

You could use online tools such as [SurveyMonkey](#) or [Doodle](#) to check dates with the group.

FACILITATOR CHECKLIST

Before you begin, take a look at the 'Facilitator Checklist' template which will guide you to what you need to do in advance of the Listen and Map workshop.

PRINTABLE SHEETS AND TEMPLATES

The following list of templates and handouts are provided to help you plan the workshops and activities. You will find them at the end of the toolkit, so you can pick and choose the ones you would like to use.

NET ZERO EXETER 2030 PLAN THEMES

SCHEDULE TEMPLATE

STAKEHOLDER MAPPING GUIDANCE

AGENDA TEMPLATE

GROUP GROUND RULES

EVENT REGISTRATION SHEET

HOW MIGHT WE? SHEET

PROJECT SCOPE DOCUMENT

COLLECTING DATA AND RESEARCH (GETTING STARTED)

DOING YOUR OWN RESEARCH AND DATA COLLECTION

ANALYSING DATA

PROJECT MANAGING CITIZEN-LED SOLUTIONS

1

WORKSHOP 1 : LISTEN AND MAP

PURPOSE

To understand the net zero challenges and opportunities in your chosen community.

ADVANCE PREPARATION

To help you deliver this workshop, you might use these templates:

- Facilitator checklist
- An editable agenda to detail timings for attendees
- Ground rules sheet
- Details and instructions on how to use Activities 1-3
- Registration template
- Image Release form
- PowerPoint slide show

RESOURCES NEEDED

Copies of the Net Zero Exeter 2030 Plan four themes, pens, sticky notes, large pieces of paper. Projector, screen, and laptop if using the slide show.

SETTING UP THE SPACE

Tables and chairs arranged to enable small group discussion. If using PowerPoint, prepare the projector, screen and laptop in advance. If offering refreshments, have this set up too.

DELIVERY OF WORKSHOP

Use the Listen and Map Workshop Plan on the next page to guide you through the workshop activities.

Time: 1.5-2 hours (maximum)



LISTEN AND MAP WORKSHOP PLAN

TASK	TIME GUIDE	ACTIVITY DETAIL
Welcome and housekeeping	3 mins	Welcome attendees. Location of toilets. Safety notices (fire exits, assembly point, trip hazards etc). Attendance registration sheet, image release form.
Introduction and background	10 mins	Share Exeter Change Makers Toolkit purpose - see 'Who Is This Toolkit For' page 4. Clarify what is net zero? Net zero is achieved when the amount of greenhouse gases going into the atmosphere is balanced by their removal out of the atmosphere. Decarbonisation describes the process where greenhouse gas emission is reduced or fully eliminated. Share the process diagram
Ground Rules	2 mins	Share the Ground Rules. (The group may want to contribute to ground rules or use the given worksheet)
Activity 1: Icebreaker	10 mins	Follow Listen and Map Activity 1: Icebreaker activity sheet
Activity 2	30 mins	Follow Listen and Map Activity 2 sheet
Refreshment break	15 mins	Whilst attendees take a break and network, check the responses from the mapping activity, organise them under the correct subheadings and into positive and negatives. During the break, count out sticky dots for Dot voting.
Activity 3: Dot voting	10 mins	Follow Listen and Map: Activity 3 sheet
Summary and close	10 mins	<ul style="list-style-type: none"> • A brief summary of the discussions. • Steps and date for next meeting. • Reminder to fill out attendance sheet with contact details.
Thank you!	Total time: 1hr30 mins	



LISTEN AND MAP

Activity 1

ICEBREAKERS

This activity has two purposes:

1. For a group that is not known to each other to help get the group interacting.
2. For a group that is known to each other, it will still be helpful in warming up to the topic of net zero.

It's not compulsory to do this activity, but it can be a good starting point.

TASK

Give each person a chance to introduce themselves.

Now:

Ask the group to put the following sandwiches into order with regards to CO₂e emissions. They could discuss in small groups. Put the highest first.

Egg and cress; ham and cheese prepared at home; chicken salad; bacon lettuce and tomato; prawn mayonnaise

Allow about 5 minutes to discuss, and then ask each group to share their thoughts.

Answer:

Prawn mayonnaise (1254.7g CO₂e) BLT (1007g CO₂e); Chicken salad (962.9g CO₂e); Egg and cress (739g CO₂e); Ham and cheese prepared at home (399-843g CO₂e). Range on homemade ham and cheese depends on how it has been made!

(Data from: Understanding the impact on climate change of convenience food: Carbon footprint of sandwiches - ScienceDirect).

If you have extra time, discuss:

- What has brought you here today?
- What do you hope to get out of this session?



LISTEN AND MAP

Activity 2

PURPOSE

To categorise challenges and opportunities under the four Net Zero Exeter 2030 Plan headings of TRANSPORT, ENERGY, SUSTAINABILITY and CAPABILITY.

TASK

Split into small groups and ask for a volunteer from each group to take notes and summarise their discussions.

RESOURCES

Pens, pencils, sticky notes, flip chart paper. Maps, building floor plans, activity photographs, could be used as prompts, but are not essential.

Now

Step 1: Starting with Q1, follow these steps for each question in turn:

- Consider the question as individuals and write each response on a separate sticky note
- Then discuss in a small group and find any similarities
- Then share back to the whole group

Q1: What things do you like about your community?

Q2: Thinking about your community, what challenges do you see that relate to the four themes in the Net Zero Exeter 2030 Plan.

Q3: Thinking about your community, what opportunities do you see that relate to the four themes in the Net Zero Exeter 2030 Plan.

Step 2: Following whole group discussion of Q3, ask them to place their sticky notes from Q2 and Q3 on large paper that has been headed with the net zero themes of TRANSPORT, ENERGY, SUSTAINABILITY and CAPABILITY, and with columns for challenges or opportunities on each sheet. Group together any similar themes. Also collect in the sticky notes on what the group likes about their community.

Next: During a break for attendees, check the responses are placed a) under the correct theme headings and b) into challenges and opportunities. Take time to count out sticky dots needed for Dot-voting using the guide on the next page.



LISTEN AND MAP

HOW TO CHOOSE NUMBERS OF 'DOTS' IN DOT-VOTING

Method 1:

To ensure voting is conclusive, allocate each participant with dots equal to 25% of the total vote options. For example, if you have 12 voting options, each person will get 3 dots.

If there is a split vote: A way to resolve this is for each person to put a number order on their dots, with number 1 being their first choice, 2 their second and so on. When voting has been completed you can calculate a weighted vote for each of the options.

This method is only recommended if you do not have many voting options. Keep the number of dots to fewer than 5.

Method 2:

An alternative is to give attendees 3 dots which they can place against their preferred choice. They can distribute the dots as they wish. For example, they may want to put all three dots against their preferred option.

Following the voting

Once this activity has been completed, it should give a clear visual representation of themes important to the community.

Give a verbal summary of the findings and explain that the next workshop will define the challenge raised so that by the end of that session there will be a project idea that the community can develop further.



LISTEN AND MAP

Activity 3

PURPOSE

To prioritise the top three issues that are relevant to the community.

TASK

Dot-voting.

RESOURCES

The headed flip chart paper with sticky notes attached. Sticky dots.

Now

Step 1: Feed back some of the sticky note comments to the group, giving examples. Eg. there may have been several comments regarding volume of traffic (TRANSPORT) in a particular area of the community (CHALLENGE). This could relate to wanting to increase active travel (OPPORTUNITY). Food poverty (CHALLENGE) and plans for a community larder (OPPORTUNITY) could be all placed under SUSTAINABILITY.

Step 2: Allocate sticky dots to each participant according to the Dot-voting methods described. Invite them to use their dots to vote for the challenges or opportunities that mean the most to them.

Next

Before the next workshop, count and analyse the Dot-voting votes and work into a format to share at the next workshop. This could be a simple list, or represented visually as graphs or wordclouds.

TIP You can access [free word cloud generators](#) online.

People

In addition to those who expressed an interest in the initial workshop, consider extending the invitation to the Define the Challenge workshop to include the wider community. Take a look at the Stakeholder Mapping guidance for ideas.

WORKSHOP 2: DEFINE THE CHALLENGE

PURPOSE

To define the challenges or opportunities the community wants to address and decide collectively on one challenge to take forward.

ADVANCE PREPARATION

To help you deliver this session, you will find the following items useful:

- Facilitator checklist
- Editable agenda for the workshop session
- Ground Rules sheet
- Net zero themes sheet
- Workshop Two activity sheets
- 'How Might We?' card, one per group

The facilitator checklist used in the Listen and Map Workshop can be used with the Define the Challenge Workshop as well.

RESOURCES NEEDED

Copies of the Net Zero Exeter 2030 Plan four themes, pens, sticky notes, large pieces of paper. Projector, screen, and laptop if using the slide show.

SETTING UP THE SPACE

Set up your space for the event to present the feedback received from the Listen and Map Workshop. For small group discussions, seat people around tables, or create a circle of chairs.

DELIVERY OF WORKSHOP

Use the Define the Challenge Workshop Plan on the next page to guide you through the workshop activities.

Time: **1.5-2 hours** (maximum)

DEFINE THE CHALLENGE WORKSHOP PLAN

TASK	TIME GUIDE	ACTIVITY DETAIL
Welcome and housekeeping	3 mins	Welcome attendees. Location of toilets. Safety notices (fire exits, assembly point, trip hazards etc). Attendance registration sheet, image release form.
Introduction and background	5 mins	Share a recap of the previous session, and information on the purpose of today's workshop: <i>To define the challenges or opportunities the community wants to address and decide collectively on one challenge to take forward</i>
Ground Rules	2 mins	Share the Ground Rules from the previous workshop.
Icebreaker	5 mins	A Google search produces... 0.5g CO ₂ e for one simple search 5.6g CO ₂ e 5 minutes web browsing from a smartphone 8.2g CO ₂ e 5 minutes web browsing from a laptop Data from 'How bad are bananas?' by Mike Berners-Lee Q: Would it make you think twice about browsing? <i>CO₂e - total climate change impact of all the greenhouse gases (eg methane, dinitrogen oxide) caused by an item or activity expressed in terms of amount of CO₂ that would have the same impact over 100 years</i>
Activity 1	10 mins	Follow Define the Challenge: Activity 1
Activity 2	20 mins	Follow Define the Challenge: Activity 2
Refreshment break	10 mins	
Activity 3	15 mins	Follow Define the Challenge: Activity 3
Activity 4	10 mins	Follow Define the Challenge: Activity 4
Summary and close	10 mins	<ul style="list-style-type: none"> A brief summary of the discussions. Steps and date for next meeting. Reminder to fill out attendance sheet with contact details.
Thank you!	Total time: 1hr30 mins	

DEFINETHETHE CHALLENGE

Activity 1

PURPOSE

Prioritising net zero challenges and opportunities

TASK

Attendees will be assigned to small groups. Ask someone in each group to take notes, and to be ready to feed back to the main group.

RESOURCES

A summary of the top three statements/topics chosen in the first workshop. This could be a handout, a digital presentation or written on a flip chart. Paper and pens for individuals to record their thoughts.

Now

Organise the attendees into 3 groups with roughly an equal number of people in each group.

Give each group one of the top 3 statements/topics from the Dot-voting at the end of the Listen and Map Workshop.

Note: If you have a lot of people you could have two groups representing each statement. With very few people, you may wish to ask them to work in pairs, or individually look at one statement.

Ask the groups to consider:

Why should this statement/topic be prioritised as a challenge for this community to come together and try to resolve?

What are the pros?

What are the cons?

Next

Share some key points back to the whole group, then move on to Activity 2.

DEFINETHETHE CHALLENGE

Activity 2

PURPOSE

To explore the statement/topic in greater detail.

TASK

To create a 'How might we?' challenge question

RESOURCES

Remaining in their small group, give each a 'How might we?' sheet to complete.

Now

Step 1: Ask the group to consider:

What the problem/challenge is and write it as a 'How might we?' question.

For example, they may have chosen to discuss the lack of solar panels on houses in a location in the city. A question could be **'How might we get more solar panels on houses in our area?'**.

Step 2: Use the '5 Whys' method, a problem-solving technique used to identify the root cause of a problem by asking the question "why" five times until the underlying cause is identified. In the case of a lack of solar panels, the question might revolve around why homeowners have not installed them on their roofs.

Why? - Because they don't understand the benefits of solar energy.

Why? - Because they don't know enough on the topic.

Why? - Because there hasn't been any informative outreach in the area.

Why? - Because there hasn't been enough interest or demand for solar energy

Why? - Installing solar panels costs too much as an upfront expense

So, the root cause of why some homeowners haven't installed solar panels on their roofs in this area is lack of funds and incentives. By identifying the root cause of the problem, it may be possible to begin to develop solutions.

Step 3: Having discussed in depth the 'How might we...?' challenge question, each group will need to word their question so that it contains a verb, object and context. For example:

How might we increase the number of solar panels in our area by 50%?

Next: Move on to Activity 3

DEFINETHETHE CHALLENGE

Activity 3

PURPOSE

To refine the 'How might we?' challenge question and present perceived pros and cons of each option.

Now

It will help to take notes during this activity.

Step 1: Each group has time to present their 'How might we...?' challenge question, along with key points from their discussion, including pros and cons they have identified. Allow time for questions. Continue until all groups have presented.

Step 2: Having taken on board any comments made by the rest of the attendees, groups may want to refine their 'How might we?' challenge question. Give time to make changes.

Step 3: Groups share their question back to the whole group. This refined version will be put forward for voting in the next activity.

Next: Move on to Activity 4

DEFINETHETHE CHALLENGE

Activity 4

PURPOSE

To reach a consensus of one, net zero citizen-led project which will be taken forward to the next stage of the process.

TASK

Dot-voting

RESOURCES

Refined 'How might we...?' challenge questions on paper. Sticky dots.

Now

This next stage of the process is to choose the challenge/topic that the group would like to take forward to design into a project. This will be done by voting for one of the 'How might we...?' challenge questions using Dot-voting.

Step 1: Ensure each attendee receives their dot sticker and places it on the statement of their choice.

Step 2: Count up and record the vote. If the vote is split refer to the note on this in the section 'How to choose numbers of 'dots' in Dot-voting' on page MAP 5 of 6.

Once the Dot-voting exercise has been conducted, it is hopefully possible to see a consensus of one net zero, citizen-led project which will be taken forward to the next stage of the process.

Reminder: This is not intended to dismiss the other ideas, the purpose is to prioritise one for working on first. Other ideas could be returned to at a later date.

Next: It is time to form a working group for the Research and Development section and ask for volunteers to join it. They will be responsible for carrying out background research on the net zero theme and proposed project. This could be done using a sign-up sheet.

3

WORKSHOP 3: RESEARCH AND DEVELOPMENT

PURPOSE

The aim is to understand the topic better and complete a draft of the Project Scope document.

ADVANCE PREPARATION

In this section the working group formed at the end of the Define the Challenge Workshop will do background research into the selected idea and develop it further.

Ensure you have contact details for each person in the group and agree a schedule with them. If online, let all members of the working group know when and where to meet, e.g. a meeting on Zoom, or Microsoft Teams.

A suggested 3-step schedule would be:

1. **Meeting One** (in-person or online) of the working group to discuss tasks for the group and assign them. Use the 'Meeting One: Research and Development' Plan to help you plan this session.
2. **Independent research** and data collection activities in own time for an agreed period
3. **Meeting Two** (in-person or online) to discuss findings from research tasks and to use them to draft the Project Scope document. Also, to agree an agenda for the final full community meeting. Use the 'Meeting Two: Research and Development' Plan to help you plan this session.

The following will be the same for both meetings:

RESOURCES

Sticky notes (or online version), note paper, pens, highlighters, copies of the Project Scope document (or digital access to it), copies of the Exeter Net Zero 2030 Plan (or digital access to it).

SETTING UP THE SPACE

You will want a circle of chairs for small group discussion. If using digital slides or other display, you may want a projector and screen to accompany your laptop.

Meeting time: **1.5 hours** (minimum)

Delivery of meetings: There are suggested plans for both meetings in the following pages.

MEETING ONE: RESEARCH AND DEVELOPMENT PLAN

TASK	TIME GUIDE	ACTIVITY DETAIL
Welcome and housekeeping	3 mins	Welcome attendees. Location of toilets. Safety notices (fire exits, assembly point, trip hazards etc). Attendance registration sheet, image release form. Ask someone to take notes during the discussions.
Ground Rules	2 mins	Share the Ground Rules from the previous workshop.
Introduction and background	5 mins	A suggested introduction script: <i>Workshop 2 ended with a Dot-voting exercise from which one net zero challenge or opportunity was selected. We have formed a working group to research and further develop the idea and to start drafting the Project Scope document.</i> <i>Following our investigations, there will be one further meeting of the community group at which we will share the drafted idea and any research data collated.</i> As the 'Working Group' we will do background research and project scoping activities prior to the final meeting. <i>We can work together or divide up the tasks we identify.</i>
Activity 1 Objective: To understand the chosen net zero challenge/ opportunity better	15 mins	Look at the Net Zero document together and focus on the theme related to your chosen project idea. Ask the group to highlight key information in the Net Zero Exeter 2030 Plan document that relates to the project idea. Consider: <ul style="list-style-type: none"> • Why is this theme important? • Which direct action in the plan will your project address? • Are there case studies that give ideas for your project?
Activity 2 Objective: To have an open discussion about the project that will help it take shape and suggest areas needing more research, where data evidence would support the proof of the concept and value of the project.	20 mins	Ask the group to consider and discuss the following questions. Working in pairs, split the questions and then reconvene to share discussions with the rest of the group. You can use the Worksheet: 'Project managing citizen-led practical solutions' to help guide this discussion. <ul style="list-style-type: none"> • What is your project? E.g will it be a physical project (such as creating a garden, installing solar panels), digital, an event or campaign, a policy change (car free day, zero waste), or otherwise? • Who is the project for? • What is the main objective of the project? • What are the intended benefits? • Where will the project be located? • Does your community need this project? How will you prove this? • Is there a similar project already happening? How will your project fit in? • Who do you need to help support this project? • Will you need permissions to deliver this project, either legal, or as a courtesy?

MEETING ONE: RESEARCH AND DEVELOPMENT PLAN (CONTD)

TASK	TIME GUIDE	ACTIVITY DETAIL
Refreshment break	10 mins	
Activity 3 Objective: To identify types of research tasks and assign tasks to individuals in the group.	15 mins	<ul style="list-style-type: none"> Look at the Project Scope document to see what key information is needed to complete each section. Discuss what sort of research and data might be needed for your project planning Create a list of research tasks, including all the data you think will need to be collected to support the project idea For ideas, take a look at the 'Collecting Data' and 'Analysing Data' sheets included in this toolkit.
Activity 4 Objective: To assign research tasks to each person in the Working Group so the work is shared out.	10 mins	<ul style="list-style-type: none"> Using the list created in Activity 3, ask the group to volunteer for the different research tasks, or share them out as evenly as possible if people are happy to take on any task. Agree the date of your next meeting You may want to keep in touch and share progress via a group email, or perhaps a WhatsApp group.
Summary and close	10 mins	<ul style="list-style-type: none"> A summary of the discussions. Steps and date for next meeting.
Thank you!	Total time: 1hr30 mins	

MEETING TWO: RESEARCH AND DEVELOPMENT PLAN

TASK	TIME GUIDE	ACTIVITY DETAIL
Welcome and housekeeping	3 mins	Welcome attendees. Location of toilets. Safety notices (fire exits, assembly point, trip hazards etc). Ask someone to take notes during the discussions.
Ground Rules	2 mins	Share the Ground Rules from the previous workshop.
Activity 1 Objective: To share the research and data each person in the Working Group has completed.	25 mins	Assign time for each person to share their significant findings. Choose a method of sharing that suits your group, they may wish to offer documents for reading, or to make a presentation. <i>Note: If you have been keeping in touch in advance of this meeting, this may just be an overview or summary of information already shared.</i>
Activity 2 Objective: To bring together the different elements of research and analyse them for inclusion in the Project Scope document.	15 mins	<ul style="list-style-type: none"> If a person has taken on the role of Project Scope document holder, they can remind the group of the sections of the document. Hold a group discussion on where the completed research and data fits into it. Find a volunteer to collate all the research and data and write it into the Project Scope document
Refreshment break	10 mins	
Activity 3 Objective: to further define the project for the Project Scope document.	15 mins	Hold discussions on the following, take notes and share these with the Project Scope volunteer. You can use the Worksheet: 'Project managing citizen-led practical solutions' to help guide this discussion. <ul style="list-style-type: none"> Who is this project for? What is the main objective of the project? What other benefits will the project bring to the community? Where will the project be located? Who needs to be involved to support the project? What permissions will be needed? E.g. planning permission, event licence
Closing discussion:		<ul style="list-style-type: none"> Agree who will collate the information and draft the Project Scope document for the final meeting. It could be the same person, or a different volunteer who will write an agenda for the final meeting. Decide a date for the final meeting (if not already set) and share details of the final meeting to the whole community group.
Close, and thank you.	Total time: 1hr30 mins	

4

WORKSHOP 4: FINAL COMMUNITY MEETING

PURPOSE

To share the findings from the research and development and gather feedback on a draft project scope document.

The group can then decide whether to pursue the project and individuals can consider whether to become involved and start to form a project group.

ADVANCE PREPARATION

Book the venue and arrange refreshments if required. Print copies of the draft Project Scope document, or ensure it can be displayed on a screen.

PEOPLE

Ensure all the Research and Data Working Group are aware of their role in the session. Invite all previous attendees from the community and any key stakeholders identified during the research phase.

RESOURCES

Project Scope document copies, Net Zero Exeter 2030 Plan themes, paper, pens, sticky notes, projector, screen, and laptop if using.

SETTING UP THE SPACE

Set up tables and chairs so that small group discussions are possible. Put flip chart paper where it can be seen easily, with the discussion questions from Research and Development Activity 3 displayed.

Meeting time: **1.5 hours** (minimum)

Delivery of meetings: There are suggested plans for the meeting on the next page.

FINAL COMMUNITY WORKSHOP PLAN

TASK	TIME GUIDE	ACTIVITY DETAIL
Welcome and housekeeping	3 mins	Welcome attendees. Location of toilets. Safety notices (fire exits, assembly point, trip hazards etc). Attendance registration sheet, image release form.
Introduction to purpose of session	5 mins	The purpose of this meeting is: <ul style="list-style-type: none"> To share the findings from the research and development and gather feedback on a draft project scope document. The group can then decide whether to pursue the project and individuals can consider whether to become involved and start to form a project group.
Ground Rules	2 mins	Share the Ground Rules from the previous workshops.
Activity 1 Presenting	30 mins	<ul style="list-style-type: none"> Present the research and data collection findings to the group, in the format discussed with the Research and Data Group. Share the draft Project Scope document. <p>You could use the Worksheet: 'Project managing citizen-led practical solutions' to provide some discussion points on the Project Scope document.</p>
Activity 2 Discussing	15 mins (with further 10 mins after break)	<p>After presenting the draft Project Scope document, use the assembled group to work on the detail and generate further ideas about how the project might become a reality.</p> <p>Working in small groups of 3-6 people, share out the questions given below and invite groups to discuss them and take notes to share back to the whole group.</p> <p>Questions for the group to consider:</p> <ul style="list-style-type: none"> What opportunities and additional benefits would this project bring? What challenges can you see? What are the risks of the project, e.g time, cost, legal requirements, resources? How will we know if the project has been successful? Who are our key stakeholders? Who is missing? What funding opportunities might there be? How could this project be sustained?

FINAL COMMUNITY WORKSHOP PLAN (CONTD)

TASK	TIME GUIDE	ACTIVITY DETAIL
Refreshments break	10 mins	
Activity 2, continued	10 mins	
Activity 3 Sharing	10 mins	<ul style="list-style-type: none"> • Have flip chart sheets around the room, one for each question, and each group can place their sticky note suggestions on it. • Allow time for everyone to circulate and view the other responses. • Come together and take 2-3 points from each group.
Activity 4 Voting	5 mins	<ul style="list-style-type: none"> • Now is the time to decide if there are people in the room who would like to take the project forward. • You could ask them to put their hand up to vote to carry out the project, or you could collect contact details for those who would like to be involved in the next stages. • If the decision is to carry the project forward, plans for the next meeting could be made now.
Close and thank you	Total time: 1hr30 mins	Thank everyone for their time and commitment to the process.

AFTER THE WORKSHOP

Follow-up advice

The next pages detail some places you could go in Exeter to get help to develop the project further.

NEXT STEPS

WHERE TO GO FOR FURTHER INFORMATION, ADVICE AND SUPPORT

The following are some suggestions on where to go next for advice, support and information to make the project a reality. This is not an exhaustive list, and contacts listed may be subject to change over time.

Organisation/project support and funding advice

[Exeter Connect](#) A voluntary and community sector support service, working to empower and strengthen community groups in Exeter. They offer free advice, training, networks, and events.

[Community Action Group Devon](#) (CAG Devon) focuses on supporting community groups that are developing projects that reduce waste – from repair cafes to food surplus fridges. A large resource section to help set up community groups/projects.

[Planet and People](#) A CIC that has two strands of business. They work with businesses to help them on their net zero journey and use the profits from that to support schools in developing /enhancing environmental impact and engagement.

[The Green Futures Network](#) is a collaborative platform that provides free access to current environmental information and resources, bringing together various organisations, including businesses, community groups, local governments, and charities, to address the challenges posed by the climate and ecological emergencies. The network serves as a hub for sharing knowledge and exchanging ideas related to environmental sustainability. They occasionally organize events in Exeter and provide online opportunities to learn from and collaborate with the University of Exeter.

Sustainable energy and technology

[Exeter Community Energy](#) Their focus is to promote and develop local community ownership and management of energy projects. The website has details on how communities can be active renewable energy producers.

Community gardening and green spaces

[Devon Wildlife Trust](#) this organisation owns and manages many green spaces in Exeter. They work closely with local community groups and [Exeter City Council](#).

[Exeter Green Space](#) is a network of community groups focusing on green spaces in Exeter.

[Exeter Seed Bank](#) encourages sharing different seeds for planting. Exeter Seed Bank is focused on bringing people together through plants. They host events and collaborate with other organisations.

Active travel and transport

[Ride On](#) supports individuals and groups in opting for bikes. They provide courses and workshops for people wanting to service bikes.

[Co Bikes](#) operate a bike and electric car share scheme. You can request a Co Bike location near you.

[Active Devon](#) is a useful website to find resources, inspiration and opportunities in active travel in Devon.

[The Exeter Cycling Campaign](#) is a lobby group with the primary focus to support the transition to cycling in Exeter.

Community action and local climate change support and resources

[Climate Action Hub](#): a physical space to discuss climate change and loss of nature with like-minded people in a safe and friendly place. The Hub is available for groups who are members of [Exeter Community Alliance](#) to use.

[The Climate Café](#) provides a space where people can discuss their fears and worries without judgement in a safe space.

[Transition Exeter](#) is part of the global Transition Network and have various projects throughout Exeter which cover all areas: from energy and food to economics. Useful to explore for inspiration and developing a network.

[The Exeter Civic Society](#) have a variety of groups and projects that relate to environmental concerns. For example from 2023, New projects for 2023 are shaping up: Active Travel and Tree Preservation - Exeter Civic Society

[Wellbeing Exeter](#) provides support, guidance, and opportunities, helping individuals discover and develop their own paths to a fulfilling and connected life. Their Community Builders team focuses on supporting local residents and communities in developing their own ideas and initiatives. Their goal is to foster community engagement, improve well-being, and create a better living environment.

One of [Devon Communities'](#) aims is to work with communities to develop innovative ways to achieve community resilience and a positive impact for climate change and sustainability.

[Devon Climate Emergency](#): raises awareness of climate change and encouraging action to address the challenges posed by climate change and ecological degradation. There are resources for schools, community groups, organisations and local councils, such as carbon footprint calculators and links to funding opportunities.

Funding

The focus of the list below is on local sources of funding. For advice on other options, try contacting some of the previously listed organisations, such as Exeter Connect, who can offer advice on current funding options.

- [Devon Funding News](#) keeps updated news on funding opportunities.
- [information on further sources of advice](#) and support.

Local

[The Exeter Ward Grants Programme](#) offers up to £350 to supports local community projects.

[The Exeter Community Lottery](#) raises funds through sales of lottery tickets, this money can then be used towards good causes in the city. Community and charity groups can register as beneficiaries.

Some [information from the council](#) on climate related grants for residents.

[Devon County Councillor](#)'s hold budgets that can be put towards projects in the county.

There are [several funds available](#) that focus on areas such as energy efficiency, renewables, resource management, biodiversity, nature conservation.

[The Green Innovation Fund](#) is a competitive grant scheme run by Devon County Council. The grants can provide financial support for various initiatives such as renewable energy projects, energy efficiency improvements, sustainable agriculture, waste management, and green infrastructure development.

[Devon Environment Foundation](#): an organisation that supports grassroots projects that regenerate nature, especially those that can be replicated and scaled across Devon. Award grants to local non-profit organisations, associations, clubs or unions, social cooperative enterprises or other local bodies, including research centres.

[Devon Community Foundation](#) ensures funds are given to community groups in local areas.

National

[The National Lottery Community Fund](#) gives financial support to projects and activities that transform communities.

ADDITIONAL INFORMATION ABOUT THE TOOLKIT

ADAPTATION OF THE TOOLKIT FOR ONLINE USE

Sometimes it might be more convenient to meet online, and this has the advantage of reducing travel time, costs and emissions of CO2!

The following are some suggestions of ways to do this for those not familiar with online meeting tools. This is not an exhaustive list - a quick internet search using 'online meeting platforms', will reveal further options.

Online meeting platforms

There are many platforms available to arrange online meetings, some of the most commonly used being Zoom, Microsoft Teams, or Google Meet. Some people have a preference for a particular platform, and the functions it offers.

For the toolkit, you are likely to want something that allows smaller group breakout rooms, 'sticky note' style interactions, sharing of presentations and so on.

For convenience and security, it's helpful to be able to mute any attendee, and remove people from the meeting if there are any issues. It can also be helpful to have an extra person to monitor any chat function and help admit people into the meeting if you are busy talking.

Breakout Rooms

For the small group discussions, common online meeting platforms such as Zoom, or Microsoft Teams, have functions for attendees to have separate chat rooms.

Online sticky notes

Try online labelling if using digital engagement, e.g. [Miro](#)

Online voting

Your chosen meeting platform may have options for this, or try [Mentimeter](#)

Online booking:

If you are promoting your online meeting, it's advisable to ask people to book in advance, and for them to provide contact details, to agree to any requests you may have such as recording the meeting and so on. This also gives you some security of knowing who is in your meeting and how to reach them. [Eventbrite](#) is a common platform for organising event bookings.

HOW IS THIS TOOLKIT SUSTAINABLE AND INCLUSIVE?

- It is digitally available
- It is easy to share
- Original print run on FSC certified paper, vegetable oil-based inks, biomass toners, eco-solvent inks, and chemical-free printing plates have been used.

The toolkit is versatile and inclusive, to empower all members of society to engage in net zero in Exeter. Thought, consideration and research have enabled us to source and supply this toolkit and its resources with the least carbon.

We have made it a free resource that is available to everyone. We have given people a choice as to how they use the toolkit, which is why it is available as an online resource as well as a printed copy.

We recommend using local sustainable suppliers for any activities resulting from the toolkit, e.g. printers, caterers.

Can I share the toolkit with others?

The toolkit can be used and shared by anyone in its original form and adapted for individual group use. It is a free resource.

Any queries concerning its use please see the Exeter City Futures website.

Acknowledgements

Thank you to all the people and organisations who have helped produce this toolkit, and to review it, test it, and share it. The support provided has been invaluable.

NETZERO EXETER PLAN THEMES



Transport: Well-connected, with an infrastructure and modes of transport that are safer, cleaner, more active, efficient and inclusive.



Sustainability: A sustainable city that has minimal impact on the planet and its local environment, by greening the city, supporting local food suppliers, improving air quality and managing waste better.



Energy: A city with an energy system that is free from carbon, where renewable energy is available to everyone and energy consumption is reduced.



Capability: An analytical, innovative and collaborative city that boosts the skills and capabilities of our residents, entrepreneurs and workers in collectively delivering net zero.

STAKEHOLDER MAPPING GUIDANCE

Stakeholder mapping is a task that can help you identify, understand and prioritise the interests and concerns of various stakeholders.

Stakeholders (those who might be affected by a project) may be able to contribute skills and knowledge, as well as be benefactors of a project. Possible stakeholders could be local businesses, schools, sports clubs, libraries, youth and community groups, local advocacy and campaign groups, councillors, MPs, faith groups, parent and toddler groups, history or cultural societies, lunch clubs, residents etc.

Stakeholders could be against a project, but still have a right to voice their opinions, so it is important to include them when you are 'mapping' out who may be impacted and therefore who to invite to workshops.

If you are a pre-existing group, you will already have a list of people so you could begin by asking who wants to take part in a project, and using the schedule template, map out their involvement at each stage.

To do this you could use a stakeholder mapping tool to help you identify, understand and prioritise the interests and concerns of various stakeholders. E.g. [Miro](#) or [The Grass Roots Collective](#).

To create a stakeholder map, you can follow these steps:

1. **Identify the issue or project you want to focus on.** You may already have an idea what that might be based around, eg. active transport or biodiversity.
2. **Identify the stakeholders.** Make a list of all the stakeholders who may be impacted by the issue or project.
3. **Categorise the stakeholders.** Once you have identified the stakeholders, you can categorise them as high, medium, or low priority based on their level of influence and interest in the issue or project.
4. **Analyse stakeholder interests and concerns.** For each stakeholder, identify their interests, concerns, and potential actions they may take. This can help you to better understand how each stakeholder may be impacted by the issue or project.

Tip

There are also a number of online project management tools that can assist with organising, eg www.monday.com which help manage the work using a variety of tools such as Gantt charts, Kanban boards, tables, timelines and calendars.

Tip

Are there any other groups in your community that are doing similar work? If so, you could join up with them and support their action so that you are not duplicating activities.

GROUP GROUND RULES

All are welcome and valued in this process.

Our aim is to be inclusive and therefore committed to providing opportunities for everyone to share their ideas and opinions. The group may not always be in agreement, but we ask that everyone is kind and respectful in the way they speak to others, considering all ideas with an open mind.

Everyone has an equal opportunity to be heard.

To help achieve this and give everyone space to speak, please be brief and to the point when voicing your ideas, opinions or queries. We will use the 'park it' rule for discussions that are off the main topic or require more time or information than is available at this meeting.

Participation can be verbal and non-verbal.

This will allow those who do not want to speak publicly to still have their point of view shared with the group.

One person speaks at a time.

Refrain from side conversations so that attention is given to the person speaking. If you think you will forget an idea that comes to mind, write it down.

When you speak, (if not known to the group) state your name.

In a public meeting, it can be helpful to know who is speaking and/or what they represent, e.g. live in the community, own a local business.

The meeting is a discussion where we want to generate ideas and work together.

The purpose is to hear many points of view and explore many options and solutions.

Listen to and respect other points of view.

Try to be objective, fair-minded and unbiased, seeking to understand the pros and cons of each option presented, not just those that you prefer.

HOW MIGHT WE?

YOUR 'HOW MIGHT WE?' QUESTION

For example: **How might we** increase the number of solar panels in our community?

WHO DOES THIS AFFECT?

For example: Homeowners, businesses or faith groups

WHY IS THIS A CHALLENGE/ OPPORTUNITY?

For example: Why are there not many solar panels in your community?

CREATE FIVE WHY QUESTIONS ABOUT THE CHALLENGE/OPPORTUNITY

Why? *Example: Why are there not many solar panels in your community?*

Why?

Why?

Why?

Why?

Why?

REFRAME THE QUESTION

Can you reframe your 'How might we...?' question so that it contains a **verb**, an **object** and a **context**? For example: How might we **increase** the number of **solar panels** in **Acacia Road** by **50%**?

COLLECTING DATA AND RESEARCH

GETTING STARTED

If you are wondering where to get started with collecting data for your research, these questions can help.

- What data is needed?
- Is the data already available?
- How can the data be accessed?
- If unavailable, how can data be collected?

Types of Research Data

Data might be qualitative, i.e. descriptive, or quantitative where it is numerical in nature. Using both types of data in a project will yield the best outcomes because qualitative data can provide context and quantitative data, hard measured evidence.

The first important step is to find out what data exists to evidence or support change on the 'How might we?' questions.

Where to Find Data

Open data is readily available from the following sources:

Air quality monitoring - [Real time air quality data](#) - Exeter City Council Graph of hourly measurements for Exeter Roadside - Defra, UK

Find open data - data.gov.uk

Office for National Statistics ons.gov.uk

[UK Data Service](#)

Datasets - data.europa.eu

[Google Public Data Explorer](#)

To approach Exeter University for research help, you can contact their [Community Partnership Hub](#)

If, however there is no data available for your challenge, then you may need to research and collect your own. See the 'Doing Your Own Research and Data Collection' worksheet for guidance.

DOING YOUR OWN RESEARCH AND DATA COLLECTION

If there is no existing research or data to answer queries you are looking into for the Project Scope document, you may need to collect your own.

You may also want to create data that is specific to your community. The following section provides some examples of methods of research and data collection that could be useful.

Surveys and questionnaires that include both closed and open questions. A closed question elicits one- or two-word replies, but open questions require answers with more information.

Online mapping tools to map assets within the community as well as documenting challenges and opportunities within the community. Exeter Connect have a great [example of using Google Maps](#) to collate share information on warm spaces in Exeter.

Monitoring emissions using instrumentation eg, air-quality tubes. You can find out about air-quality monitoring in Exeter from the council.

Focus groups to share the vital experiences and ideas of a range of stakeholders.

The makeup of these groups will depend on your 'How might we?' question. For example, if your 'How might we?' question is around improving everyday cycling, then you might want to invite Devon County Council, Exeter City Council and urban designers to a focus meeting.

Walkabouts allow you to understand a challenge within the natural setting. Using photos/videos can provide time-stamped images. Devon Community Foundation have some interesting examples of how information about a community can be contributed to by a walkaround, talking to people in the community at the time. Interviews to gather an in depth and personal understanding of people's thoughts and experiences.

Archival research provides data on historic events which might provide you with patterns and ideas that you have not previously considered.

Issues to be Aware of

When collecting and storing data, there are legal and ethical requirements that come under the General Data Protection Regulation (GDPR). To remain within the regulations, you must ensure that the data you hold is:

- processed lawfully, fairly and in a transparent manner in relation to individuals
- used for the declared purpose only
- limited to the data needed for the declared purpose
- accurate
- not kept for longer than necessary
- held securely.

Friends of the Earth have produced a [helpful guide](#) that gives more information.

ANALYSING DATA

Once the data has been collected, it needs to be organised and analysed to draw conclusions and reveal themes.

Step 1

Define your goals

Before you start analysing your data, you need to set clear objectives of why you wanted to collect the information in the first instance. Revisit the 'How might we?' question to have a clear idea of what you were originally looking for.

Step 2

Clean your data and remove anything not needed

Your analysis is only as good as the data you start with. If the information collected is inaccurate, or inconsistent, then the insights you get from your analysis will be incomplete or misleading. Once you have your data, spend time cleaning it up by making sure it is consistent and does not include duplicate information.

Step 3

Develop a data coding system

This involves identifying and summarising the central themes and patterns in your data. Choose key words/phrases relevant to the 'How might we?' question. The keywords could relate to ideas, behaviours, or themes.

Step 4

Give each keyword a colour

Then, as you read any transcripts and other notes, use highlighters to 'code' relevant text with the assigned colour.

Step 5

Identify

Having colour coded your data, identify recurring themes.

Step 6

Validate your evidence

For example, with quantitative data you will need to compare sets of figures obtained from other studies to see if your research shows that there is a causal link. With qualitative data, this might include randomly choosing a sample of completed surveys and reaching out to the respondents to examine their responses to a certain set of questions.

As part of this process, compare your findings to other related studies to look for connections or different points of view. Include these in your feedback to the wider group.

PROJECT MANAGING CITIZEN-LED PRACTICAL SOLUTIONS

You can use this worksheet to help design the project. There are discussion points that look at key considerations for developing and managing a project.

What is your project?

Physical - eg clearing an area that is an eyesore or repurposing a plot

Digital - eg a website or web application

Event/Campaign - eg helping members in your community to be carbon literate

Policy - eg increasing bike usage for the vulnerable

Local Plan related - when the Local Plan is being prepared, this is when you can have the most influence regarding shaping the future of your local area

Other

Who is the project intended for?

Who within the community is the project immediately intended for, and who is it indirectly reaching? For example, your project may be to increase active travel to a local school so that traffic is reduced in that part of the community. Indirectly, there would be the potential for physical and emotional health benefits from increased exercise as well as a reduction in pollutants emitted from vehicles.

Create a clear vision of your project objectives and outline the intended benefits

The project objectives set out what you hope to accomplish for your community and will be key in garnering support for your project. For example, your objective might be to distribute produce grown at an allotment within your community. The intended benefits would be manifold, including reducing food waste; fewer food miles; reduced costs; increase in fruit and vegetable consumption to name but a few.

Where is the project located?

The location of the project will determine where it is located ie; will it be geographically within the community local area; city wide or an online/digital campaign space to create engagement or political change?

Does your community need this project?

What engagement do you need to take forward with the wider community beyond your working group and stakeholders to understand if this project is of need within the local community?

Is this project already happening?

Are there any local strategies, organisations or initiatives already working in this area? If so, how will your project fit in?

Who do you need to get on board to help support this project?

Further help and support can be gained by identifying different levels of stakeholders and audience groups who you think will share your vision of the project.

What skills do individuals in your group already have?

Is outside expertise is required and who would be best placed to provide it? Supporters may be family; friends; community members; community organisations; education organisations; local small businesses; larger city organisations; local councillors and/or city leadership

Do you need permissions from organisations to deliver your project?

Does your project need legal, council, or organisational permissions or agreements to deliver your objectives? E.g. If your project is to construct or rebuild a community building, then planning consent could be required

Planning involves working out the tasks required to complete the proposed project.

These should be specific and assigned to someone to do within a timeframe. Sometimes a bigger action will be composed of a series of smaller steps. During this strategic planning phase, it can be helpful to identify:

- the bigger actions
- a completion date
- a key person responsible leaving the specific tasks to be filled in as required.

The Project Scope Document template in the toolkit can support your group to design the project.