

Young Innovators Panel – Final Report: Appendix



BLUE MARBLE

Young Innovators Panel – DAY 1 Materials

This appendix includes the slide show and discussion guide used on DAY 1 of the South Staffs Young Innovators Panel. For full report, please refer to *South Staffs YIP 2023 FINAL REPORT*.



BLUE MARBLE

Today's agenda

	What's happening when
09:30	Welcome
09:45	Meet your team
10:00	Discovery session: introduction to the water sector
10:30	Group discussion: life today & environmental views
11:00	Comfort break
11:15	Speed immersion: topics for main challenge
12:30	Lunch
13:15	Speed immersion: topics for main challenge
14:00	Main challenge briefing
14:15	Comfort break
14:30	In teams: main challenge planning
15:45	Next steps
16:00	End of Day 1!



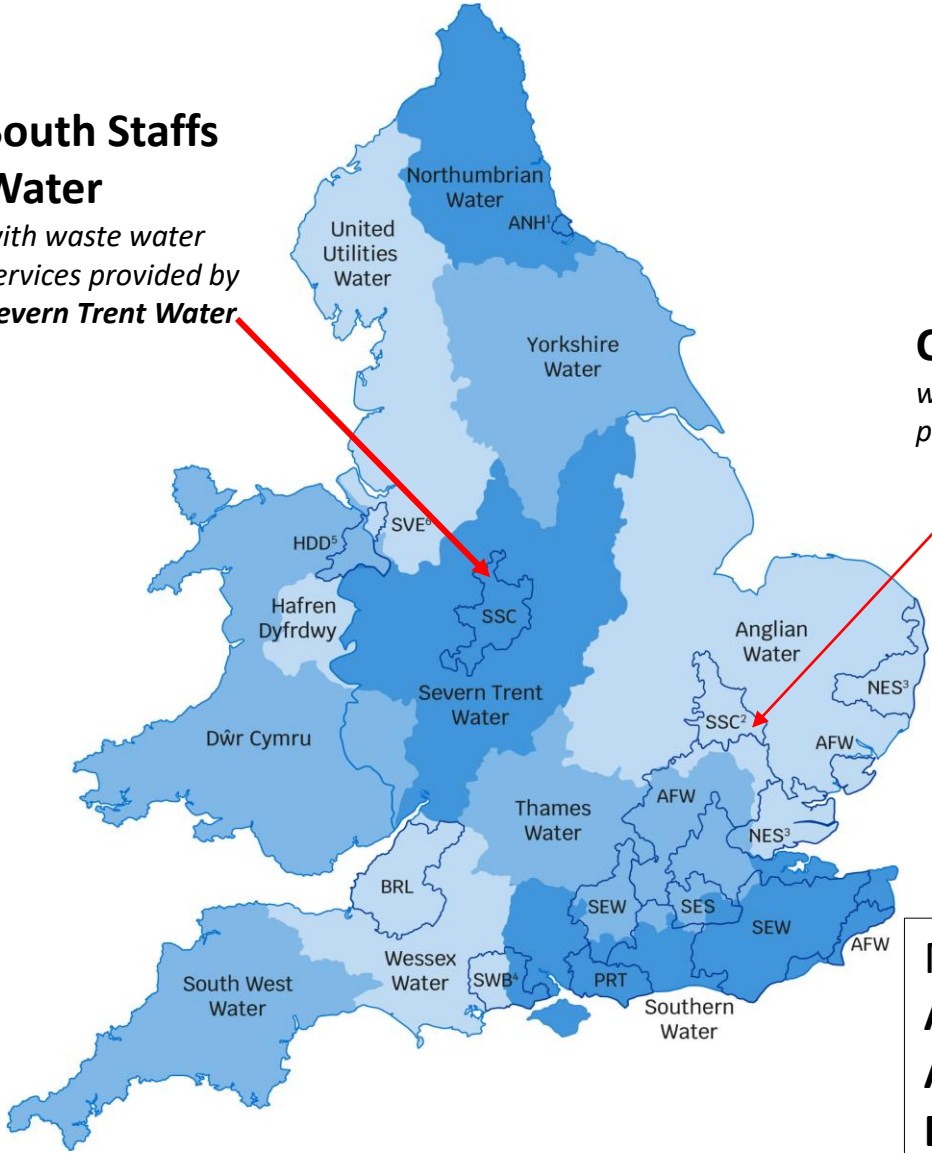
Water companies in England and Wales

South Staffs Water

with waste water services provided by Severn Trent Water

Cambridge Water

with waste water services provided by Anglian Water



- One water company per area – **household customers don't get to choose** their company
- 10 water and sewerage companies (WASCs)
- 6 water only companies (WOCs)
- **South Staffs Water and Cambridge Water** (which it merged with in 2013) provide **only clean water services.**

Map legend

AFW	Affinity Water
ANH	Anglian Water
BRL	Bristol Water
HDD	Hafren Dyfrdwy (Welsh)
PRT	Portsmouth Water

NES	Northumbrian Water
SES	Sutton and East Surrey Water
SEW	South East Water
SSC	South Staffs & Cambridge Water
SVE	Severn Trent Water
SWB	South West Water

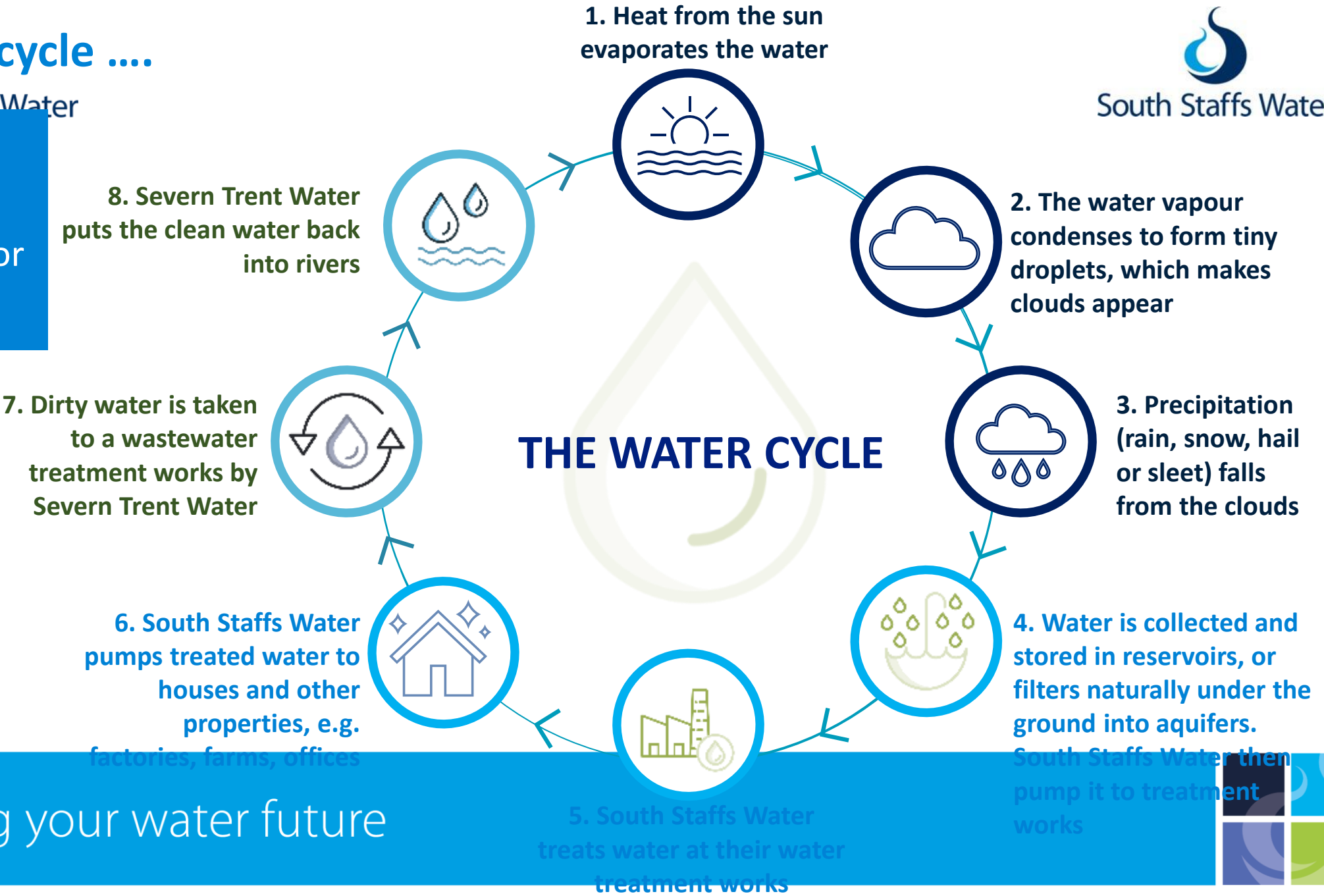
The water cycle

Cambridge Water



South Staffs Water

South Staffs Water is not responsible for steps 7 and 8



Securing your water future



Here's an overview of what South Staffs Water do every day

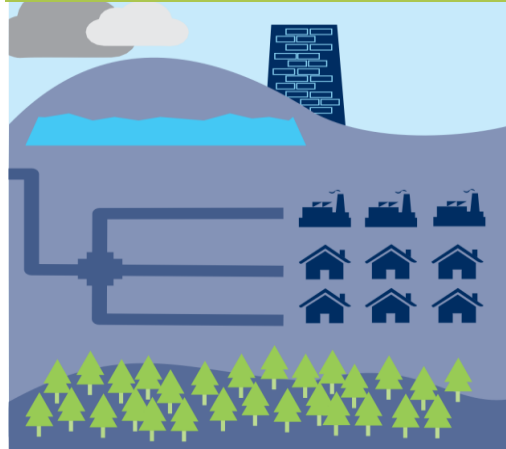
Collect and treat water



25 underground sources
2 surface water reservoirs
40 water treatment works

1.3 million people living in just under 556,000 homes and working in over 37,000 business properties

Store and distribute water



Over 30 service reservoirs and water towers to store water locally for supply

113 pumping stations which send water through 6,200km of pipes

Customer services, billing and support for those who need extra help

Take meter readings: 45% of domestic properties have a water meter. The figure is over 90% for business properties in both regions

Sending bills: by email, through an app or by post

Providing extra support for customers struggling to pay their bills – e.g. discounted bills or payment plans

There are currently over 48,700 household receiving discounted bills

Customer service: helping customers in person, by phone or through digital channels - e.g. e-mail

Providing support for customers who need extra assistance because of medical, learning, physical disabilities.

The companies manages a Priority Services Register which currently has more than 57,600 customers registered for support

One thing South Staffs Water and Cambridge Water don't do is take away the wastewater which has been used in homes and businesses across the regions they supply. That is the responsibility of Severn Trent Water in the South Staffs region.

About South Staffs Water



- Serves 1.3 million people across 1,500 km²
- Supply approx. 556,000 homes and almost 35,000 business properties
- Supply 305 million litres water per day
- Drinking water comes from 2 surface water sources (River Severn and Blithfield reservoir, pictured below) and 20 underground water sources



The amount of water supplied to the South Staffs region per day is the same as 1.67 million full baths



Securing your water future



South Staffs Water: key stats



- South Staffs Water use 6,200km of pipes to get water to their customers - **that's the Equivalent of Birmingham to Boston (USA)**
- 45% of South Staffs Water domestic customers have a water meter installed, which means that they pay for how much water they use.
- **Between 2% and 5%** of the money from customers' bills is paid to company shareholders (investors) each year.
- South Staffs Water employ approximately 380 staff in Walsall



The average water bill in England and Wales and what's included

AVERAGE WATER BILL

£215

What's Included

- Maintaining the network of reservoirs, treatment works, pumping stations and pipes
- Gathering and collecting the water from rivers and reservoirs or pumping it from underground rocks
- Storing the water ready to be treated
- Treating, cleaning and distributing water to properties



Typical bill in **South Staffs Water supply area 2023/24**




South Staffs Water

**£173 a year or
47p a day**



That's £42 cheaper per year than the typical bill for England and Wales



Source: Water UK; England and Wales, forecast average bill for Apr 2023 – Mar 2024

Securing your water future



Water companies are heavily regulated. Various bodies monitor their performance against legal requirements and commitments to customers/the environment



Environment Agency

- Regulates environmental impact of water industry



Drinking Water Inspectorate

- Ensures water is clean and healthy to drink



Consumer Council for Water

- Represents customer interests



Office of Water Services

- Reviews company performance and sets bills

Securing your water future



How water companies are monitored

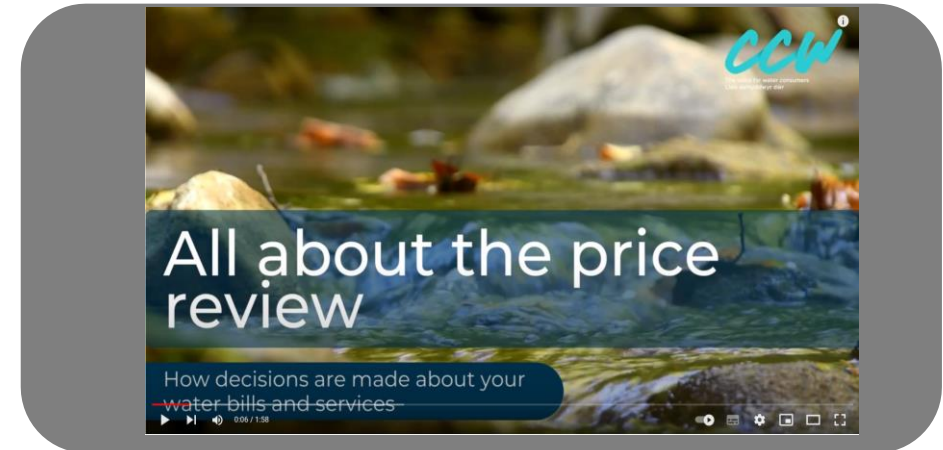


Business plan

- Every five years, water companies develop a **'business plan'** that sets out how they want to develop their services, and the proposed cost to customers.
- As customers are not able to choose their water company, water companies must give them a say about what they want from their services and the price they pay.
- Water companies also develop plans for the longer term (long-term delivery strategy).

PR24

- The business plan and prices are then checked and finalised by Ofwat in a process known as the Price Review.



Securing your water future



South Staffs Waters' long-term planning has to account for challenges in the future

- **Increased demand for water due to:**
 - population of the region being forecast to increase by **18%** by 2045
 - property development – **125,000** new homes are expected to be built by 2045.
- **Changing rainfall patterns leading to higher risk of flooding or longer periods of drought.**
 - climate change means that we are forecast to have drier summers with **50%** less rainfall and wetter winters with **30%** more rainfall by 2080s.
- **Leakage from pipes**
 - currently around **20%** of treated water is lost to leaks each day, which is about the same as the national average.
- **Carbon emissions**
 - these must be reduced to combat the impacts of global warming
- **Protecting the water environment**
 - taking water from rivers and underground sources for human needs could lead to a deterioration of the environment.
 - currently, only **14%** of rivers in England are classed by the Environment Agency as being in ecologically good condition - i.e. healthy and able to fully recover if damaged.



All whilst balancing the need to offer affordable water bills and ensuring the long-term resilience of water services to meet these challenges

Securing your water future



You will receive handouts with key information on your topic – so don't worry if you can't note down everything you hear

Water and climate change

South Staffs Water

Key Questions

- Why do we need to invest in water infrastructure?
- How is climate change affecting the availability of water in the region?
- How do we monitor patterns and water related natural disasters being caused by climate change?
- How do we cope with hotter, drier summers, which mean less snow in winter?
- How do we find the best way to conserve water?
- How do we need to adapt to the impacts of climate change?
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Investing in water networks can play a crucial role in mitigating and adapting to the impacts of climate change

- Improved Resilience: Investing in robust water networks, including infrastructure for water storage, distribution, and treatment, enhances resilience to climate change. It allows for better management of water resources during extreme weather events like droughts or floods. Adequate storage capacity helps store water during periods of excess precipitation and release it during dry spells, ensuring a more reliable water supply.
- Flood and Drought Resilience: Climate change also brings increased intensity and frequency of storms, leading to heightened flood risks. Investing in well-designed water infrastructure, such as floodwalls, levees, and improved drainage systems, helps manage water levels and reduces damage to infrastructure and property during extreme events.
- Water Conservation: Investing in water networks also facilitates the implementation of water conservation measures. Through the use of smart meters, leak detection systems, and demand management techniques, water loss and wastage can be minimized. Conservation practices contribute to the overall sustainability of water resources, especially during periods of drought or water scarcity exacerbated by climate change.

Summary

- South Staffs Water sources its water from the River Blyth which flows between the River Severn and between the north and south of the region.
- Climate change is affecting weather patterns and causing more extreme weather, which is increasing the chances of longer and drier winters and more severe storm events. Rain from more severe storms can lead to a saturation of the soil, which can lead to flooding. However, in the UK, the south is suffering particularly with droughts which can lead to a saturation of the soil, which can lead to flooding.
- Across the world, there are many variations in climate. For example, Bangladesh is experiencing more intense monsoon winds with dramatic rainfall events, whereas the United States is generally facing a warmer winter season with the threat of more frequent and intense droughts.
- It is vital that the UK continues to enhance resilience on its water resources and not under estimate pressure in summers. This region has a natural buffer and for this water to be used at a time when people want to be drinking most frequently, ensuring the garden and enjoying bathing needs in these periods.

Climate change impact

Climate change is already having significant impacts on the world's water resources and is expected to have even more significant implications in the future. For example:

- Changing Precipitation Patterns:** Climate change affects global precipitation patterns, leading to more frequent and intense storms, as well as longer periods of drought. This can lead to increased flooding and water scarcity, impacting agriculture, industry, and communities.
- Sea Level Rise:** Rising sea levels due to global warming can lead to saltwater intrusion into freshwater aquifers and coastal areas, contaminating freshwater sources. This poses challenges for coastal communities, agriculture, and industries that rely on freshwater supplies.
- Increased Heatwaves and Droughts:** Climate change can lead to more frequent and intense heatwaves and droughts, particularly in arid and semi-arid regions. This can lead to water scarcity, crop failure, and increased risk of wildfires.
- Impact on Ecosystems:** Climate change affects aquatic ecosystems, leading to changes in water temperature, oxygen levels, and nutrient cycles. This can impact the health of fish and other aquatic life, as well as the overall health of ecosystems.
- Water Scarcity and Droughts:** Climate change affects water availability, leading to more frequent and intense droughts. This can lead to water scarcity, impacting agriculture, industry, and communities.
- Increased Flooding:** Climate change can lead to more frequent and intense storms, leading to increased flooding. This can lead to property damage, infrastructure damage, and loss of life.
- Impact on Human Health:** Climate change can lead to more frequent and intense heatwaves, which can lead to heat stress and other health problems. It can also lead to more frequent and intense droughts, which can lead to food and water insecurity.

Key Questions

- What is the impact of climate change on water resources?
- How is climate change affecting the availability of water in the region?
- How do we monitor patterns and water related natural disasters being caused by climate change?
- How do we cope with hotter, drier summers, which mean less snow in winter?
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Global Water Insecurity

South Staffs Water

Key Questions

- What is water insecurity?
- Why do we need to invest in water infrastructure?
- How is climate change affecting the availability of water in the region?
- How do we monitor patterns and water related natural disasters being caused by climate change?
- How do we cope with hotter, drier summers, which mean less snow in winter?
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Impact on People and the Environment

- When water is scarce, there is not enough water for people to drink, wash or water crops with. This can cause illness, starvation and even death.
- 700 million people could be displaced because of water scarcity by 2030.
- Millions more people could be displaced because of water scarcity by 2050.
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What can be done about tackling the issue of water insecurity?

Water conservation and efficiency education can play a pivotal role in addressing water insecurity by raising awareness and promoting responsible water usage practices. By providing knowledge about efficient irrigation techniques, household water-saving strategies, and technologies that conserve water, water conservation education can help other understand how water, ecosystems, and human well-being are interconnected, encouraging the adoption of sustainable practices.

Rainwater harvesting can be a powerful tool in combating water insecurity through the collection and use of rainwater. Rainwater can be used for domestic needs such as drinking, cooking, and sanitation, reducing the reliance on traditional water supplies. Moreover, it can support agricultural activities, particularly in regions prone to drought or limited access to irrigation systems. This means that communities can become more resilient to water scarcity and mitigate the impacts of climate change.

Investing in infrastructure is crucial for effectively addressing water insecurity and ensuring sustainable access to clean water for all. Infrastructure projects that play a vital role in enhancing water management systems, expanding water supply networks, and improving water treatment and sanitation facilities. By investing in infrastructure, communities can ensure that water is available, safe, and accessible to all, even in the face of climate change and water scarcity.

Research Point:

How do the following factors affect the availability of clean and safe water for human consumption?

Population Growth | **Water Quality** | **Agricultural Runoff** | **Climate Change** | **Drought** | **Flooding** | **Deforestation**

Water pollution and quality

South Staffs Water

Key Questions

- What is water pollution?
- Why do we need to invest in water infrastructure?
- How is climate change affecting the availability of water in the region?
- How do we monitor patterns and water related natural disasters being caused by climate change?
- How do we cope with hotter, drier summers, which mean less snow in winter?
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What is impacting the water quality in the UK?

AGRICULTURE

40% pollution in England comes from the excessive use of pesticides and fertilisers. This is where farmers use chemicals on fields to aid the growth of crops and protect the plants being grown. However, these chemicals can run off into water bodies, which can have negative consequences on fish, groundwater, and other aquatic life.

SEWERAGE

Around 10% pollution comes from water and sewage companies releasing untreated sewage into water courses.

RUN OFF

Run-off from roads and other paved surfaces can carry a lot of pollutants, such as oil, petrol, and other chemicals, into water courses.

INDUSTRY

Chemical and oil spills from factories can pollute nearby water and also groundwater. Water flowing through pipes and drains can also pollute the environment. Heavy metals, such as lead, mercury, and cadmium, can be found in water bodies and can be harmful to people and animals. These pollutants can also be found in water bodies and can be harmful to people and animals.

Plastic pollution in the ocean stems from various sources, originating from both land-based and marine activities. One major contributor to plastic pollution is inadequate waste management systems, where plastic waste is improperly disposed of or ends up in rivers and oceans, eventually making its way into the sea. Additionally, littering, especially in coastal areas and during recreational activities, introduces vast amounts of plastic waste into marine environments. Fisheries and aquaculture practices also play a significant role, as plastic products and packaging materials often end up in the ocean through improper handling, accidental loss, or deliberate dumping. Furthermore, marine pollution can be caused by fishing and fishing gear, such as lost nets and traps, which can contribute to plastic pollution through the loss or abandonment of fishing gear. Large ships and offshore oil and gas platforms also contribute to plastic pollution through the loss or abandonment of fishing gear. The accumulation of these sources, as well as the slow decomposition rate of plastic, means a vast amount of plastic waste ends up in the sea, posing a significant threat to marine ecosystems and the delicate balance of our oceans.

Reduce food waste: Approximately one-third of all food produced in the world, which also means wasted water. Minimize food waste by planning meals, storing food properly, and composting organic waste instead of sending it to landfill.

What visible water do you use directly daily?

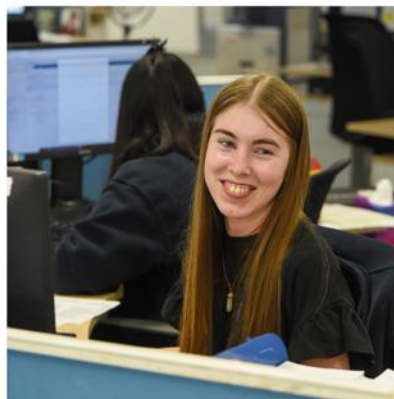
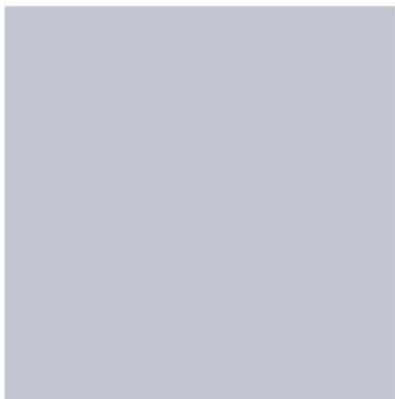
- DRIPPING TAPS up to 300 litres a day
- BATH around 80 litres
- TOILET 6 litres per flush
- WASHING MACHINE 30 litres
- SHOWER 12 litres a minute
- DISHWASHERS 20 litres
- SPRINKLER 100 litres per hour

What about the invisible water we use every day which is indirect?

- SLICE OF BREAD 100 litres
- ONE BURGER (100g BEEF) 200 litres
- POT OF TEA 90 litres
- SOUS CREAM 2000 litres
- TO SHAVE ONE CLOTH SHEET 125 litres
- TO MAKE ONE CLOTH SHEET 4100 litres

Strategies to Reduce Water Consumption

- Encourage homes and businesses to use water audits to collect accurate data on water usage and identify areas for improvement.
- Educate schoolchildren about the importance of water-efficient habits, such as turning the tap off when brushing teeth.
- Install water-saving devices like low-flow showerheads and dual-flush toilets.
- Support businesses with initiatives that promote water conservation, such as water audits and water-saving technologies.
- Promote water-saving campaigns such as 'Turn off for 4 minutes'.
- Provide free devices to customers such as shower heads which reduce the amount of water required.



Main challenge briefing

Intro to the main challenge: teaching programme

- South Staffs Water delivers an education programme to mainly primary schools within their area of supply.
- Sessions link to areas of the National Curriculum, like Science, Literacy and Geography.

Why are water education programmes important?

- Sessions encourage students to use water more carefully (who can then educate their parents too) and reduce overall usage of water.
- Reducing water use is key to ensuring that there is an adequate supply for everyone in the future, in light of increasing demand and reducing supply.

How can the Young Innovators' Panel help?

- South Staffs Water is expanding its education programme to cover Key Stage Three (11-14 year olds).
- As part of this process, they need to develop four, hour-long workshops for students, to be delivered by Emily Eden (education co-ordinator).
- South Staffs Water would like you to design a key teaching resource for the workshops, to make them as effective, fun and engaging as possible.



This is Emily! She can answer any teaching related questions you have about the main challenge

Securing your water future



The main challenge

- Your team has been allocated one of the teaching topics
- Design a teaching resource in the form of a game-style activity, based on the topic aimed at 11 – 14-year-olds.
- The teaching resource needs to be informative, fun, and should take between 15 and 30 minutes to complete.
- Think back to when you were that age, what type of teaching engaged you the most?



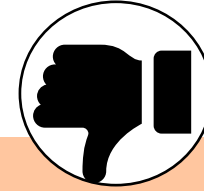
Bitesize



What makes a good teaching resource?



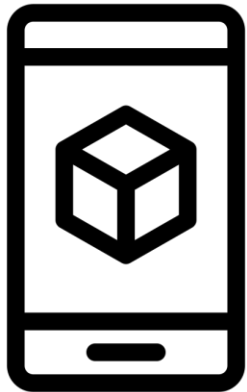
- Communicates the key information
- Is fun and interactive
- Helps all students remember the information in little chunks
- Encourages all students to take on a challenge
- Suits 11 – 14-year-olds - think of colours and making users feel like they are winning at something!



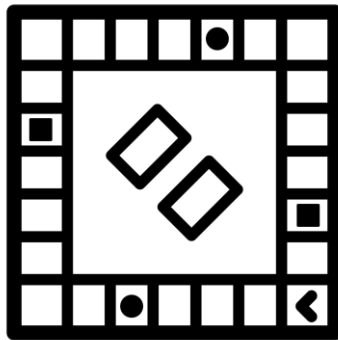
- Is too wordy
- Doesn't promote conversation or thought around the topic
- Is tricky to follow
- Isn't fun!
- Will work for some students, but not others

What does a teaching resource look like?

Teaching resources need to communicate the key information, in a way that is interesting, engaging and helps the students remember the information or how to do something!

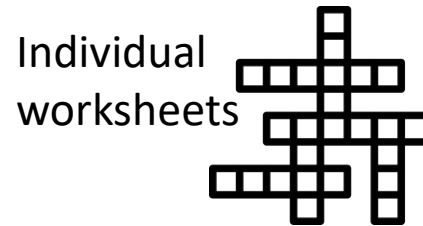


App



Board Game

Or...



Something else



Main challenge: the presentation

- In teams, prepare a 10-minute team presentation on your teaching resource idea
- Come ready to present it on 19th July
- The judging panel will be made up of senior members of South Staffs Water and Key Stage 3 students who will test your ideas and pick a winner.

Presentations need to:

Explain the idea/premise of the teaching resource and show how it works. If you are able to make a version for us to play/have a go with, even better!

Explain what students will learn from the app or game (the learning outcomes)

Show how South Staffs Water will know if the app or game is successful – how will you measure this?

How will the competition be judged?



Creativity

How creative is the teaching resource?



Suitability

Is it suitable for using in a wide range of schools?
For 11- 14-year-olds?
Can it be used easily at home?



Engagement

How well does it encourage learning, behaviour change,
or repeated use?



Communication

How clearly is information about the topic explained?
Is it easy to understand how to use it?

Team topic allocation

**GLOBAL
WATER
INSECURITY**

**WATER
EFFICIENCY &
VIRTUAL
WATER**

**WATER
POLLUTION
AND QUALITY**

**WATER &
CLIMATE
CHANGE**

South Staffs Water
Young Innovators' Panel
Discussion guide & logistics for table facilitators – DAY 1

Length	
Format	In-person engagement event 28 Young People 16 – 18-year-olds
Logistics	Arrive at 08:00 for set-up Pack-up 16:00 – 16:30 Conference suite, South Staffordshire Water PLC, Green Lane, Walsall, WS2 7PD
Objectives	<ul style="list-style-type: none"> To introduce participants to the water sector To gain insight into YP's general attitudes and environmental beliefs and attitudes To prepare participants to learn about the 4 teaching topics and be able to work on the teaching resource output as teams

Time	Format	Session	Duration
08:00		Set-up	
09:00		Registration (refreshments, ice breaker if time allows)	
09:30	Plenary	Welcome	
09:45	Plenary	Ice-breaker & meet your group	
10:00	Plenary	Discovery session: introduction to water industry	
10:30	Groups	Current and environmental attitudes discussion	
11:00		Comfort break	
11:15	Plenary	Speed immersion into teaching topics	
12:30		Lunch	
13:15	Plenary	Speed immersion into teaching topics	
14:00	Plenary	Task briefing	
14:15		Comfort break	
14.30	Groups	Task planning in teams	
15:45	Plenary	Next steps, feedback & close	

Duration	Activity	Materials
08:00	Set-up checklist:	

	<ul style="list-style-type: none"> • Set-up 4 tables, with enough chairs for 6 participants + 1 BM (+ chairs nearby for SS staff to pull up if they want to observe). Tables should have pens for students to use. Place e.g. team colour card on table, so students know where to sit. • Set-up welcome desk, laptop with sign in list, name badges, photo/comms consent forms • Help SS put up signage to the event, wifi login and ice breakers on tables. • Allocate one facilitator to each screen/stand that will be used in the day. Connect laptops to screens, and check digital stim working for discovery carousel & teaching topic immersion (or set-up printed posters for the discovery carousel) • Check catering OK for the day • Check where toilets etc. are to inform participants 	
09:00	<p>Registration & refreshments</p> <ul style="list-style-type: none"> • 1 – 2 BM staff to manage sign-in, name badge indicating team/table, consent forms • Indicate where toilets are and refreshments • Others to float and greet <p>09:20/25 – start encouraging students to sit down and say hi to each other at tables. 1 BM staff per table.</p> <p>Ice breaker printed out on tables to complete if time: ‘Pick one of these dogs that you think represents you, your personality and values. Explain to your team, what it is about your chosen dog that represents you’</p>	
09:30	<p>Welcome</p> <p>Plenary: Lead facilitator to cover welcome information, process, objectives - handover to table facilitators for intro</p> <p>Natalie to give intro from South Staffs side</p>	Slide deck
09:45	<p>Ice-breaker & meet your team</p> <p>Hi, I'm [name] from Blue Marble Research, here today to support your discussion and make sure we capture your views.</p> <p>All of you at this table will be in a team together for the young innovators teaching resource competition.</p>	

	<p>To get started, let all take a turn to say our name, which school/college we're from, who lives with you at home, and something about our interests / passions. Which dog did you pick as representing you best in the ice breaker activity?</p> <p>What do you think your team name should be?</p>	
10:00	<p>Discovery session: introduction to water industry EF to explain Slido</p> <p>Slido: Please scan the QR code on the screen with your phones to access Slido – this is a platform we will be using to gather your feedback throughout the day. Let's start to think about the water industry:</p> <p>What words come to mind when you think about water companies in the UK?</p> <p>What words come to mind when you think about South Staffs Water?</p> <p>Then, lead facilitator to introduce activity: in pairs/ threes they should tour the stations with digital or poster information to find out more about the water industry. They have a quiz sheet to fill in as they do this. They have 10 ish mins to find out as much as they can! [this should be a high energy, speed about activity]</p> <p>Table facilitators to hand out 'quiz sheets' to students in pairs/threes, and encourage them to start moving.</p> <p>Table facilitators to hover near stands to support anyone looking lost, and ensure digital / poster stim is working.</p> <p>10:15 – LF to ask students to start returning to tables.</p> <p>10:20 – LF to present key information on slides – animations set-up so they can ask the students for the response to the quiz questions throughout the presentation, and then show the answer.</p> <p>[if not disturbing, table facilitators to switch off / remove discovery stim then sit at tables] LF to repeat Slido polls at the end of the activity</p>	<p>Printed posters.</p> <p>Slide deck for answers.</p>
10:30	<p>Groups: Current and environmental attitudes discussion</p> <p>[At the table] We're now going to ask for your opinions as young people about some current topics and the environment.</p>	<p>Discussion guide + pro-forma to capture key points</p>

Please do take turns to speak, but you don't have to wait for me to point at you. However, I may interrupt to make sure everyone gets a turn, and to move us through the discussion questions. I'll be writing down a few notes as we go, so please don't speak too quickly!

We are also recording the discussion to help our analysis and reporting. The recording will remain confidential and deleted after the project has closed – their names won't be included in the report. Themes of the discussion will be shared with South Staffs Water but comments will not be attributed to an individual.

[press record and place audio recorder in middle of table].

1. How have the events of the last few years - the pandemic and now the cost-of-living crisis - affected your current and future plans?

Probe

- Are you/your household impacted by the cost-of-living crisis, and how do you feel about it?
- Is this affecting how you use utilities like energy and water at home?
 - If so, are you driving this or your parents/family?
- [if it doesn't come up – prompt] Do they feel the COVID pandemic is no longer an issue affecting them? What has changed for you/your family?

2. What do you think about water companies – what 3 words come to mind when you think of a water company? [elicit spontaneous response]

Probe

- Have you seen anything in the media about water companies recently? Has that affected what you think about water companies?
- What do you think water companies should be doing as responsible actors within society?

3. How concerned are you as young people, if at all about climate change?

Probe

- If you are concerned - are you encouraging other people in your household to change their

	<p>habits? What sort of things are you / family doing differently?</p> <ul style="list-style-type: none"> • Does this change how you use water at home? Or does it not? • Do you see climate change as an issue water companies should be leading on, even if this means paying more in water bills in future to invest in initiatives that will protect the environment? • Do you have any views on how water companies should be forming relationships with to help raise awareness and spread important messages – e.g. influencers? • Have you heard anything about managing water supplies and climate change/ If so, what was it and how important an issue do you think it is? <p>11:00 encourage participants to take comfort / refreshment break and be back at tables at 11:15.</p>	
11:00	<p>Comfort break</p> <p>Facilitators to switch stim at stations from discovery info, to teaching topic stim / support SS staff to be ready at the stations</p>	
11:15	<p>Speed immersion: teaching topics</p> <p>[plenary]</p> <p>Lead facilitator to introduce activity [5mins]: we are now going to find out useful information about the topics that you'll be doing the main challenge on. Table teams should explore each of the 4 stations in turn, listening to the information and asking questions.</p> <p>Please visit 2 stations before lunch and we'll do 2 after. For the 'main challenge' we will be giving you 1 of the 4 topics to base it on – so find out as much information as you can!</p> <p>Don't worry we will be giving out summary handouts of the information after.</p> <p>[Table facilitators to accompany team to a station, and encourage them to listen and ask the SS staff member questions about the subject. Make sure they swap stations after 15 ish mins. At 12:30 tell them they have 45mins for lunch].</p>	Slide deck
12:30	<p>Lunch</p>	

	13:10 encourage participants back to main space, and that we will start again at 13:15	
13:15	<p>Speed immersion: teaching topics</p> <p>Table facilitators to accompany team to a station, and encourage them to listen and ask the SS staff member questions about the subject. Make sure they swap stations after 15 – 20 mins.</p> <p>13:55 – encourage to return to tables</p>	Slide deck
14:00	<p>Teaching task competition briefing</p> <p>Emily Eden to cover: this is the purpose, what makes a great teaching output etc.</p> <p>Lead facilitator to re-cap the task and competition / criteria, allocate teams to topic.</p>	Slides
14:15	Comfort break	Handouts
14.30	<p>Q and a and team task planning time</p> <p>Audience Q&A Session (Slido): If you have any questions about what you're being asked to do for the teaching competition, please type them in now (answers are anonymous). If you see a question on the board that you would like to be answered, press the thumbs up emoji to upvote it – LF and EE to answer</p> <p>Table facilitator to give topic handout relevant to the topic allocated to the team.</p> <p>Also handout: research resource tips, task briefing summary incl. teaching output tips, plus prompts for planning.</p> <p>Check that they are happy to go ahead, and encourage them to take over the conversation, rather than you facilitating.</p> <p>South Staffs staff to float and provide additional topic guidance / answer questions if needed.</p>	
15:45	<p>Close</p> <p>Lead facilitator to cover: next steps, thanks, feedback questions and close.</p>	<p>Slide deck</p> <p>Feedback forms or SLIDO?</p>

	Encourage students to carry out feedback form on SLIDO	
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