

SHIFTING NORMAL

How to design projects that **change things for the better**

Online Guide



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The Scottish
Government
Riaghaltas na h-Alba

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Introduction

Part 1

Part 2

Appendices

Suggested workshop outlines are available to download from www.gov.scot/LowCarbonBehaviours

Shifting normal so greener, healthier communities are second nature

Across Scotland people are working together to make their communities greener and healthier. The changes these projects bring about help tackle climate change and create a society where taking the low carbon option is second nature. Many people do this already and more would like to, but they sometimes feel they are going against the grain: they see other people doing the opposite; the greener choice can be too complicated or more expensive; or current procedures and regulations make it difficult.

Community groups, along with other parts of society such as government, businesses, charities, schools, universities and colleges, are already helping change Scotland so that the low carbon option becomes increasingly common among our friends and families, and where we live and work. Buildings and transport are becoming more comfortable and energy efficient. As these trends continue more and more people will find they are living greener, healthier lives, not because they have made a conscious choice but simply because the world around them makes it normal, easy and attractive.

This guide is designed to help community groups tackling climate change maximise their success by taking account of how change happens when planning, carrying out and reviewing their activities. The Four Questions and Four Zones framework is based on the Individual Social and Material (ISM) Tool developed for the Scottish Government, and draws on the experience of community groups to help you understand better how change happens, and how you can use this knowledge as you work towards your aims.

Part One of the guide illustrates how what people do is influenced by different aspects of the world around them, while Part Two shows how the Four Questions and Four Zones framework can be applied to design and deliver successful projects.



Part 1: The Four Questions and Four Zones framework

The Four Questions that determine whether we do something different – or not

To plan and deliver projects that make it easier for people to choose the low carbon option, we need to understand how people decide what to do and how to do it. People ask themselves these questions:

- Does it feel right?
- Does it make sense?
- Can I do it?
- Does it fit into my day?

Most of the time people are unaware that they are asking these questions, and even when they are doing it consciously, it's rarely a clear or logical process. But if people are going to do something different from what they normally do, the answer to all four questions must be 'yes'.

Assume your group is trying to make cycling to work easier and more attractive. Here are just some of the things that might flash through Annie's mind as she wonders about whether she'll do it:

"I'd feel good about cycling to work: I'll enjoy the exercise. And it does make sense: it's almost as quick as the car and I don't have to find somewhere to park. I can do it: I've got a bike and I'm fairly confident in traffic. But it won't fit with picking up something for tea on the way home like I usually do."

Despite three 'yeses' out of four, just one 'no' makes it unlikely Annie will cycle to work unless something changes.



Does it feel right?

The way we feel is often an immediate, instinctive reaction and that initial impression can be hard to overcome later. However strong other more logical reasons might be, if something feels wrong or makes us uncomfortable, we will resist doing it.



Does it make sense?

We like to think we are rational beings, but we often use rules of thumb and over – or underestimate costs and benefits, financial and otherwise. We also 'rationalise' decisions we've actually made for other reasons.



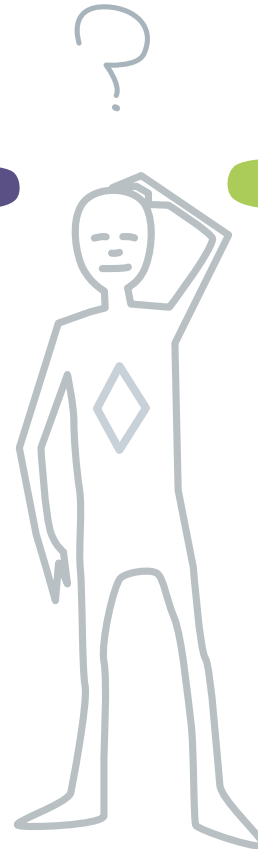
Does it fit into my day?

Most of the things we do, we do from habit, often prompted by our household and workplace routines. Changes are easier if they fit into our existing habits and routines. External schedules for transport, work and school can also influence our choices.



Can I do it?

We may want to do it but may be prevented from doing so by our lack of skills and confidence. We may also need particular tools, equipment and infrastructure to do things.



To do or not to do? These are the Four Questions people ask themselves – nearly always unconsciously – as they make choices and decisions. For something to be easy to do, the answer to every question must be 'yes'.



How the Falkland Centre for Stewardship's Community Woodfuel Project answers the Four Questions

The centre is based on the Falkland Estate in Fife where many trees were blown down in the storms of 2011/12. While the estate could have sold the timber commercially, it saw the opportunity to benefit the local community and the environment by providing logs to local people in return for their help in processing the timber. The project helps people learn how they can use wood as fuel efficiently and encourages people to replace open fires with stoves, reducing fuel use and carbon emissions.

Does it feel right?



People enjoy being involved in the project: fresh air, physical exercise and socialising as they work together. A real sense of community has developed among the participants: people bring and share food, swap recipes and tools – and keep coming back even if they don't need wood.

Does it make sense?



Participants receive a sack of good quality wood fuel worth £65 for a day of their time. For participants benefits exceed the costs – especially when they get so much more from working on the project. Using logs instead of coal in open fires reduces costs and saves carbon, while replacing open fires with woodstoves makes using wood more efficient and reduces the need for oil-fired central heating, again reducing cost and saving carbon.

Can I do it?



Training in the safe use of tools means people can take part with confidence, and all the tools and equipment required are provided. Training in using wood fuel ensures people can heat their homes efficiently and minimise carbon emissions. The project's woodland worker provided informal advice on the size and type of stove needed in people's houses, making choosing the right solution easier.

Does it fit into my day?



The working parties are held during the week and at the weekend on a different day each month so everyone can participate. Using wood fuel in stoves, instead of open fires, makes existing routines easier as less fuel is needed, the stove needs less tending, fewer loads of fuel need to be carried in, and there are fewer loads of ash to carry out. Training on how to build a log store means people can stock up with timber and be sure it's thoroughly dry and ready to use before winter.



How the Coll Recycling Group answers the Four Questions

The Coll Recycling Group (RecyColl) operates two cardboard shredders to turn waste packaging into materials useful locally: agricultural and domestic compost and bedding for cattle and pets; and a glass imploder which turns bottles and jars into an aggregate that can be used instead of gravel in a concrete mix, and in polytunnels to store heat. They have turned the old village hall into a hub for re-use, recycling, and energy advice, including a second hand shop and displays of low energy lighting. They run draught-proofing workshops in people's houses where people learn practical skills while the host's house is draught-proofed.

Does it feel right?



People feel it's important to keep the island beautiful and, with shops at least a day away by boat, there's a real tradition of making the most of what you have already. It seems only natural to take care of the island by avoiding litter and rubbish, and to reuse and recycle materials that would otherwise be wasted. The draught-proofing workshops are enjoyable social events with coffee, cakes and wine with friends and neighbours.

Does it make sense?



The distance and costs involved means the local authority can only provide limited recycling services. People believe it makes sense to recycle waste locally as it reduces the costs for the local authority and provides products that would otherwise have to be imported, saving on freight charges and reducing carbon emissions. At the draught-proofing parties people can experience the benefits and see how easy it is to make improvements at little cost. They can also try out LED lighting and see for themselves how bright the new energy saving bulbs are in a normal house.

Can I do it?



Equipment such as cardboard shredders and glass imploders has, with attention to health and safety regulations, made local recycling possible. People wanted to take part in the various government initiatives such as the Green Deal but grant-aided schemes require registered installers to be used. The cost of bringing installers to the island made this difficult. Instead, the group has focused on actions that make use of local skills: promoting and installing LEDs, insulation and draught proofing. At the draught-proofing parties people learn practical skills and gain confidence to tackle their own houses.

Does it fit into my day?



The group has turned the old village hall into a hub for re-use and energy advice, including a second hand shop and displays of low energy lighting. Located near the village and across the road from the medical practice, this makes dropping off materials for re-use, visiting the shop etc easy for people to fit into their routines. The draught-proofing parties are organised at times to suit the participants.

The Four Zones that influence our decisions: I, We, They and It

As we ask ourselves these four questions we are influenced by a wide range of different factors. Some are personal to each of us; others are to do with the people around us. We are also influenced by what's happening in wider society and by physical equipment and infrastructure. To help make sense of all these factors this framework groups them into four zones: I, We, They and It.

The "I" Zone

When Annie was considering cycling to work she thought:

*"I'd **feel** good about cycling to work: I'll enjoy the exercise. And it does make **sense**: it's almost as quick as the car and I don't have to find somewhere to park. I **can** do it: I've got a bike and I'm fairly confident in traffic. But it won't **fit** with picking up something for tea on the way home like I usually do."*

All of the factors that are influencing Annie here are personal to her, they are in the "I" zone.

The "We" Zone

Now consider Brian thinking about cycling to work: *"It would feel weird cycling to work; hardly anyone else does, people might think I was odd!"* Brian is being influenced by his colleagues. As cycling is not normal among in this social group it doesn't feel right to Brian.

The "They" Zone

Caitlin thinks: *"The cars go too fast along that road. They'll need to reduce the speed limit before I'll cycle to work."* She thinks "they" should change the speed limit. In this framework "they" refers to factors that are generally beyond the direct influence of the individual and her social group, like laws, regulations and the economy.

The "It" Zone

David thinks: *"There is secure bike parking at the station now. It makes leaving my bike at the station feel less risky."* "It" refers to physical infrastructure, in this case bike parking.

All four zones influence whether something feels right, makes sense, is possible to do and fits into our day. Successful projects make sure something in each of the zones is helping – or at least, not hindering – people make greener, healthier choices.

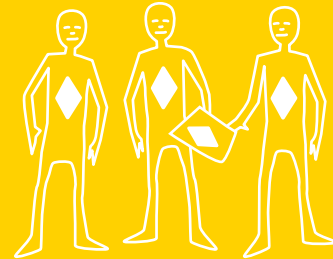




The 'I' Zone

Factors that are personal and internal to each individual.

These include an individual's values, attitudes and skills, and their assessment of the costs and benefits of any decision.



The 'We' Zone

Factors related to the social groups that we are part of, such as our family, friends, colleagues, and neighbours.

These include the different roles we have in particular circumstances, what's considered normal in our group, and who we know and trust.



The 'They' Zone

Factors related to wider society, beyond our immediate social group.

You might think "they should change the law about...".

These include rules, regulations, policies and procedures, and the economy.



The 'IT' Zone

Physical factors that we use directly or are part of the world around us.

These include tools, equipment, technology, and infrastructure.

The world influences us

The decisions and choices we make are influenced and not just by our individual attitudes, skills etc, but also by the social groups we are part of; by the wider society; and by physical factors.



How Transition Linlithgow's solar energy project covered all Four Zones

Members of Transition Linlithgow wanted to generate renewable energy locally. Building on their experience of working with Energy Saving Trust and Changeworks to promote insulation, they researched the benefits and disadvantages of different technologies. They ran two solar energy projects, first with household solar thermal (generating hot water) and the second with household photovoltaic (generating electricity). Transition Linlithgow chose an industry expert to work with them on the project, to help them make sense of the variety of different technologies and schemes.

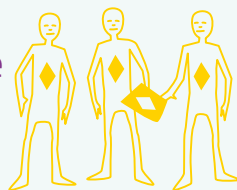
Over 400 systems were installed in total. Linlithgow is now sometimes called the "solar panel town", especially because so many can be seen from the train, spreading the message that solar energy is normal across Scotland.

The 'I' Zone

Members of the group and many other local people were enthusiastic about generating renewable energy locally. Transition Linlithgow staff visited interested residents to audit their homes, check they were suitable and provide realistic advice. For those who wanted to proceed, Transition Linlithgow's expert industry partner gave one-to-one advice and a quote for a system suitable for their particular situation. This allowed each householder to fully weigh up the costs and benefits.



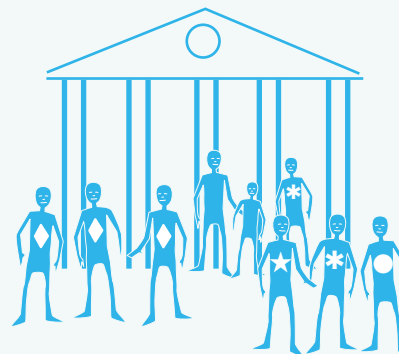
The 'We' Zone



Transition Linlithgow is known and trusted locally, so people were confident about the scheme. Residents could use any installer, but all chose Transition Linlithgow's expert industry partner as the company was endorsed by someone they trusted. While each system was installed, a signboard outside the house promoted Transition Linlithgow, the installer and the equipment supplier. Once the installation was complete the solar panels remained visible, showing how they were becoming increasingly normal locally. Because they saw neighbours doing it, people felt comfortable about installing solar panels on their homes: people knocked on neighbours' doors to find out more and this led to further installations.

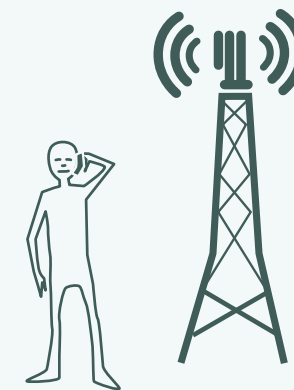
The 'They' Zone

Installation of solar panels can be affected by planning guidelines, while the government's Feed In Tariff scheme supports domestic solar generation. Transition Linlithgow's industry partner was able to advise these issues and on forthcoming changes to the Feed In Tariff.



The 'It' Zone

Transition Linlithgow held a showcase event at the start of the project where people could see a range of renewable energy products and learn about their use. The economics of solar panels is influenced by schemes such as the Feed In Tariff, by the relative costs of oil, gas and electricity, and comparison with the financial returns available from investing the cost of installation in the stock market or other financial products.







Putting the Four Questions and the Four Zones together

This framework of Four Questions and Four Zones is designed to help community groups plan and deliver projects that are more likely to succeed in bringing about the changes their community wants. Whether you are planning a major project or a one-off event or activity the framework helps ensure important issues aren't overlooked and that everything you are doing is moving in the same direction.

At its simplest, the framework can be used as a mental checklist: just running through the four questions might identify that something important has been overlooked. Likewise, asking yourself if all the zones have been covered can be useful.

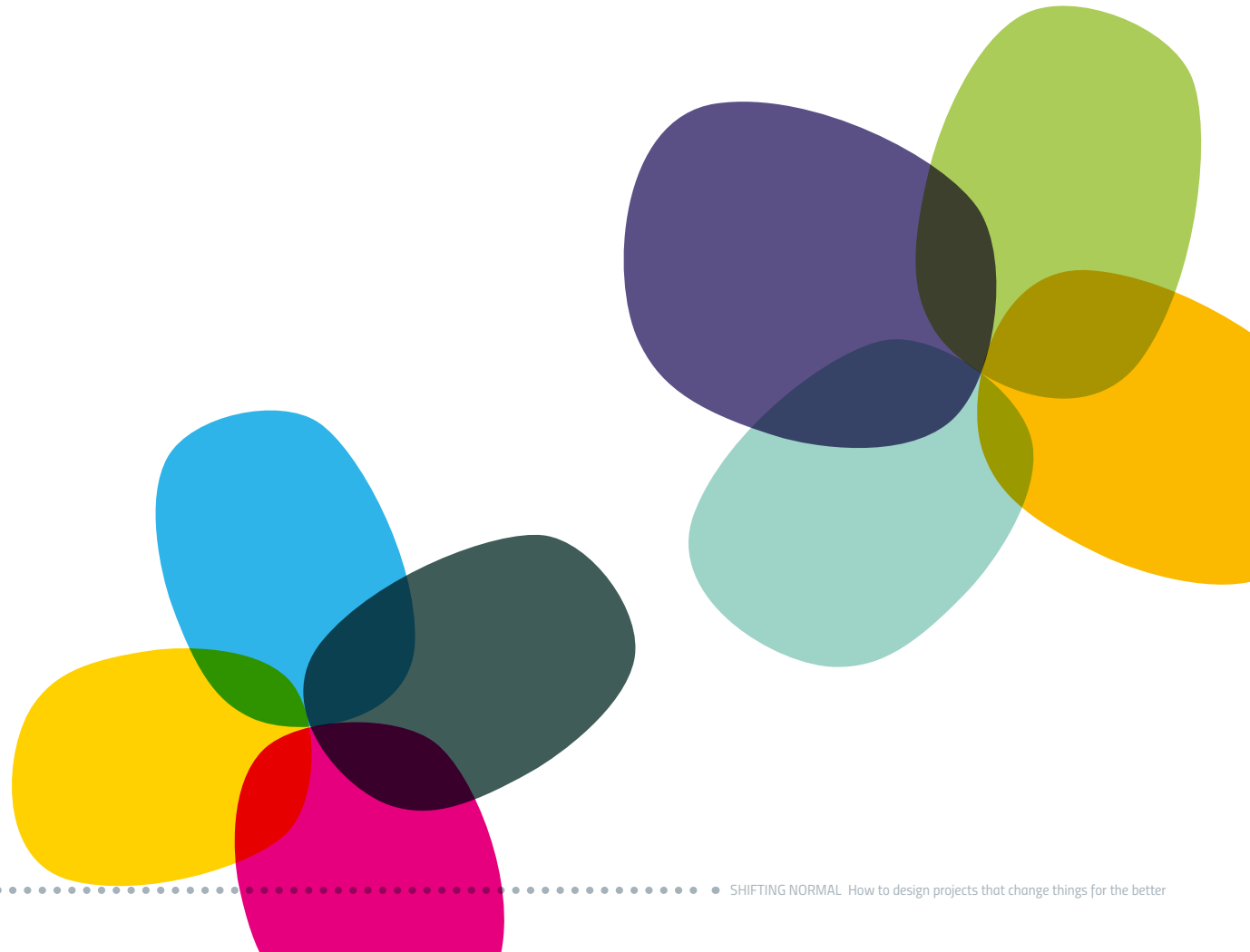
For a more structured and powerful approach, the detailed questions overleaf may stimulate new ideas and insights to help you identify what helps and hinders people in all four zones.

Use these detailed questions to understand how the Four Questions and the Four Zones relate to your project.





		The Four Zones			
		'I'	'We'	'They'	'It'
The Four Questions	<p>Does it feel right?</p>  <p>EMOTION</p>	<p>How pleasant or unpleasant will this be?</p> <p>How does this help or support people and places that are important to me?</p> <p>What are my feelings about this activity?</p>	<p>Might this seem strange to colleagues, friends, neighbours and others in my social groups? How comfortable might I feel doing this?</p> <p>Is this more or less relevant to me in my different roles eg. mother, manager, sports player?</p>	<p>What do people I admire in society say and do about this?</p> <p>What festivals, celebrations or events may influence whether I do this?</p> <p>What traditional, cultural or religious norms, expectations or rules help or hinder me to do this?</p>	<p>How do the equipment, infrastructure and technologies around me influence how I feel doing this?</p> <p>How might using the tools and technologies I would need to do this make me feel?</p>
	<p>Does it make sense?</p>  <p>RATIONAL</p>	<p>How do the benefits compare with the effort, costs and time involved?</p> <p>How does this fit with how I think the world works (or should work)?</p>	<p>How much are others in my social group doing this? Does it make sense for me to do it too?</p> <p>What do people I respect in my social group say and do about this?</p>	<p>What laws and regulations are relevant to my decision about this?</p> <p>What is happening in the economy that might be relevant to my decision?</p> <p>What future changes in policies and regulations might make it sensible to do this now or later?</p>	<p>How does the equipment I've already got, and spent money on, influence what makes sense to me?</p>
	<p>Is it do-able?</p>  <p>ABILITY</p>	<p>What knowledge and practical skills are needed to do this? Do I have these?</p> <p>Even if I have the knowledge and skills, do I have the confidence to do this?</p>	<p>Who do I know and trust who could help me do this?</p> <p>What local groups and organisations that I trust could help me do this?</p>	<p>What national/regional organisations that I trust could help me do this?</p> <p>What government, local authority and other schemes and initiatives could help me do this?</p>	<p>How accessible are tools, equipment or resources needed to do this?</p> <p>How easily available or usable are the services, infrastructure and technologies needed to do this?</p>
	<p>Does it fit into my day?</p>  <p>TIME AND SCHEDULES</p>	<p>How might my existing habits make doing this difficult or easy?</p>	<p>How might this fit in with my routines with family, friends and colleagues?</p>	<p>How might the timetables for work, school, shopping, travel etc. help or hinder me doing this?</p>	<p>How might tools, equipment and technologies related to this influence my routines and how I spend my time?</p>

How Transition Linlithgow's solar energy project put it all together

We've already seen how Transition Linlithgow's solar energy project covered all four zones. The table overleaf shows how factors in each of the zones may affect people's decisions about installing solar: does it feel right? does it make sense? is it do-able? and how might it fit into their day?



How the Four Zones influenced the Four Questions in Transition Linlithgow's solar power project

		The Four Zones			
		'I'	'We'	'They'	'It'
The Four Questions	Does it feel right?  EMOTION	Generating clean energy locally feels good.	As more panels are installed they become part of the norm in the town, people feel more comfortable with the idea of installing their own. Reducing carbon emissions also feels more normal.		People may be reluctant to install solar if they have recently upgraded their boiler etc.
	Does it make sense?  RATIONAL	Project explains the costs, benefits, and carbon savings for each particular household. For people without savings, does it make sense to borrow to install solar?	People see others installing solar and reducing emissions: this gives them confidence that it will make sense for them too.	Government's Feed In Tariff makes installation more financially attractive. Imminent changes to the scheme provided an incentive to install before the deadline. Financial returns from investing the cost of installation in financial products may influence decisions.	Using solar PV while connected to the grid means excess power can be sold and you still have electricity when the panels aren't generating.
	Is it do-able?  ABILITY	No skills or knowledge required for installation. Supplier explains how to use equipment after installation.	Transition Linlithgow is trusted locally: they and their expert can help residents with the decision and carry out the installation.	Planning regulations may be an issue, especially in conservation areas. The solar market is crowded and complex. The project made it easier for people to make the decision to go ahead.	Showcase event helps people understand the equipment available. Supplier advises whether each property is suitable for particular equipment.
	Does it fit into my day?  TIME AND SCHEDULES	Some disruption during installation. Perhaps showering in the evening, using timers on washing machine etc.	Some disruption during installation. Whole family may need to change routines to make the most of the system.		Solar thermal provides more hot water later in the day which may affect routines. Making the most of solar PV means using energy when the sun is shining. Project explains how to make best use of system.

Part 2: Using the Four Questions and Four Zones framework to deliver effective projects

The Four Questions and Four Zones framework is designed to help community groups tackling climate change to maximise their success by taking account of how change happens when planning, carrying out and reviewing their activities. It can be helpful at all stages of a project, from developing initial ideas to final review and reporting.

- **Initial scoping:** Once the issue the community wants to address has been identified, the framework can help you understand the current situation: what is holding back change and what might help move things forward. It can help to prioritise these issues and decide which ones the project could tackle directly and which ones may need the support and involvement of other community groups, the local authority, government agencies etc.
- **Funding applications:** The framework can be used to structure any funding applications, demonstrating that the community understands the issues and how the project will address them.
- **Project design:** At the start of the project use the framework to develop detailed project plans. The same process can be used to develop specific strands of the project, campaigns, events etc. Whatever you are asking people to do, make sure it's easy for them to answer 'yes' to all four questions and that all four zones are helping rather than hindering the activity.
- **Team briefing:** Use it in the briefing and training of the project team and any partner organisations so everyone understands what the project is trying to achieve and how it aims to do that.
- **Project reviews:** The framework can be used as part of an ongoing review or at the end of the project to help you understand what worked and what could have been done differently. How easy was it for everyone to answer 'yes' to all four questions? Were there differences between groups? Did the project activities support change across all four zones? This learning can inform the continuing project or any follow up stages.

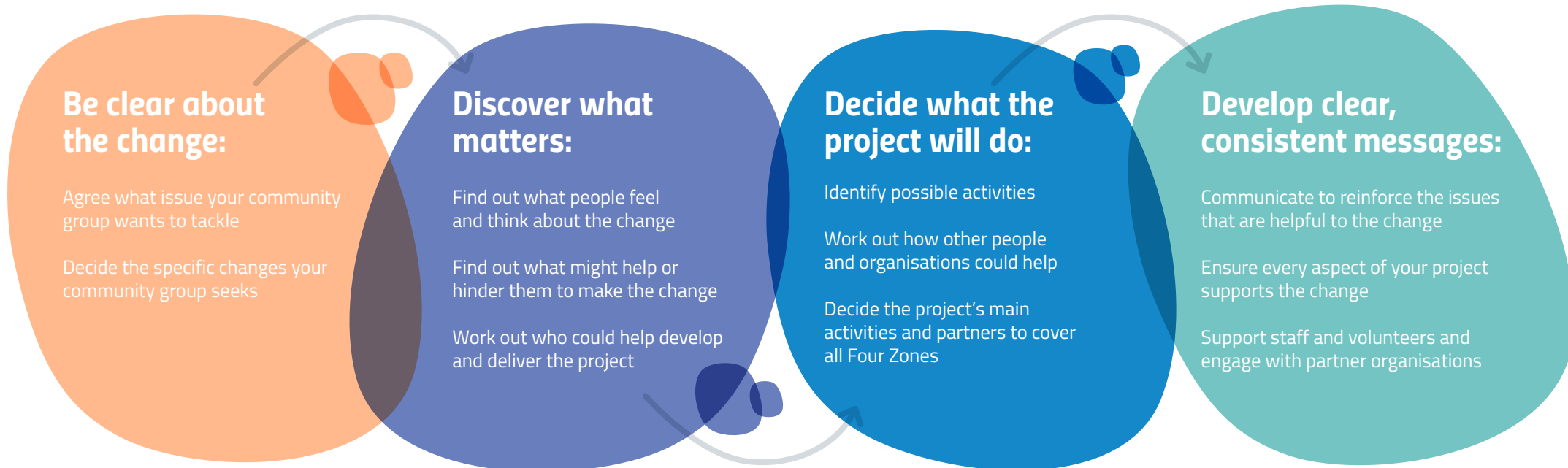
The rest of the guide focuses on using the framework for project design; however the same principles can be applied to the other areas noted above.

Designing projects with the Four Questions and Four Zones

This section of the guide describes one way you can incorporate the Four Questions and Four Zones framework in initial scoping and project design. However, feel free to use the framework with whatever approach to project design you prefer.

The most important thing is that your project makes it easier for more people answer 'yes' to all four questions. This is more likely if all four zones are helping rather than hindering the change your community wants to see.

Here project design is broken down into four steps. Once you are clear about the change you want, use the Four Questions and Four Zones *to discover what matters*, then to help *decide what the project will do*, and finally use the Four Questions and Four Zones to *develop clear, consistent messages*.



Be clear about the change:

Agree what issue your community group wants to tackle

Decide the specific changes your community group seeks

Be clear about the change

If your community group wants to change things, taking the time to understand the current situation and plan carefully ensures your time and energy will be focused where they'll be most effective. The two essential steps are agreeing the specific changes that the project will address, and discovering as much as possible about the situation and what might help or hinder those changes.

Agree what issue your community group wants to tackle

The community group may already have an idea of the general area it wants to tackle, such as reducing carbon emissions by promoting cycling, in which case the starting point is clear. Some groups may want to make the area a better place to live and work, others may be interested in taking action on climate change. In these situations, asking members and the local community what they would like to see is a good place to start.

If you are considering a number of options, estimating the possible carbon savings can help decide what the priorities might be. (See Climate Challenge Fund Low Carbon Route Maps.)

Decide the *specific* changes your community group seeks

It's much easier to plan a project if you are as specific as possible about what you want to change and who it will be relevant to.

If, for example, your community group aims to increase cycling locally, a project to increase the number of adults cycling to work will be quite different from one for children cycling to school. Understanding the particular situation locally is also important: a project to 'reduce energy use in the home' will be different if the homes are on mains gas or using oil, or whether they are owner occupied, privately rented or social housing.

Notes

You might find ideas and inspiration from other groups. Find out what's happening locally, look at case studies and news from the Climate Challenge Fund and the Scottish Communities Climate Action Network.

Many people will want to see changes for a host of reasons, they may not even realise or be particularly interested in the fact they can save carbon. Are local people already calling for improved public transport or cycle provision? Is the community hall cold and draughty? Do people want new allotments?

You may need to have a number of discussions and to do some research before you can develop a short list of the specific changes the project aims to address.

It may be more effective to focus on a specific change with a particular group than to spread the project widely over a number of activities with different groups of people.

Be clear about the change:

Agree what issue your community group wants to tackle

Decide the specific changes your community group seeks

How Sustaining Dunbar became clear about the change

Sustaining Dunbar has developed a number of different projects since 2008. Related projects have been developed by groups that grew out of earlier work such as the Dunbar Cycling Group. This case study draws on the experience of a number of different projects to illustrate the scoping and project design process suggested in this guide.

People wanted to cycle, walk and use public transport

Sustaining Dunbar's work on transport started with a group of local people keen to create a shift to more sustainable travel in town. They carried out research among the local community to find out more about the journeys that people made, and to understand the reasons why they used certain means of travel and not others. They found that many people were keen to cycle, walk and use public transport more but didn't for a number of reasons.

Different groups of people needed different changes to make it easier to cycle, walk or use public transport

They also discovered that there were a number of different journeys that people made, or wanted to make, on cycle, foot or public transport and that people living in different areas and taking different journeys had different needs and concerns. This knowledge made it possible to decide on specific changes that would make it easier for particular groups to travel in the way they wanted. For example:

- People living in some nearby villages were cut off from the town centre by a busy dual carriageway and narrow roads. For them, safe paths were a priority.
- A number of people wanted to cycle to the shops instead of using the car. Bike trailers could make that more practicable.
- Some people commuting by car could use public transport, perhaps with folding bikes, if they knew about timetables or if the times of trains and buses were more suitable.

Discover what matters:

Find out what people feel and think about the change

Find out what might help or hinder them to make the change

Work out who could help develop and deliver the project

Discover what matters

Now you've decided on the particular change(s) the project will focus on and the people who it will involve, it is important to understand what this change might mean for people and to identify possible areas the project could address.

Find out how people feel and think about the change...

Use the framework on page 12 to understand what this change might mean for people. Putting yourself in their shoes, imagine what their response would be to each of the questions in the table. This can be a desk-based exercise or part of a workshop.

In many cases this will be quite easy, especially if the people are similar to those developing the project. But this won't always be the case: if the Parent Council wants to encourage more children to cycle to school and the project is being developed by a group of parents who are keen cyclists, their views about cycling may be very different from those of parents who don't cycle.

...and what might help or hinder them to make the change

The issues you identified as relevant in the previous stage may either be helpful, making the change attractive and easier, or they may hinder change in some way. Some may be neutral. Some may relate to just one Question and Zone, others may touch on several. Review this list and decide which are the most important.

Work out who could help develop and deliver the project

So far you have been using the Four Questions and Four Zones to understand the situation from a participant's perspective. Use it now to identify individuals, groups, organisations and initiatives that might be able to help you develop and deliver the project.

Notes

See the workshop outline (available to download) for more detail. If you are tackling more than one change it's best to do this exercise with each of them separately.

It may be helpful to carry out some research to find out what people feel and think about the change. Often just talking about the change informally can reveal a lot.

You should now have a list of issues – inspired by the Four Questions and Four Zones – that are relevant to the change.

You should now have a **list of helpful issues** and a **list of the issues that hinder change**, and an idea of which are likely to be priorities for your project: either to build on, or to try and overcome.

You may already have identified some organisations etc. in the previous stage, use these also to create a **list of people and organisations that could help the project**.



What mattered for Sometown Cycle Group

Sustaining Dunbar carried out their projects before the Four Question and Four Zones framework was developed, so this example is imaginary. Issues that could help are **bold**, those that might hinder are *italic*, neutral or 'it depends' are plain text. People and organisations that might be able to help the project are asterixed*.

	I	We	They	It
Does it feel right?	<p>Exercise and fresh air feels good; <i>rain and cold feels bad</i></p> <p>Good for family to get exercise; makes town less dangerous, cleaner air.</p> <p>Feelings of freedom; but <i>also of danger</i></p>	<p>Some of us cycle occasionally already; but <i>don't feel comfortable arriving hot and sweaty</i></p> <p>Parents: setting example for children; Workers: exercise helps creativity and focus at work; Community leaders: makes town more liveable, safer for all; Sporting types: get exercise more often</p>	<p>Local cyclist* won gold at Commonwealth games, promotes cycling on TV</p>	<p><i>It can feel easier to take the car when it's already sitting outside the house</i></p> <p><i>Feel ridiculous wearing cycling gear to just go to the shops</i></p>
Does it make sense?	<p>Exercise, no parking hassle, no cost of fuel; but <i>can't carry much, or give people lifts.</i></p> <p>Believe people on bikes have as much right to be on the road as cars; but it is the cyclist who gets hurt</p>	<p><i>Often share lifts in cars going to swimming pool, evening classes etc, if just one is cycling miss out on the chat</i></p> <p>People often say it's a good idea but <i>too dangerous</i></p>	<p><i>Cycling is technically illegal on useful short cuts across town through vennels and across parks</i></p> <p>Petrol prices are likely to rise</p>	<p><i>People with a new car may want to make the most of it</i></p>
Is it do-able?	<p>Know how to cycle; but <i>don't know how to fix bikes.</i></p> <p><i>Not confident on busy roads</i></p>	<p>Some friends are more experienced, perhaps go on trips with them?</p> <p>Local cycle club*, but very competitive, might not welcome ordinary cyclist</p> <p>There are local bike shops* but people may feel intimidated due to lack of technical knowledge</p>	<p>Council* and Sustrans* developing long distance cycle path which goes through town</p>	<p>Lots of people already have a bike they rarely use</p> <p><i>Several roads are very busy and dangerous</i></p>
Will it fit into my day?	<p>Yes for trips where don't have to carry much or give lifts</p>	<p><i>Going to supermarket as a family would be difficult</i></p> <p>Could cycle with children to Scouts, Guides etc</p>	<p>Depends on specific trips</p>	<p>Bikes often kept in back garden or garage so not easy to get out when in a rush</p>

Decide what the project will do:

Identify possible activities

Work out how other people and organisations could help

Decide the project's main activities and partners to cover all Four Zones

Decide what the project will do

In the scoping stage you have decided what change the project will focus on and have used the Four Questions and Four Zones to identify the issues that may help or hinder people taking up the change. You also identified who could help the project. With this understanding of the situation you are in a good position to start developing the project.

Identify possible activities

For each issue on the list of issues that could help, consider how your project can make the most of it. For example, if the change is already happening in the social group the project is working with, could those people share their experience in some way, so others feel comfortable doing it too? If the benefits of the change outweigh the costs, how might this be communicated?

For the issues that hinder, what could the project do to help overcome these? If people don't have the skills, is training possible? If the public transport timetables make it difficult, can these be changed?

Work out how other people and organisations could help

Using your list of people and organisations that could help, consider in more detail how that might work. Do you already have a good relationship with them? How will you develop trust if necessary? They will all have their own objectives and priorities, how can your project help them while also promoting your own aims?

Decide the project's main activities and partners

As you decide on your activities and partners, you may need to go through this process more than once to match the project to your community group's skills, experience, capacity and resources – and the availability of outside funding if required.

Notes

Again, you may find inspiration and ideas from other community groups that have run projects on similar issues. Most will be happy to share their experience of what worked for them and what was less successful.

Identify possible activities to address all the issues on your lists.

Which activities could these people and organisations help with? How might you work together?

By the end this stage you should have refined your project, with a clear idea of the project activities and how they will help bring about the change that people want.

Develop clear, consistent messages:

Communicate to reinforce the issues that are helpful to the change

Ensure every aspect of your project supports the change

Support staff and volunteers and engage with partner organisations

Develop clear and consistent messages

You have now worked out *what* the project will do, you now need to decide *how* to it.

Communicate to reinforce the issues that are helpful to the change

The same project could be promoted and communicated in many different ways. Consider how the project's communications – newsletters, websites, posters, leaflets etc. – can all reinforce the 'helping' issues you identified above. Use the Four Questions and Zones to help design each step of your communication and engagement plan.

Ensure every aspect of your project supports the change

It's not just the specific project activities or the official communications that will influence what people think – and feel – about the project and the change it is encouraging: it's everything the project and those involved actually do. Consider how the project can build and maintain trust, lead by example and avoid sending unintentional conflicting messages.

Support staff and volunteers and engage with partner organisations

Make sure project staff and volunteers understand the approach the project is taking, and the importance of following it through in the work they do.

Partner organisations may have their own approaches, which are not fully aligned with the approach you project is taking. Discuss with partners how you can avoid conflicting messages and ideally share a consistent approach. This will become easier as you build mutual respect and trust.

Notes

For example, show that: the project taps into the local culture and traditions; respected people in the community support the project; trusted organisations are involved; and the necessary skills exist or can be easily learned.

We all have to live and work in a world where compromises between emitting carbon and getting things done sometimes have to be made. But saying one thing while doing another can damage trust and credibility. It won't help if, for example, the project promotes cycling to work while staff commute just few miles by car or drive regularly on project business when alternatives are available.

It may be helpful to introduce the Four Questions and Four Zones to staff and volunteers so they can understand why the project is designed the way it is, and so they can apply it in their work.

Likewise showing partners how the framework informs the project will help them understand how they are contributing, and make it easier to develop a shared approach.

Appendices

How Sustaining Dunbar’s sustainable travel projects tackled all the questions and zones



Following their initial research (see page 18) the group developed a range of projects to make walking, cycling and using public transport feel right, make sense, and easy to do everyday. Most of the projects carried out activities that address all four zones: I, We, They and It. The numbers after each activity show which of aspects of four questions and four zones it addresses – see the table below. People, groups and organisations that supported, or grew out of, the projects are asterixed*.

Many people had bikes already and would have liked to use them more, but either they lacked confidence or their bikes needed maintenance. Cycling felt right and made sense but wasn't do-able, so Sustaining Dunbar offered:

- Cycle confidence training for adults (1)
- Dr Bike* sessions to check bike safety, make basic adjustments and 'prescribe' essential parts or maintenance (2)
- Loan of bike trailers so people can shop by bike (3)
- Trial loan of folding bikes so people can try out how they fit into their journeys and see if it makes sense for them (4)

Their *What's Stopping You Pledge* encouraged people to make a commitment to cycle more (5) and provided a £20 voucher to spend at a local bike shop*, not only providing tools and equipment (6), but, just as importantly, encouraging a relationship with a local business they can trust to help them (7).

The Dunbar Cycling Group*, which grew out of the project, ran family friendly social rides, not only increasing skills and confidence (8), but also making cycling more visible and widespread among people's social groups (9). *Look after your bike* sessions gave people confidence to carry out basic maintenance and road-side repairs (10), so they could venture further afield by bike without fear of being stranded (11).

The Cycle Friendly Dunbar project increased cycle parking, provided public bike pumps around town and 'bike first aid kits' at 'cycle friendly' cafes* and other local businesses* (12) with support from Cycling Scotland* (13). This not only made tools and equipment easily available (13) but also made cycling visibly a normal way to travel around town (14).



The group's work with children and schools aimed to develop the cycling habit early (15) and to make cycling a normal way for children to get around (16). Working with teachers and parent volunteers (17), the national Bikeability scheme (18) was embedded in the curriculum (19) at Dunbar Primary to provide on-road cycle training for pupils. At Dunbar Grammar School Bikeability training (18) is run for S2s and mountain biking is now a school activity (20), making cycling fun and sociable (21). Development of an annual second hand bike market makes it easy and affordable for pupils and parents to buy and sell bikes as the children grow (22). The group works with Sustrans to support the annual Big Pedal (23) at Dunbar schools.

While these activities helped increase cycling in the town, Sustaining Dunbar recognised bigger changes were needed if active travel (cycling and walking) and public transport were to become the first choice for more people when they needed to get about.

- To make streets safer so parents felt happier about their children to cycling to school (24), Sustaining Dunbar campaigned for 20 mph speed limits (25)
- To make streets safer, more attractive places to walk and cycle (26), Sustaining Dunbar worked with neighbourhood groups and residents associations to campaign for the local authority to improve streets, pavements and cycle ways, and to create new paths to communities cut off from the town centre by busy roads (27).
- To make public transport easier to use Sustaining Dunbar worked with the local station, train and bus companies to compile timetables (28), and set up the Rural East Lothian Bus Users Forum and the East Lothian Community Rail Partnership to influence services, timetables and policy (29)
- To make cars available when other options are not suitable (30), Sustaining Dunbar supported the development of a local car club which inspired another in Haddington. Now part of the national social enterprise Co-Wheels, members have access to cars in several towns in East Lothian and across the country. It has made sense for people to get rid of cars they only use occasionally (31), so people are less inclined to make the car their first option (32).



	I	We	They	It
Does it feel right?	1, 5, 11, 21, 24, 26	9, 14, 16, 21	23	13, 27, 32
Does it make sense?	4, 22, 26, 31	9, 14, 16	19, 25, 29	22, 27, 32
Is it do-able?	8, 10, 12, 18	2, 7, 17	13, 17, 18, 19	2, 3, 6, 13, 22, 27, 30
Will it fit into my day?	15	15	20, 28, 29	4, 13

Technical note: How the Four Questions and Four Zones framework relates to ISM

This guide is based on the key principles from the Individual Social and Material (ISM) Tool developed for the Scottish Government. The ISM tool is intended to be a practical device for policy makers and other practitioners who want to influence people’s behaviours and bring about social change. The ISM tool draws on a wide range of research from different academic disciplines including behavioural economics, social psychology and sociology. It identifies a number of factors that influence behaviour, and groups these into three contexts: the individual, the social and the material.

The Four Questions and Four Zones framework takes the insights from the ISM tool and re-presents these in a way that is designed to be intuitive and accessible for use in a community setting. It is not necessary to understand the ISM tool to use the Four Questions and Four Zones framework effectively. However, for people interested in the academic roots of the framework or interested in how the it ‘maps’ to ISM, the design process is outlined below.

A guiding principle in developing what became the Four Questions and Four Zones framework was that it must be easy to understand and apply. The development was informed by feedback from a workshop on ISM with community groups, testing draft versions with community groups, and professional experience in working with community groups on climate action projects.

From contexts to zones

ISM is based on theory and evidence which shows that three different context influence people’s behaviour: the Individual, Social and Material. We found people can be confused by the Material context which includes physical factors such as objects and infrastructure as well as intangible factors such as regulations, time and schedule. We therefore created a new

‘zone’ of “It” for physical factors. We also split the Social Context into “We” and “They” to make more explicit the distinction between people’s social groups (which are especially relevant in a community context) and wider society. Some intangible Material factors were included in “They” as they can be considered expressions of wider society. This is summarised in the table below.

Three Contexts	Restructured into	Four Zones
<i>Individual</i>	Remains the same	<i>I</i>
<i>Social is divided into:</i>	Factors relating to social groups	<i>We</i>
	Factors relating to wider society	
<i>Material is divided into:</i>	Intangible factors such as rules and regulations	<i>They</i>
	Tangible factors such as objects and technology	
		<i>It</i>

From factors to questions

As far as possible we wanted people to be able to use the framework without needing to learn new terms or concepts. We found that creating questions for people to ask about why someone might or might not do something – undertake a new behaviour – was an effective way of doing this. In previous work we have found people easily grasp the familiar concepts of heart, head and hand, and that these easily translate into the questions: does it feel right, does it make sense, and can I do it? The fourth question, does it fit into my day, was added to capture habits, time and schedules.

Putting the four zones and four questions together

The 16 cell matrix of the framework shows how each of the four zones can influence each of the four questions that determine whether a person does or does not do something. While the ISM factors can be mapped to one or more of the cells in the matrix, our experience suggested that expecting people to understand a potentially complex factor and to relate it to their project would be a barrier to adoption. We therefore created a series of detailed questions that are designed to lead the reader to the same result as considering the relevance of a particular factor to their situation. Most of the factors are addressed by one or more questions; some questions can be related to more than one factor. While additional questions could be devised we aimed for no more than two questions per cell to prevent the framework becoming overwhelming, in a few cases we felt three questions were necessary to ensure important factors were not ignored. The questions are open-ended to prompt discussion and exploration.

The User Guide and the Technical Guide to the ISM tool are available from www.gov.scot/LowCarbonBehaviours





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