

Scottish Natural Heritage

Talking About Our Place





Scottish Natural Heritage Dualchas Nàdair na h-Alba

All of nature for all of Scotland
Nàdar air fad airson Alba air fad

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Your Place

Every place in Scotland is special and unique. Some of the best known places such as Ben Nevis and Loch Lomond are protected as National Parks or National Scenic Areas, but your local place is treasured the most. From the peace of the local park, to the enjoyment of historic buildings, to the clear babbling burn – all of these combine to give your place a unique identity. Your local landscape is your local place.

It is sometimes easy to take for granted what you value in your local place and the changes happening around you can seem hard to influence. The Talking About Your Place toolkit is designed to help address these issues: it can help you gain a better understanding of your local place and develop ways of using this understanding to shape local plans and decisions. It may encourage you to celebrate what's special about your place.

Our local places play an important role in contributing to our daily lives and personal experiences. They provide food, fuels and spaces for contemplation. They also support environmental processes, such as oxygen and water production, flood prevention and many other important functions that benefit our society. These are landscape benefits, also known as Ecosystem Services.

This toolkit can help you identify what's important about your local place and the range of landscape benefits it provides. It can help your community develop agreement over how your place should be cared for in future and enable you to work together towards something positive that will benefit everybody.



What is *Talking About Our Place* – who is it for, why use it and what can it do?

Talking About Our Place is a toolkit to help you understand and shape your local place. It provides you with a range of guidance and practical tools on how to talk about your place, celebrate it, and consider ways to improve it.



Talking About Our Place could help you contribute to Local Development Plans and other strategies or decisions affecting your place. It could also help to address a particular issue that your community has already identified. For example, this might be the threat of future development on an important hillside, or the need to improve access into the local countryside. Alternatively, you may want to celebrate what's special about your place or develop a particular project to improve your local landscape – and this toolkit can help with that too!

The toolkit can be used by a wide range of existing community groups, or by people wanting to set up new groups to get involved in looking after their place. The toolkit is intended to be used by communities who live in a more rural environment, but it can also be used by people living in towns and cities who are interested in improving or celebrating their place.

The toolkit has been designed so your community can take forward and deliver a project on its own and without the need for other organisations. If you do need help, there are a wide range of organisations that can provide useful information and advice to help make your project a success: their details are available within the Toolkit. It is important to get as many people involved as possible in a project, while remembering that everyone's views should be considered and valued.

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Gaelic language and culture is an important and unique part of Scotland's heritage and has a particularly close relationship with our nature and landscapes. Your project could use and support the Gaelic language in a number of ways, such as looking at the Gaelic used in place names. This is particularly encouraged if Gaelic is taught in schools in your area.

With your imagination, there are lots of things that can be done to improve your place. The guidance in this toolkit will help you develop your ideas. You can pick and choose what you think is achievable and what best suits your community.



The toolkit can help you to:

- **Learn about your place.** The toolkit provides useful information and a selection of activities to help you learn about your place. You can discover which features are most valued or important in your local place; find out how your place contributes to quality of life; or learn about what's changing, for better or worse.
- **Promote and celebrate your place.** The toolkit provides a selection of examples and things you can do to celebrate your place or promote it to others. For example: you could use the toolkit to prepare a map or leaflet for your village; produce a photographic display for your local library; or gather information for a heritage or wildlife project.
- **Comment on plans and strategies.** Does your community want to comment on a proposal, plan or strategy that might affect your local place? The toolkit could help provide you with a wealth of important information and evidence that records what's important in your place. This information could be used to help inform your responses to public consultations, such as Local Development Plans, planning applications and many other strategies affecting your community.
- **Develop projects to help improve your place.** Once you've identified the important features in your place, you may wish to apply for funding to improve your local place or develop a plan that other organisations could help put into action. The toolkit will help any potential funding application stand out by providing important information about your place.

Case studies

The following case studies give you an idea of the types of projects the toolkit can help you manage.

Castlehill Community Park, Gowkthrapple

In 2002 a group of local mothers came together to assess the feasibility of a children's play park. The consultant advised that a full community park would be more viable and in tune with the Scottish Executive's Social Improvement programme. The park was opened by the Scottish Minister in September 2003. Over the following years Gowkthrapple has changed dramatically and is continuing to change. The park has remained the focus of the community and is once more the centre of a vibrant and growing village.

For more information visit: www.uklandscapeaward.org/entries/showentry.php?entry=40



Carse of Gowrie Climate Change Project/ A9 Project

Climate change conversations

The Carse of Gowrie community held a series of meetings to consider and develop solutions for adapting to the likely impacts and effects of climate change. A range of practical actions were identified that could be taken forward in response to the issues that climate change presents.

For further information visit: www.pkc.gov.uk/NR/rdonlyres/30AA4588-1659-4323-A672-D90158E929DB/0/ACCFeedbackReportF.pdf

A project exploring the effects of climate change on landscape and people's quality of life. The project helped communities to make informed choices about how they want these changes to be managed. This involved a series of community workshops, during which local communities discussed what they valued about their place, the benefits it provides and how these benefits could be affected by climate change. The discussions also identified some preferred responses to potential impacts.

For further information visit: www.snh.gov.uk/publications-data-and-research/publications/search-the-catalogue/publication-detail/?id=1869

PlaceBook Scotland

PlaceBook Scotland is a web-based project for Scottish people to share their impressions about their special places. Visitors to the website are invited to express these views through poetry, prose, pictures, photos, video, sculpture, music or song. PlaceBook Scotland aims to build a picture of the places we have strong associations with. It also lets others see what we think of our local landscapes, our reflections on neighbourhood identity and sense of place. This is a good resource for you to get ideas and inspiration about what makes places special across Scotland!

For further information visit: placebookscotland.co.uk

What is involved?

The toolkit is flexible and can be easily adapted to meet the needs and resources of your own community. Each project will be different and your community does not need to follow or do everything suggested in the toolkit. Your community can pick and choose according to what is appropriate to its needs. The process typically involves:



- **Bringing together a group of people who are committed to running the project.** This will involve setting up a 'project team' to help plan, organise and run activities
- **Developing a project plan** and the necessary resources to help make sure your project is a success.
- **Involving your local community in fun and practical ways**, so that your project reflects the views and opinions of as many different people as possible. The more people involved, the better! It is likely you'll need to hold a series of meetings and events, depending on what is required. This might include organising workshops, site visits or other activities to explore what makes your local place special and discuss how it could be managed in the future.

There are organisations you can contact who may be able to offer support and advice for your project - these are listed in section A.7.

How long will it take?

Undertaking a project may involve a considerable amount of your time. At the beginning of the process it is important to consider your aims, the approximate time you want to commit to your project and what is achievable within this.

For example, if you have three months, then a project to celebrate your place (Stages 1 & 2) might be realistic. If your community wants to produce a landscape plan (Stages 1, 2, 3 & 4) then this may require another three to six months to complete. However, you may want to spend far less or perhaps much more time on your project – it really is up to you to decide what you want to achieve and when.

Landscapes change with the different seasons and you may want to consider this when planning your project timetable.



How to use the toolkit

The toolkit provides step-by-step guidance for you to run a project. This includes:

- **Guidance** on project planning and organisation.
- **Practical information** on how to involve all members of your local community and give everybody the chance to make their views known – from running meetings and workshops to more creative approaches.
- **Briefing materials** to help people understand, discuss and record information about their local place and the benefits it provides.
- **Advice** on how to process the results of your project and use these to develop plans.

The Talking About Our Place Process

The toolkit has four sections:

Section A: **Step-by-step guide on how to run your project**

This is the starting point for understanding what your project is about and how the toolkit can be used by your community. This section explains the process to be undertaken, breaking it down into different stages and defining possible outcomes from each.

Section B: **Tools and techniques manual**

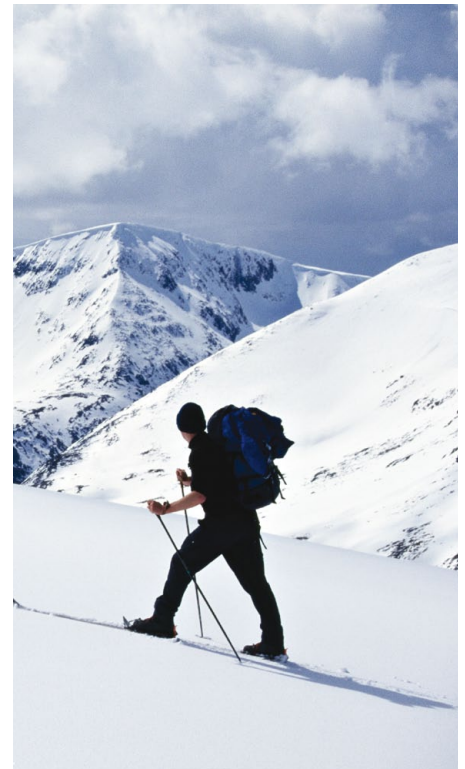
The tools and techniques manual gives practical advice on the 'nuts and bolts' of involving your local community in your project: from practical issues like venue hire, to considering all the different people who make up a community and how best to bring them together and draw upon their ideas. It also provides outline information to help you prepare presentations and decide which engagement techniques to use.

Section C: **Topic Sheets**

A series of Topic Sheets have been produced to help you understand how the different landscape features that make up your place benefit your community: from providing fresh water and food, to giving people space to think and feel free. This information is designed to help communities learn more about their local place and its future.

Section D: **Project Forms**

For each of the four stages of the Talking about our Place process, there is an easy to complete project form. These four forms are designed to help you manage your project. They can help you to produce a simple project and record the results at each stage, making sure that the process remains transparent and focused on its objectives. Recording the results of each stage using the forms makes it easy to see what information has been gathered and to feed this information through to the next stage of the project.



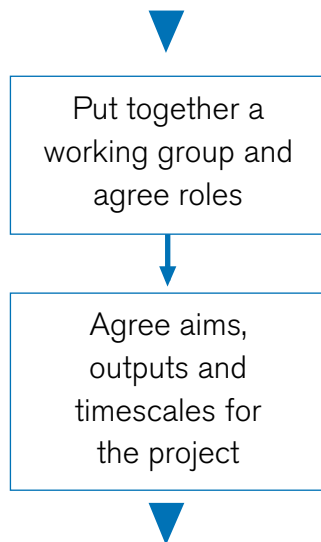
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Stage 1

Planning your Place Project



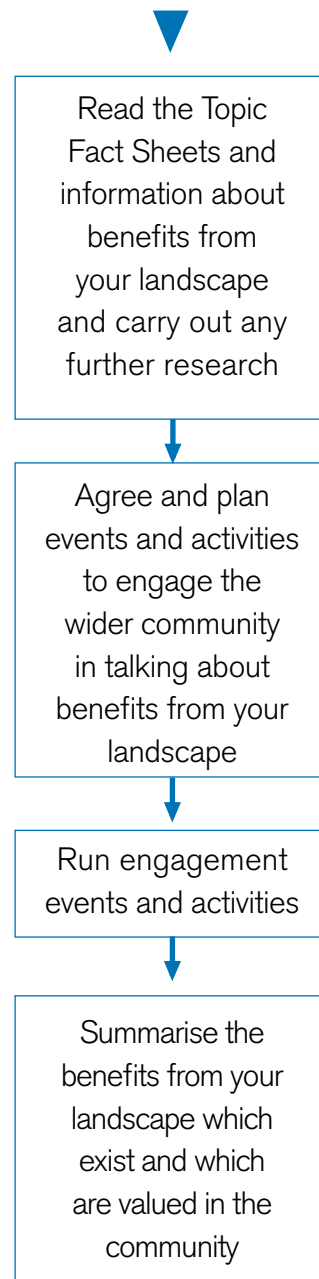
Stage 2

What is special about our place?



Stage 3

What are the benefits from your landscape?



Stage 4

Shaping the future



Outputs

The formation of a working group to plan and drive the Place Project forward

Learning about and celebrating your place

Understanding the landscape benefits to you and your community

Improving your place and developing projects

STAGE 1: Designing your Project

STAGE 1 is about developing a clear purpose for your project: agreeing at the start what you aim to achieve and setting out a clear plan for everyone to follow. Good teamwork and the involvement of a wide range of people within the community are essential to ensuring success.

During this stage of the process you could:

- Form a project team to run your project
- Make decisions about the purpose and timescales of your project
- Plan your project and decide which activities are best suited to involving local people

Guide time to complete: about one week to one month

What you will achieve

Completing Stage 1 will provide you with a framework and timescale for your project. It will also mean that you have established a project team and have decided which stages to undertake and what activities to use for the different stages.

At this stage you might like to consider contacting your local council or other organisations that may be able to provide you with help or further information. For example: your local council may be able to put you in touch with staff, either from the council or from other organisations such as charities (e.g. the RSPB, the local wildlife trust) or government agencies (e.g. Scottish Natural Heritage or Historic Scotland), who can help you with your project. For more information see the 'Help and Advice' section towards the end of this guide.



Putting together a project group

It is important to bring together a team of volunteers who will be responsible for managing your project. The project group will be responsible for:

- Planning the project, including agreeing the purpose, aims and timescales
- Publicising the project
- Organising events and activities to involve the wider community
- Conducting background research
- Collating the results of events and activities
- Organising regular project group meetings to keep track of progress



There may already be people willing to participate in the project group, such as people belonging to existing groups within your community. However, you should always ask members of the wider community if they would like to join. This can be done through an article in the local community newsletter, for example. You might begin with a small group to get things started and then involve more people as the project gathers momentum.

It is important to note that the views of the project group are no more important than those of the wider community. The role of the project group is to help manage the project – it should not be responsible for making final decisions on behalf of the community as a whole.

What might be expected of the project group?

Volunteers will need to know what is expected of them before they join the project group. It is important for people to clearly understand:

- **Their role and responsibilities within the group.** It might help to organise a meeting between everyone who is interested in getting involved. This will give people the opportunity to ask questions, explain their interests or expertise and agree roles.
- **The amount of time they will be required to commit to the project.** This will depend on the overall purpose of the project, its duration and the number of activities involved. If in doubt, don't underestimate but be sure to allow flexibility in how people can get involved (e.g. you might need to share a particularly busy role among two or more people).



Roles and responsibilities of the project group

A typical project group could include the following roles, although not all projects may require such a formal structure. Each role can be managed by more than one person – or a single person might fulfil multiple roles. What's important is that sufficient time is dedicated to each role and that none are neglected during the course of the project.

- **Chair/Project leader:** this person does not have any more power than the rest of the project group or wider community. The role of the Chair is to make sure the project group's meetings run smoothly, that everyone has their say, that actions are allocated fairly and timescales are met.
- **Secretary:** this person is responsible for organising project group meetings, taking notes and making sure everyone is clear about what they should be doing. They may also help to publicise events among the wider community.
- **Workshop facilitator:** this person is responsible for running events and activities within the wider community. Their role is to remain impartial and neutral, ensuring all participants are able to have their say (rather than expressing their own personal opinions during events). You may decide that it would be more appropriate to consider a professional or independent person for the role of facilitator.
- **Event organiser:** this person is responsible for finding venues, organising refreshments and any equipment needed by the workshop facilitator. In smaller project groups, the facilitator may themselves take on this role.
- **Publicist:** this person will be responsible for publicising the project and promoting any events and activities within the wider community (aiming to generate local interest and involvement in the project). This might involve creating posters, flyers, press releases and contacting the venues or groups where these will be distributed.
- **Treasurer:** where there is some funding, this person is responsible for managing the budget.



It may be appropriate for the members of the project group to hold a vote to determine who would be the best person for each role.

Form D1: Planning your project and timescales

Once you have formed a project group, the next step is to make some decisions about your project.

Complete Form D1, included in Section D of the toolkit, which guides you through the initial planning process. You will be asked to think about:

- The title of your project
- Project group members and their roles - who is doing what and when?
- What is the purpose of your project?
- What do you want to achieve?
- How do you intend to promote your project?
- When will you carry out each stage/activity?

Developing a clear purpose for your project at the outset will help you identify what needs to be done and what you want your project to achieve. Having a clear idea of what you want to influence and the best ways of achieving this are important parts of a good project plan.

It is recommended you review and update Form D1 during project group meetings, based on lessons learned, to make sure that the project is on course to achieve its aims.



Form D1: Example

Talking About Our Place – Form D1

Form D1: Planning your project

STAGE 1 is about developing a clear purpose for your project: agreeing at the start what you aim to achieve and setting out a plan for everyone to follow.

What is the purpose of your project? – describe the reason for your community wanting to do a project

To produce a community landscape statement on what makes our place special.

What do you want your project to achieve? – describe how the information you produce will help influence change in your local place and what outcome you expect

We would like to use the statement for our village environment group to comment on future planning consultations and to provide a framework for any future practical projects our group might want to take forward. We would like this to help us conserve our hills as an important landscape in our community.

Title of your project:

'Craggy Hills' Community Landscape Statement

Project group members and their role:

Name	Role	Contact details
Margaret	Chair / Project leader	
John	Secretary	
Des	Workshop facilitator	
Moir	Event organiser	
Claire	Publicist	
Frank	Treasurer	
	Any others?	

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Talking About Our Place – Form D1

How do you intend to promote your project? – identify the best ways to contact your community

Media	Where
Posters	Libraries, community centres, local shops in all towns and villages in our area
Newsletter	Through our monthly environment group online newsletter delivered to 700 members
Newspaper	Local newspaper delivered free to over 10,000 houses
Radio	Local radio station

Equality:

It is essential that your project is accessible to everyone regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation?

Explain what steps being taken to address this (refer to the tools and techniques guide for ideas).

When will you carry out each stage/activity?

Stage	Activity – use the tools and techniques manual to identify the most appropriate activities	Who to involve – use the tools and techniques manual to identify the groups of people you intend to involve	Timescale – when do you intend to undertake each action
STAGE 1:			
1. Put together a project group	Agree members at the environment group meeting through voting	Members of environment group	4 th June
2. Decide roles and responsibilities for the project group	Agree roles at the environment group meeting through mind mapping	Members of environment group	4 th June
3. Decide aims and outputs	Agree aims and outputs at the	Members of environment group	4 th June

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Talking About Our Place – Form D1

	environment group meeting through mind mapping		
4. Agree timescales	Agree timescales at the next environment group meeting	Members of environment group	4 th June
STAGE 2: 1. Agree and plan events and activities to engage the wider community in talking about your place	Agree at the environment group meeting through ideas gallery		5 th July
2. Publicise engagement events	Produce press release Contact local radio and newspaper Produce posters and distribute Write article for next newsletter and promote using social media		12 th July
3. Run engagement events and activities	A workshop using talks and presentations, mind mapping, photography and field survey		27 th July (TBC)
4. Summarise what is special about your place	Hold a session to analyse results	Project group	28 th July
STAGE 3: 1. Research landscape benefits	Read topic sheets and undertake desk research		4 th - 11 th August
2. Agree and plan events to identify landscape benefits	Agree at the environment group meeting through ideas gallery		12 th August
3. Publicise engagement events	Contact all attendees of last session Produce press release Contact local radio and newspaper		13 th August

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Talking About Our Place – Form D1

	Produce posters and distribute Write article for next newsletter and promote using social media		
4. Run engagement events and activities	A workshop using talks and presentations, flash cards and mind mapping	Project group and members of the community	TBC
5. Summarise landscape benefits	Hold a session to analyse results	Project group	Week beginning 20 th August
STAGE 4: 1. Agree and plan events and activities for discussing any next steps	Agree at the environment group meeting through ideas gallery		1 st September
2. Publicise events as widely as possible	Contact all attendees of last session Produce press release Contact local radio and newspaper Produce posters and distribute Write article for next newsletter and promote using social media		10 th September
3. Run engagement events and activities	A workshop using scenario building		30th October
4. Set out next steps	Draft community landscape statement for consultation with community and key stakeholders through ideas gallery		30th October

STAGE 2: What is special about your place?

STAGE 2 is about enabling your community to discuss the special qualities of their place.

During this stage of the process you could:

- Identify how your community defines its place – what are the boundaries?
- Use creative tools and techniques to involve local people in identifying the different landscape features that exist in your place, such as woodlands, historic buildings, rivers, etc. How abundant are these and where are they located?
- Develop understanding of how the different features are valued by your community.
- Explore local heritage by asking people to share their knowledge, memories and family histories.

Guide time to complete: about one to two months



What you will achieve

Completing Stage 2 will improve community understanding of your place and identify what makes it special. This information can be used to celebrate your local place and help others learn about it in a variety of ways. For example, you can use the results of this stage to:

- Publish a collection of photographs, artwork or maps about your place.
- Produce an illustrative map of your place.
- Hold an exhibition about local heritage and culture.
- Write a story, play, poem or piece of music about your place.
- Develop posters, leaflets or other publicity materials about your local place.
- Improve and develop your community or local interest website.

Form D2: Collecting information about your place

Form D2 collects and summarises information on what makes your place special. You should fill in a separate copy of Form D2 for each event or activity as part of your consultation process.

When completing Form D2 you will be asked to:

- **Identify the place you are focusing on.**

This could be the name of a place, an area of landscape, a range of hills, etc.

- **Describe your place** in your own words, perhaps using other information you have gathered to add detail.

- **Include a map of your place** if you have one, so that participants can better understand the boundaries of the project area.

- **Identify what landscape features are important to your place.** The Tools and Techniques Manual provides information on different events and activities that can be used to involve your community in identifying what is important. Activities that may be most appropriate at this stage are:

- **Site surveys**
- **Site visits**
- **Mental maps**
- **Oral histories**
- **Workshops**

- **Keep a record of why each landscape feature is considered to be important.**

The more detail you can provide to explain the importance of each landscape feature, the better. Your record might include an estimate of how many participants or groups identified a landscape feature as being important. This could be as simple as stating 'most' or 'some' of the participants, or it could include numbers such as '70% of people valued woodland for recreation'. The information you gather will be used during Stage 3 of the project.

- **When asking people what they value they may identify their experiences of the landscape or how they feel about it.**

Although this toolkit has been designed to help influence physical landscape change, the experiences and feelings people have are also important. When they are identified, then they can often be related to the physical landscape e.g. 'the peace and quiet that can be enjoyed on the summit of Craggy Peaks'. This will make Stage 3 of the Talking About Our Place project easier. If an experience or feeling cannot be related to landscape features, then still keep a note of this as this could provide important context for any further work.

Form D2: Example

Talking About Our Place – Form D2

Form D2: What is special about your place?

STAGE 2 is about enabling the community to discuss the special qualities of their place.

What is your place? – describe the approximate area or boundary that your project relates to

Craggy Hills

Describe your place – in your own words and using any other research you have done

Craggy Hills is a range of low craggy peaks dotted with small lochans, sandstone villages and large forests good for walking and cycling.

Map of your place

Insert local map

What do you value about your landscape? (this can be physical features or experiences and feelings)	Why? – identify why these are valued	What records have you gathered to support this?
Craggy peaks	Distinctive landmarks Good for walking	Most of the participants took photos of the peaks All of the participants surveyed the peaks
Tranquillity	Good places to escape from	Most participants

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Talking About Our Place – Form D2

	busy life	photographed the views and commented on the tranquillity these provided
Lochans	Good for fishing Good for canoeing	Around half of the participants took photos of the lochans Nearly all of the participants surveyed the lochans
Forests	Good for walking and cycling	All three groups took photos of the forests Two out of three groups surveyed the forests
Hill forts	Links to our past Good views can be appreciated	Most of participants took photos of the forts Around half of the participants surveyed the forts
Walking and cycling routes	Well-connected network Near to places where I live	All of participants took photos of the routes Most of the participants surveyed the routes
Small sandstone villages	Feels like home and strong sense of community	60% of participants took photos of the villages 82% of participants surveyed the villages

STAGE 3: What are landscape benefits?

STAGE 3 is about helping your community understand the benefits their local place provides.

During this stage of the process you could:

- Involve the wider community in learning about the different benefits that landscapes provide (using the topic sheets in Section C).
- Identify which benefits are provided by your local place.
- Explore what might affect the landscape benefits your area provides and what might be done to safeguard or improve them in the future – particularly the landscape features most valued by the community (as identified during Stage 2).

Guide time to complete: one to two months



Topic Sheets

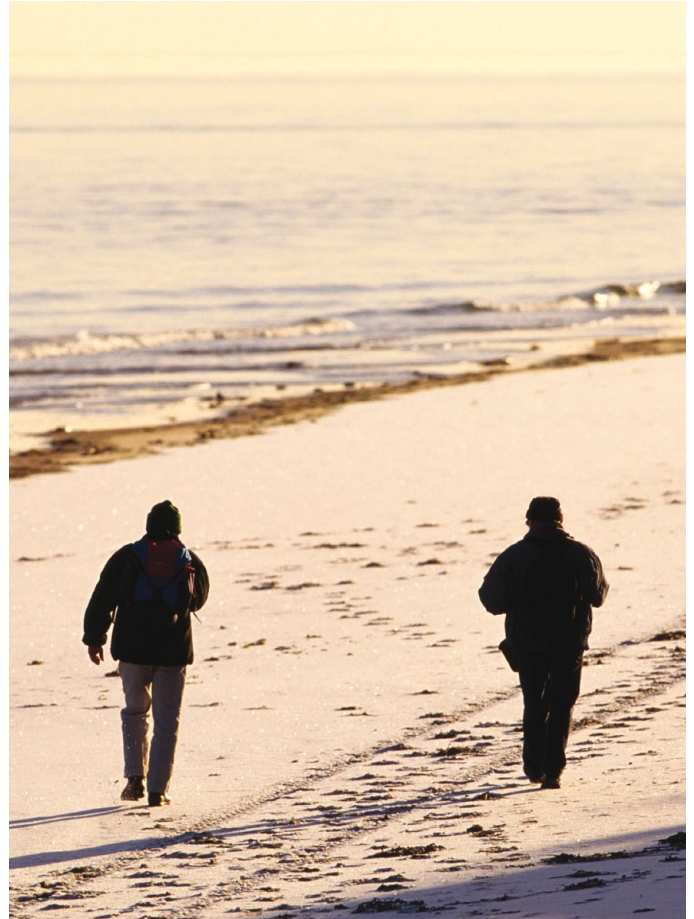
A number of topic sheets have been produced as part of this toolkit. The Topic Sheets help to explain ecosystems, ecosystem services and the benefits associated with different landscapes, such as woodlands. The Topic Sheets also describe how changes to these landscape features may influence the benefits they provide. **The Topic Sheets are essential reading for completing Stage 3 of the consultation process.**

To help you to understand landscape benefits and how these relate to your project, consider inviting someone who understands ecosystems to a project group meeting or community event. The Local Authority, Scottish Natural Heritage or a local Wildlife Trust may be able to suggest someone suitable.

Completing Stage 3

Stage 3 of the process involves:

- **Using the Topic Sheets to assess the landscapes identified as being important during Stage 2.** The information gathered during Stage 2 will help you decide which Topic Sheets are relevant. You might like to share out the Topic Sheets among the project group and carry out any further research needed to help people gain a good understanding of each topic. You do not need to read all of the Topic Sheets - for example, if there is no coast in your place, then you do not need to read the coasts topic sheet.
- **Involving the wider community in understanding landscape benefits and identifying which benefits are provided by your local landscape.** The Topic Sheets can be used as part of events and activities to help people gain an understanding of the different landscape benefits provided locally.
- **Involving the wider community in considering which benefits the landscape could provide in future.** Focus on the services that would be most valuable to the local community and place. For example, woodland can provide a place for tourism and recreation.
- **Consider future change.** Once the community has considered the landscape benefits of your local area, ask them to consider how the place may be changing and what may be causing these changes. The forces for change information on each Topic Sheet should help with this process.



What you will achieve

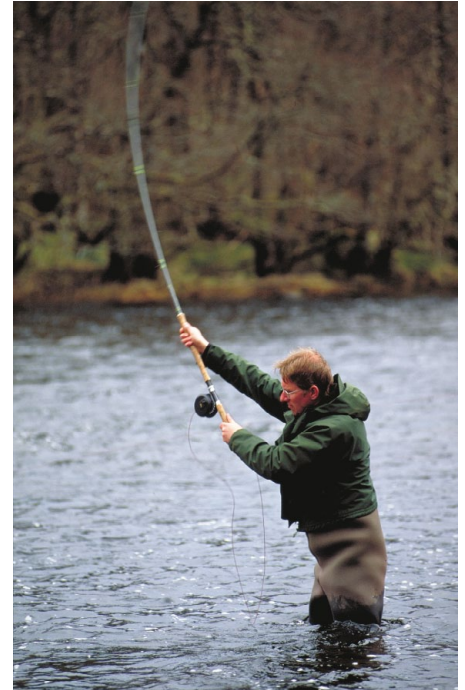
This section of the consultation will provide an opportunity for your community to learn about and understand landscape benefits. It will provide information to help you to discuss what landscape benefits are being provided by your local place and what may influence these benefits – both now and in the future. The results from this stage will provide you with a greater understanding of local landscape benefits and form the basis for developing a plan or strategy for how your landscape can be managed.

Form D3: Landscape benefits

Form D3 will collate and summarise the information gathered during Stage 3. A separate Form D3 needs to be completed for each of the landscape features identified and discussed during the consultation (Stage 2). There are several steps involved in completing Form D3:

Complete Form D3, included in section D of the toolkit, which helps your community understand the benefits that your local place provides. You will be asked to:

- Identify which landscape feature the form relates to (e.g. greenspace or historic features).
- Describe where the landscape feature is found (you could use descriptive text, a place name or grid reference to do this).
- Describe how much of the landscape feature exists in the local place – this can be done in a number of ways; for example, if you know the precise area then you may wish to state this (e.g. 10 hectares). It is not essential to give accurate numbers; a simple description may suffice (e.g. it covers most of the valley side, or it makes up about a third of our local place).
- Using the Topic Sheets and the findings of the consultation process (Stage 2):
 - Make a note of which benefits the landscape feature currently provides by ticking the appropriate boxes.
 - Note which benefits the landscape feature should or could provide.
 - Note any problems that may exist with the landscape feature (e.g. pollution, poor condition or poor access).
- Using the forces for change information on the Topic Sheet, consider how the landscape feature and the benefits it provides may change in future, and why these changes may occur.



Form D3: Example

Talking About Our Place – Form D3

Form D3: Landscape Benefits

STAGE 3 is about helping your community understand the benefits that your local place provides.

Landscape feature: Lochans (freshwater)

Where is this landscape feature found?

Along the southern slopes of Craggy Hills

How much of this landscape feature is there? – identify the number, area or describe the approximate extent

Seven lochans

Landscape Benefits – identify the landscape benefits from the topic fact sheets	Already providing	Should provide in the future
Water	Yes	
Fish	Yes	
Peat	Yes	
Health products (mineral spas and medicinal plants)	No	
Carbon regulation	Yes	
Flood, flow and water quality regulation	Yes	
Local climate regulation	Yes	
Fire regulation	Yes	
Human health regulation (sources of biocontrol agents)	Yes	
Science and education (learning and research opportunities)	No	Yes
Tourism and recreation (fishing, bird watching, swimming, sailing etc.)	No	Yes
Peace and quiet	Limited	Yes
History	Yes	
Sense of place	Yes	
	Yes	
	Yes	

Are there any existing issues with this landscape feature?

Some of the lochans are hard to access and often quite boggy to walk around

How may it change in the future?

Talking About Our Place – Form D3

Why may it change in the future?

- Climate change – changes in temperature and rainfall can affect water temperature, oxygen and chemical concentrations in the lochs.
- Increasing summer temperatures affect evaporation which could stress wetland species.
- Planning and development – wind farms have been proposed that could affect the open character of the hills. Construction of turbines could also lead to peat erosion which affects water quality.
- Invasive species - Non-native species could affect the ecology of the lochans.
- Increased access and recreation could cause erosion of the tracks and affect the hills as peaceful destination.

STAGE 4: Shaping the future

Stage 4 is about using the information you have collected to help shape future changes by influencing others or taking practical actions.

Depending on the aims of your project and the type of information collected, there are a range of practical things your community can do to celebrate your local place and help influence changes that are happening. This section suggests some things to consider in making sure the results are useful for others, or for developing any future community projects.

Guide time to complete: about one to two months

What will you achieve?

This stage of the process will provide you with the information and understanding to use the findings and views of your consultation in a number of ways. For example, by influencing development plans, by developing an action plan for your local area or by introducing physical changes to your local landscape such as the development of new footpaths or the improvement of a landscape feature.



Influencing development and other plans and strategies

Your project can provide an abundance of useful information that can be used to respond to consultations on planning proposals and other strategies concerning your local place. In responding to specific proposals, first contact the local planning department who may be able to offer advice on how best to respond or put forward your own plans.

For example, a map of landscape features and what is important could be used for commenting on Local Development Plans. Having a clear idea of what information is needed from the outset will be important when responding to consultations.

Once your community has collected information on why your local place is important, it might be a good idea to identify recommendations, guidelines or action plans to improve your local place.

These recommendations will identify things the community wants to achieve and could help inform future plans and strategies affecting your local place. For example this could be:

“Protect and manage the important woodlands around our village to enhance the landscape setting, benefit wildlife and provide opportunities for informal recreation and learning.”



Improving your place and developing projects

Your community may want to begin a new project using the information collected. This could include a wide range of things from creating a new park or allotment site, to developing a riverside walk. It will be important to think about how ongoing projects might be funded and how to present people's ideas in ways that will stand the best chance of attracting investment. A list of useful sources of information on how and where to obtain funding is provided in the Tools and Techniques Manual (Section B).

Completing Stage 4

Stage 4 uses the results from Stage 3 to develop a vision or action plan for improving your place.

- Using the information gathered from Stages 2 and 3, you will have developed a good understanding of what makes your place special, the landscape benefits it provides and how these may be affected by different changes to your local place.
- Stage 4 is about looking at your local place as a whole, identifying the threats and opportunities to landscape features and developing practical ideas for how to improve your place.



- By looking at your local place as a whole, you may realise there are conflicts in how some features are managed or in what you want to achieve. Stage 4 provides an opportunity to discuss any conflicts and agree a way forward.
- It may be a good idea to create an overarching 'vision' for your place. A vision is usually a written description of how you would like your place to be managed in the future. Having a vision will give your community a clear goal to aim for, which can be used to help guide responses to development plans, or perhaps develop a landscape strategy to help turn your vision into reality.
- Lastly, you might agree some practical projects to take forward to help improve your place.

Form D4: Shaping the future

- The first stage in completing Form D4 is to summarise the information from Stage 3 on one sheet. To begin with, list every landscape feature in the first column.
- Then in the second column, record the main threats from the changes affecting each landscape feature you identified in Stage 3.
- You should then suggest some ideas for how each threat could be overcome.
- When looking at the opportunities together for every landscape feature, you might identify some conflicts from one landscape feature to another. You should discuss within your group what is most important to you and where possible, understand the wider policy implications that should be taken into account. You may require further advice from professionals to help you through this challenging process and resolve any potential conflicts.
- Based on the landscape features of your place, you should discuss and identify a vision for improving your place. Achieving broad consensus on this will be important.
- You could then discuss and identify some practical actions to take forward to improve your place.



Form D4: Example

Talking About Our Place – Form D4

Form D4: Shaping the future

Stage 4 is about using the information you have collected to help shape future changes by influencing others or taking practical actions.

Landscape feature	Threats – identify how the landscape feature may change for the worse in the future	Opportunities – identify how any negative change be made better	Priorities for action
Craggy peaks	Pressure for large-scale wind farm development	Influence planning applications or other wind farm planning documents to make sure proposals are acceptable	Make sure the information collected in the project is used to respond to the current planning application
Lochans	Over fishing	Raise awareness and promote sustainable use	Liaise with local fishing clubs
Forests	Felling of trees could scar the landscape	Identify important woodlands to protect	Comment on the next forestry design plan
Hill forts	Damage by cycling	Promote alternative routes	Identify which forts are most under pressure
Walking and cycling routes	Some sections are too muddy in the winter to use	Improve and upgrade tracks	Undertake a survey of tracks to improve
Small sandstone villages	Large-scale new housing	Promote the use local stone and protect important views of the hills	Make sure the information collected in the project is used in responding to planning applications

Talking About Our Place – Form D4

Resolve conflicts – identify any conflicts between landscape features and how these may be overcome

Improving and upgrading tracks could affect the natural character of the hills and encouraging increased access could affect the peace and quiet of the area. To resolve this, we will encourage the Forestry Commission to improve access in the forested areas that are better suited to recreation and path improvements.

What is your vision? – describe the overall direction of how your place should be managed

To protect the undeveloped character of the hills as an important landscape setting to surrounding villages and as a peaceful place for informal recreation.

What are your next steps?

To collate and present all the information from the project into a community landscape statement and consult the community and key stakeholders.

Promoting the results

Promoting the results of your project will be important to its continued success. Things to consider include:

- **Producing a press release:** Once the project is completed, it may be a good idea to promote the outcomes through local media. If the project has already been promoted when it was launched, it will be important to follow this up with another press release describing the results.
- **Contact your local council:** The local council and community planning partnership will be interested in your work - especially if the aim of the project was to help influence future plans and strategies. Other organisations may also be interested in hearing about the results.
- **Produce a report or exhibition:** These could be made widely accessible by locating them in your local community centre, school or library.



Help and advice

You might like to seek further help and advice to assist your project.

Useful contacts and resources include:

Adaptation Scotland – provides advice and support to help make sure that Scotland is prepared for, and resilient to the impacts of climate change.

www.adaptationscotland.org.uk

Archaeology Scotland – provides support and advice on the study and care of Scotland's historic environment.

www.scottisharchaeology.org.uk

Association for the Protection of Rural Scotland (APRS) – a charity which promotes the care of all of Scotland's rural landscapes.

www.ruralscotland.btck.co.uk

Church of Scotland – a guide to planning community projects.

www.churchofscotland.org.uk/serve/parish_development_fund/planning_a_project

Common Ground – supports arts and local distinctiveness in the environmental fields.

www.commonground.org.uk

Community Planning Partnerships – links to Community Planning Partnerships.

www.improvementservice.org.uk/communityplanning

Community Planning Website – a source of information on developing community projects.

www.communityplanning.net

Eco-Congregation – a charity helping congregations link environmental issues to their faith and take action in their church and local community.

www.ecocongregationscotland.org

Energy Saving Trust – a non-profit organisation to help fight climate change by promoting the sustainable use of energy, energy conservation and to cut carbon dioxide emissions.

www.energysavingtrust.org.uk

Forestry Commission Scotland – a government agency responsible for the protection and expansion of Scotland's forests and woodlands.

www.forestry.gov.uk/scotland

Friends of the Earth Scotland – working for environmental justice and campaigning for the planet and its people.

www.foe-scotland.org.uk

The Grassland Trust – a national charity to protect wildlife rich grasslands and flowery meadows.

www.grasslands-trust.org

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Greenspace Scotland – an independent charitable company to support the planning, development and sustainable management of greenspaces and green networks in our towns and cities.

www.greenspacescotland.org.uk

Historic Scotland – an executive agency of the Scottish Government charged with safeguarding the nation's historic environment and promoting its understanding and enjoyment.

www.historic-scotland.gov.uk

John Muir Trust – a charity dedicated to protecting and improving wild land for people and wildlife.

www.jmt.org

Living Streets Scotland – works to create safe, attractive and enjoyable streets, where people want to walk.

www.livingstreetsscotland.org.uk

Local Authorities – a list of the 32 local authorities in Scotland.

www.direct.gov.uk

Marine Conservation Society – a charity for the protection of our seas, shores and wildlife.

www.mcsuk.org

Marine Scotland – its purpose is to manage Scotland's seas for prosperity and environmental sustainability.

www.scotland.gov.uk/About/Directorates/marinescotland

Mountaineering Council of Scotland – the representative body for mountaineers, climbing and hill walking enthusiasts in Scotland.

www.mcofs.org.uk

National Library of Scotland – Scotland's largest library and the world centre for the study of Scotland and the Scots.

www.nls.uk

National Trust for Scotland – Scotland's leading conservation charity that cares for Scotland's heritage.

www.nts.org.uk

Planning Aid Scotland – an independent and impartial organisation, working to help people shape their communities and improve the way people engage with planning.

www.planningaidscotland.org.uk

Planning Democracy – campaigning for a fair and inclusive planning system in Scotland.

www.planningdemocracy.org.uk

Plantlife Scotland – conservation of wild plantlife and outreach work across Scotland.

www.plantlife.org.uk

Ramblers Scotland – representative body for walkers in Scotland.

www.ramblers.org.uk/scotland

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Rivers and Fisheries Trusts of Scotland (RAFTS) – an independent freshwater conservation charity representing Scotland's national network of rivers and fisheries Trusts and Foundations.

www.rafts.org.uk

Royal Commission on the Ancient and Historical Monuments of Scotland (RCHAMS)

– Scotland's national collection of buildings, archaeology and industry.

www.rcahms.gov.uk

RSPB Scotland – promotes conservation of birds and other wildlife in Scotland, through the protection and re-creation of habitats.

www.rspb.org.uk/scotland

Scottish Campaign for National Parks – promotes the protection, enhancement, and enjoyment of nationally outstanding areas that are National Parks, or appropriate to be designated as such.

www.scnp.org.uk

Scottish Civic Trust – a national body for the civic movement in Scotland.

www.scottishcivictrust.org.uk

Scottish Education and Action for Development – supports community-based movement for positive social change.

www.sead.org.uk

Scottish Environment Link – a forum for Scottish environmental and conservation organisations.

www.scotlink.org

Scottish Environment Protection Agency (SEPA) – a government funded body and Scotland's environmental regulator to protect and improve the environment.

www.sepa.org.uk

Scottish Government – responsible for most of the issues of day-to-day concern to the people of Scotland, including health, justice, rural affairs, and transport.

www.scotland.gov.uk

Scottish Native Woods – exists to rescue, restore and expand Scotland's native (natural) woodlands.

www.scottishnativewoods.org.uk

Scottish Natural Heritage (SNH) – a government-funded body that looks after all of Scotland's nature and landscapes across all of Scotland for everyone.

www.snh.gov.uk

Scottish Outdoor Access Code – guidance for enjoying Scotland's outdoors responsibly.

www.outdooraccess-scotland.com

Scottish Wild Land Group – a charity to protect and conserve wild land in Scotland.

www.swlg.org.uk

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Scottish Wildlife Trust – a conservation organisation, caring for wildlife and campaigning on wildlife issues in Scotland.

www.swt.org.uk

Soil Association Scotland – organisation campaigning for a healthy food culture, and planet-friendly farming.

www.soilassociation.org/scotland

Wildfowl & Wetlands Trust – a conservation organisation working to safeguard and improve wetlands for wildlife and people.

www.wwt.org.uk

Woodland Trust Scotland – a conservation charity concerned with the protection and sympathetic management of native woodland heritage.

www.woodland-trust.org.uk and
www.treeforall.org.uk/scotland

Glossary

Catchment (water) – an area of land where water from rain and melting snow or ice drains into a body of water or river.

Community – all the people living in a particular area or place or sharing the same interest.

Cultural services – those which provide us with landscape experience, for example spirituality, recreation opportunities and sense of place.

Development planning and management/ spatial planning and management – the management of the competing uses for space, and the making of places that are valued and have identity. Activities focus on the location and quality of social, economic and environmental change.

Ecosystem – a biological community of interacting organisms and their physical environment.

Ecosystem services – the outputs of ecosystems from which people obtain benefits.

Environmental management – the benefits of landscape management are usually invisible and happen 'in the background' all the time and all around us. They help to keep everything working and balanced, be that the air we breathe, the soil under our feet or the water that we drink.

Environmental processes – services necessary for the production of other ecosystem services, for example the production of oxygen enabling respiration.



Landscape – an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors.

Landscape experiences – how we enjoy the landscape and feel a part of it. Landscape experiences are not just about enjoying spending time in the landscape – they are also an important part of our identity and sense of belonging to a place, including our spiritual and physical wellbeing and happiness.

Landscape features – particularly prominent or eye-catching elements, like tree clumps, church towers or wooded skylines.

Landscape products – the materials we take from the landscape or that we can produce using the landscape. They tend to be the most 'obvious' landscape benefits and are easily identified.

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Local area – the landscape area defined, by communities, as the 'local landscape'.

National park – Scotland's national parks are areas of the very highest value for their landscapes, wildlife and cultural heritage. They provide positive management and extra resources to safeguard and enhance these areas' special qualities for the long term. They also provide opportunities for the public to enjoy the special natural and cultural heritage.

National scenic area – the 40 National Scenic Areas (NSAs) in Scotland, with their outstanding scenery, represent Scotland's finest landscapes.

Provisioning services – those which provide us with landscape products, for example the production of food and water.

Quality of life – understanding what matters and why for gaining comfort and wellbeing.

Regulating services – these are the services which provide landscape management benefits, for example climate regulation and waste decomposition.

Sequestration (of carbon) – the process of absorbing carbon from the atmosphere to another carbon reservoir.

Sense of place – the characteristics that give a place its unique identity; especially those that foster a sense of human attachment and belonging.

Supporting services – see environmental processes.

Sustainable development – development that meets the needs of the present without compromising the ability of future generations to meet their own needs.



How to involve your community

Welcome to the Talking About Our Place Toolkit.

This toolkit contains suggestions for how to:

- Involve your community in project planning and decision-making;
- Consult with local people and enable them to express their views and opinions.

By using this toolkit you can make sure your project is successful and enjoyable for everybody.



Designing a project

Enable everyone to get involved

For your project to be successful, it is important to understand the views of as many people as possible. You should involve all of your community to cover the wide range of views and interests that it may hold. Your community might also include people from different 'user groups', such as people who work locally, local clubs and societies, recreational users and visitors, local land owners and so on. Involving different types of people will help you gain a better understanding of the issues that affect your community as a whole, which will ultimately help your project be more successful.



Plan a range of events and activities

It is useful to consider a range of events and activities when planning your project. These might include site visits and workshops, oral histories, art and crafts, group discussions or questionnaires.

Different people will want to be involved in different ways, depending on their time commitments and abilities. That's why it is important to consider a range of events and activities to help make it easy for people to get involved in ways that suit them. You might like to think about the following when deciding which events and activities are suitable for your project:

- Parents with young children may struggle to arrange child care, so you should consider organising activities to occupy their children, or maybe run activities at established groups for young families.
- Young people may prefer more creative and active ways of getting involved, such as photography, art-based activities or site visits.
- Inter-generational activities, such as young people interviewing older residents about their memories of the local area, can help to create a greater sense of community by enabling people of different ages to hear each other's points of view.
- Some members of the community may prefer to write down their views whilst others may prefer to communicate by talking. Consider the use of questionnaires and discussions or recordings, allowing people to take part in whichever way they prefer.
- Attending formal meetings or workshops can be off-putting for some members of the community, who may prefer to take part in activities at groups where they already meet, or in their own home using tools such as a questionnaire or a doorstep chat.
- Some members of the community may have little time to commit to the project. Consider activities that require less time, such as a street stall where people can give their views quickly.

Choosing a venue

When planning events that require a venue, consider the following:

- Holding events at a community member's house may be appropriate when there will be just a few people attending, such as the project group. However, it is generally best to hold events at community venues, especially when working in larger groups.
- There can sometimes be cost involved in hiring venues. However, it may be possible to negotiate a cheaper rate or find a community venue that is willing to donate the venue for free. Having a stall or a display in a public building such as a library will usually not cost anything.
- It may be possible to hold events and activities where people already meet in the local community for existing groups, such as mother and toddler groups, fitness classes and so on. Such groups often provide a "captive audience" at venues familiar to the people attending. This reduces the need for advertising and the cost of venue hire.
- Where possible, choose venues that are easily accessible by public transport.
- Venues that are well known by the community, such as village halls or church halls, will be easier to find and more familiar to people who are not used to attending community events.
- Make sure the venue is accessible for people with disabilities. Consider providing transport or other assistance if necessary. Alternatively, a home visit might be more convenient for someone who finds it difficult to leave their house.
- You might need to repeat the same event at a number of different venues if the community covers a large area – or if a single venue isn't big enough for everybody.
- Some events may take place outdoors – if so, it is often useful to have an indoor space close by where people can keep warm and dry should the weather turn bad.



Timing your project

The timing of your project and its activities should be carefully planned to enable as many people as possible to get involved.

- Try to avoid starting or publicising a project at certain times of the year, such as during religious holidays or festivals, or during school holidays. Events during these times may result in lower attendance as people may go on holiday or day trips and publicity may get forgotten.
- Consider repeating the same event or activity on different days of the week and at different times of the day. For example, people who work full time may prefer an event during the evening or weekend, whereas an older resident may prefer to attend an event during the day.
- Events during the winter may see a lower attendance as the weather and shorter days can sometimes deter people from attending. During the summer, however, the days are longer and weather is generally better, making events and activities more attractive.
- When visiting door-to-door, try to call at a time when people are most likely to be home, such as in the evening. Try to avoid door-to-door calls during meal times, or when children may have gone to sleep.
- Outdoor events should be planned during the daytime to maximise daylight hours – for example, at weekends. You might need to plan ahead and consider alternative dates and times if the weather turns bad.



Who should be involved?

It is important to publicise your project as widely as possible to reach all members of your community (see 'Promoting your activities' for more information on where and how to publicise your project). It is important that everybody feels they can become involved in the project. Consider the diversity of your community - these links may help you identify different groups within your community: Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/contents>), Education Scotland's equality considerations (<http://www.educationscotland.gov.uk/supportinglearners/positivelearningenvironments/inclusionandequality/index.asp>).

Some groups of people may need to be targeted in different ways to help them get involved. A number of such groups are listed below along with tips on how to encourage their involvement. Some of the groups may not be relevant to your local community, or there may be others not included here. The project group should therefore carefully consider this list at Stage 1 of the project to make sure all members of the community are given an opportunity to get involved.



Young people

- To involve young people advertise or hold events at local youth clubs or groups, such as Scouts or Guides. The local authority may have a youth service that could tell you what youth groups exist in your area and who to contact.
- Young people are often considered a difficult group to get involved in projects. However, once you have their attention, young people can bring a huge amount of enthusiasm and imagination to activities. Working with young people can be a lot of fun and a range of creative techniques can be used. For example, you might like to consider activities involving art and photography, maps, music, active pursuits and sports; or perhaps activities that help young and older people to work together and share stories or experiences.

Schools

- Contact local schools to find out whether they'd like to get involved in your project. A simple letter or email, explaining your project and what it aims to achieve, is usually enough for teachers to make a decision (it might be useful to phone the school first and ask who is the best person to contact).
- It is important to give schools a good period of notice about completing activities. This is because they often have their curriculum established in advance and it may be necessary to consider activities in the next school term or year. It is also important to avoid clashes with other activities in the school timetable, such as exam periods, holidays and festivals.
- Examples of how to involve schools include giving a presentation in assembly, taking pupils on a site visit to learn about their environment and local history, or carrying out an art-based activity in class.
- Note that schools can be a good way of advertising the project to parents too – for example, through posters in reception, or giving information to pupils to take home.

Young families

- It is often a good idea to involve young families by working with existing community groups – for example, mother and toddler clubs, young dads' groups or buggy push events at local parks.
- It is sometimes difficult for people with young children to attend events as they have to sort out child care arrangements. You can make it easier for them to attend by providing creative activities to occupy (or even involve) young children.

Older people

- Older people can sometimes feel isolated and may not be able to attend events due to lack of mobility, health, transport and other issues. It might therefore be more appropriate to visit some older people in their homes or residencies, or at established clubs they already attend. Charities such as Age UK can offer useful advice on how to involve older people in your area.
- Older people are a valuable source of information. Help them to share their knowledge and experiences in ways that are comfortable to them – recorded interviews can be a good way of doing this (i.e. talking rather than writing).
- Note that some older people may require assistance when attending events, completing questionnaires or taking part in site visits. There may be volunteers in your community who have experience of assisting older people and who can help when required.

People with disabilities

- Contact local organisations that work with or represent people with disabilities and invite them to get involved in your project. Such organisations can help you plan ahead and also publicise your project more widely among their own members.
- It is important to understand that disabled people are individuals and all have different needs. Some people might have transport and access requirements; some may need large print documents; others may require audio (sound-based) or tactile (hands-on) ways of getting involved. Ask individual participants to contact you with any requirements they may have and seek appropriate assistance to make everyone feel welcome – nobody can understand or predict the needs of each person better than the individuals themselves.

Other adults

- Some working people may have restrictions on the amount of time they can commit to the project. For those working full time it may be useful to hold events in the evening or at weekends. Alternatively, offer activities that require little time commitment, such as simple questionnaires that can be completed at home when convenient.
- Unemployed people may find it difficult to participate if there are costs involved – for example, transport to events or postage of questionnaires. You might like to consider providing help with transport costs or encourage people to share transport. Postage costs can be reduced by making door-to-door visits, or asking people to return completed questionnaires at community venues, such as libraries and local shops.
- Language can be a barrier for some people. Try to make sure your events, activities and publications can be understood by all members of your community. Ask people to translate information into different languages if required.

Local businesses

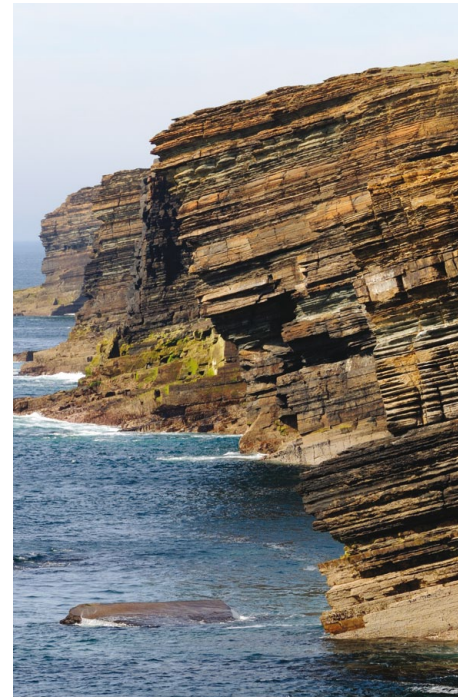
- Businesses often understand their local area and will value features in the landscape that affect their work (sometimes in different ways to local communities). They can also help to advertise the project to their own staff and customers.
- The owners of local businesses may not live in your local area. Be sure to make them feel a part of your local community, rather than separate from it.
- Business owners are often busy people. It might be preferable to ask them to complete a quick questionnaire during their opening hours; or perhaps attend an event in the evenings or at weekends depending on when they are available.

Established community groups

- Such groups include Tenants' or Residents' Associations, Community Councils, Women's Institutes, leisure or hobby groups (such as book clubs and evening classes), local interest groups (such as those focusing on wildlife and heritage), as well as recreation and sporting clubs (including walking, cycling, running and so on).
- Such groups are often valuable sources of knowledge and may be able to provide information about the local area which they have already collected (such as historic information, photographs, wildlife records, or results of previous consultations).
- Established groups can also be used to promote the project more widely among their own members.

What is expected of participants?

- People taking part in events and activities will want to know the amount of time they will need to commit and the types of information they will be asked to provide.
- Make it as easy as possible for people to become involved by offering a range of events and activities. This will help to make it clear that people can be more or less involved depending on their own preferred level of commitment and enthusiasm.



Skills and capacity

It is important to think about what skills are available within your community and make the most of local people's knowledge and expertise throughout your project.

For example, teachers, lecturers and other training professionals may be able to run workshops, as may religious leaders who are used to speaking to a large number of people. However, if there are no such people available, then it may be necessary to consider running smaller events which are easier to manage, or perhaps ask an officer from the local council to help run an event on your behalf.

If you are planning a site visit or field survey, ask members of local walking or wildlife clubs to act as group leaders (as they are likely to know the area well and be familiar with suitable routes).

Ultimately, you are planning a community project that will need to be managed and undertaken by local people – so it is important to make sure you have the skills within your community to make it a success. Also, keep in mind that this is a great opportunity for people to learn new skills too. Encourage people to try new roles and take on responsibilities if they feel confident and comfortable doing so.

Promoting your project

It is important to promote your project as widely as possible to give everyone in your community the opportunity to get involved. Poor promotion also leads to a poor level of involvement. It needn't cost a lot of money to get people interested, as this section will explain.

There are three stages at which it is useful to promote your project:

- At the start, to recruit members for your project group.
- When announcing events and activities, to recruit participants from your community.
- At the end of the project, to let people know what has been achieved.



There are many different ways of publicising your project, some of which are listed below. It may not be necessary to use all of these different methods – pick which are most suited to your community and most of all, be creative!

Examples of how to publicise your project:

- Articles in local newspapers and newsletters.
- Announcements on local radio or at other community events.
- Displaying posters in public venues, such as places of worship, leisure centres, libraries or doctor's surgeries.
- Leaflets and flyers can be a good way of reaching people, but there's normally cost involved in producing them. Try to negotiate a discounted (or free!) price with a local printer. Local businesses, community venues and social groups can be a useful way of helping to distribute leaflets and flyers among the community, rather than delivering them door-to-door.

The following provides a template that can be used in your own publicity. It can be adapted and altered to produce an announcement, a press release, a letter, a leaflet, poster or flyer.

PUBLICITY TEXT:

“

Talk About Your Place!

What do you most value about your place? We need your help to understand what makes [insert place name] special to you.

We are starting an exciting new project to identify what makes [insert place name] unique and how this contributes to our quality of life. Our local landscape provides us with a whole range of benefits that we often take for granted and we need to understand what these are and why they are important to us.

We will be putting on a range of events and activities to agree what makes our place special, so that we can [insert project purpose e.g. comment on a planning consultation or develop a practical project]. The more people we involve, the more successful our project will be.

The first meeting will be held on [insert date] at [insert place] and we would be delighted if you could come along to hear more about this exciting new project. For further information, please contact [insert name and contact details].

”

Dealing with different views

Any process that asks people to give their opinions will inevitably lead to some views being expressed that don't agree with each other. Conflict is not always necessary and in most cases there are ways of solving disagreements in a manner that everyone can be happy with.

Here are some points to remember when dealing with conflict:

- Never ignore conflict. If it arises then be prepared to deal with it.
- Agree to a set of ground rules at the start of the process asking people to respect each other's views. Explain that there is no correct response for the consultation – i.e. no “right or wrong” answers.
- Make it clear that there is no hierarchy within the community or the responses provided: nobody's opinions are more important than anyone else's.
- If you are aware that some people have personal differences and are likely to attend an event or activity, try to put them in different groups to minimise the chance of conflict.
- If conflict arises during an event the most important thing to do is to make it clear that having different opinions is acceptable and that the consultation will record ALL opinions and views. Do not take sides, remain impartial and work to resolve the conflict quickly and calmly.
- If two people are disagreeing then try to keep other participants out of the conflict – if more people are involved then the conflict will escalate. It may be necessary to politely ask people to end a heated discussion or to move people to different groups.
- Try to understand what is causing the conflict. Often it can be a simple misunderstanding caused by poor communication.
- Make sure that the conflict remains contained and focused on the issue in hand rather than escalating or becoming personal.
- You should value all opinions including those that do not represent the majority of the group. You do not want to make people feel excluded or cause offence and their ideas and opinions may not be invalid. They may have been misunderstood or simply have different opinions to others in the group.
- If anybody behaves in an offensive manner then it is acceptable to ask them to leave the meeting or the process, depending on how other participants feel.



Conflicting results

We all hold different values about our local landscape. Because of this, it may be that a consultation results in conflicting views and opinions.

It is important to note that there is nothing wrong with this – it is perfectly acceptable to record different views and ideas, as not everybody will hold the same preferences for how a landscape should be managed or changed. As mentioned previously, there is no “right or wrong” answer in the majority of cases!

Should conflicting results start to prove too problematic to be dealt with within the community, it may be necessary to seek further help. Independent professionals, such as local community officers, can bring a fresh perspective to issues of conflict and help resolve differences of opinion in a fair and ‘neutral’ manner.

Understanding the findings

One of the most important stages of the Talking About Our Place process is the analysis of results. This involves drawing together and 'making sense' of all of the different views and opinions given by local people. You should aim to identify the patterns and trends that represent the views of the community as a whole.



There are many different ways of analysing and understanding the results, depending on the type of project and the activities it has involved. Ideally, your method of analysis should be simple and easy to follow, so that other people can clearly see how you arrived at the end results.

A useful way to start is by looking for broad patterns in the results, before studying these in detail. For example, if woodland is a popular theme, make a note of this before looking for detailed information such as conifer wood plantations, or how plantations are used. This will help you to establish the 'big picture' of your results, before exploring things more closely.

Below are a few pointers about how to analyse results:

- Depending on how your information has been collected, it may be possible to simply count the number of different responses gathered under headings. For example: 35 people greatly valued the local woodland. This can be easy to achieve if you have used questionnaires.
- If you have produced maps as part of the consultation, it may be possible to note whether different groups have marked the same or different features on the maps – or identify where people's priorities are located.
- If you have lots of data then it may be useful to go through the results and make a note of how often certain themes or issues arise – for example, make a note every time someone mentions 'woodland' in the results. This can be a useful way of breaking down large quantities of information into more manageable, 'bite-sized' amounts. Keeping a record of common themes and issues in a spreadsheet can make this process even easier.
- Not all of your results will appear useful, but don't throw anything away! Keep a note of any unusual or out-of-place comments under a heading marked 'miscellaneous' or 'other ideas'. You might want to refer to this information in future, perhaps for another project.
- People may use different terms to express similar ideas, so don't look for exactly the same words or phrases. Similarly, on maps or drawings, people may identify the same features or ideas using different expressions. Try to focus on the meaning behind what people are expressing, rather than how they are expressing it.
- Never seek to combine results that aren't the same – even if it would make your analysis easier! Doing so may reduce the accuracy and credibility of your results. If people have not agreed on a particular topic, this is perfectly acceptable and valid – it simply illustrates that your community has a range of views which need to be considered.

Sources for mapping data

You may wish to work with maps during your project. Maps, like other sources of information, are often protected by copyright. It is important to make sure that you don't use any maps illegally.

A good way to start is by contacting the organisations listed below. Some of these organisations can provide copyright-free maps for any purpose, while others may be able to provide you with maps under a license agreement for use in your project.



OpenStreetMap

OpenStreetMap is a free editable map of the whole world.

<http://www.openstreetmap.org/>

Ordnance Survey Open Data

Free access to a selection of Ordnance Survey data.

<http://www.ordnancesurvey.co.uk/oswebsite/products/os-opendata.html>

Scottish Natural Heritage

Special places and recorded species sightings in Scotland.

<http://www.snh.gov.uk/publications-data-and-research/snhi-information-service/map/>

British Geological Survey

Explore the geology of Britain.

<http://www.bgs.ac.uk/opengeoscience/>

National Library of Scotland

Historic Ordnance Survey maps.

<http://maps.nls.uk/os/>

National Library of Scotland

Online viewer for historic maps.

<http://geo.nls.uk/search/mosaic/>

Sources of funding

There is a variety of funding sources available to help finance your project.

Perhaps the first place to try would be the community officer at your local council, who may have resources available to help pay for some activities.

Another good place to start looking for funding is your local library. This will have books like 'The Directory of Grant-making Trusts' – a list of charities you can approach for assistance. Most trusts and charities have specific criteria in terms of what they will and will not fund. Check and make sure you meet the requirements in each case before submitting an application.



Other useful sources of information on funding are:

- **Scottish Natural Heritage:** www.snh.gov.uk/funding/sources-of-funding – sources of funding for natural projects.
- **Scottish Government:** www.scotland.gov.uk/Topics/Environment/funding-and-grants – sources of funding available for individuals and community groups who are engaged in or are thinking about getting involved in environmental projects.
- **Scottish Education and Action for Development (SEAD):** www.sead.org.uk/resources/communityaction-toolkit/funding-sources – sources of funding for community and environmental projects.
- **Community Health and Food:** www.communityfoodandhealth.org.uk/funding/links.php – sources of funding to improve access to healthy food.
- **Voluntary Health Scotland:** www.vhscotland.org.uk/info/funding.php – sources of community funding to improve health.
- **Youth Link Scotland:** www.youthlinkscotland.org/Index.asp?MainID=8063 – sources of funding for a wide range of youth-based projects.
- **Children and young people now:** www.cypnow.co.uk/go/fundingfinder_scotland/ – sources of funding for a wide range of projects for the young.
- **Greenspace Scotland:** www.greenspacescotland.org.uk/funding-sources.aspx – sources of funding for greenspace projects.
- **Scottish Centre for Regeneration:** www.communitiesscotland.gov.uk – sources of funding for community regeneration.
- **Keep Scotland Beautiful:** www.keeptoscotlandbeautiful.org/ – sources of funding to empower communities to take on the challenge of improving where people live and work.

Health and safety

All of the events you run will need to be carefully planned and this includes giving consideration to health and safety issues. Health and safety guidance simply aims to make sure that everybody is safe and not exposed to unnecessary risks. Identify possible hazards to participants at the start of an activity and always make sure there is a first aid kit available, along with somebody confident to use one.

You can get more information on health and safety from the **Health and Safety Executive**:

www.hse.gov.uk/guidance



Tools and techniques

This section provides information on some of the different ways to involve people in your project.

It is not expected that you will use all of the tools and techniques described here. Instead, you should consider a range of methods that will help to involve as much of your community as possible, based on the needs and interests of local people.

There may be other techniques you'd like to use – if so, great! Just make sure your methods are suitable for the people involved and that you have the resources to manage them safely and successfully.



Which tool when?

The table below can help you decide which tools and techniques to use at each stage of the project.

Tool	Stage One: Planning our project	Stage Two: What is special about our place?	Stage Three: What are our ecosystem services	Stage Four: Shaping the future
B12. Community site visit	☐	☒	☒	☒
B13. Field survey	☐	☒	☒	☐
B14. Street stall	☒	☒	☒	☒
B15. Mental maps	☐	☒	☒	☒
B16. Photographs	☐	☒	☒	☐
B17. Arts and crafts	☐	☒	☐	☐
B18. Plays, music, poems and storytelling	☐	☒	☐	☐
B19. Fishbowl exercise	☒	☒	☒	☒
B20. Mind maps	☒	☒	☒	☒
B21. Theoretical budget	☐	☒	☒	☒
B22. Ideas gallery	☒	☒	☒	☒
B23. Voting	☒	☒	☒	☒
B24. Social media	☒	☒	☒	☒
B25. Questionnaires	☒	☒	☒	☒
B26. Flash cards	☐	☒	☒	☒
B27. Scenario building	☐	☒	☒	☒
B28. Desk research	☒	☒	☒	☒
B29. Talks and presentation	☒	☒	☒	☒
B30. Oral histories	☐	☒	☒	☒
B31. Workshops	☒	☒	☒	☒

☒ Suitable

☒ Could be suitable

☐ Less likely to be suitable

Which tool suits which audience?

Communities are made up of many different people and you should consider how well suited each tool or technique is to each group of people.

Use the table below to identify which tools are best suited to which groups:

Tool	Young people	Schools	Young families	Older people	People with disabilities	Other adults	Local businesses	Community groups
B12. Community site visit	●	●	●	◐	◐	●	●	●
B13. Field survey	●	●	●	◐	◐	●	●	●
B14. Street stall	●	◐	●	●	●	●	●	●
B15. Mental maps	●	●	●	●	●	●	●	●
B16. Photographs	●	●	●	●	●	●	●	●
B17. Arts and crafts	●	●	●	◐	◐	◐	○	◐
B18. Plays, music, poems and storytelling	●	●	◐	◐	◐	◐	○	◐
B19. Fishbowl exercise	●	●	●	●	●	●	●	●
B20. Mind maps	◐	◐	●	●	●	●	●	●
B21. Theoretical budget	○	○	●	●	●	●	●	●
B22. Ideas gallery	◐	◐	●	●	●	●	●	●
B23. Voting	◐	◐	●	●	●	●	●	●
B24. Social media	●	●	●	◐	●	●	●	◐
B25. Questionnaires	◐	◐	●	●	●	●	●	●
B26. Flash cards	◐	◐	◐	●	●	●	●	●
B27. Scenario building	○	○	○	●	●	●	●	●
B28. Desk research	◐	◐	◐	●	●	●	●	●
B29. Talks and presentation	●	●	●	●	●	●	●	●
B30. Oral histories	●	●	◐	●	◐	◐	◐	◐
B31. Workshops	○	○	○	●	●	●	●	●

● Suitable

◐ Could be suitable

○ Less likely to be suitable

Community site visit

Community site visits are very useful for Stages 2 and 3 of the process – considering what is special about your local place and the benefits it provides.

It is a good idea to visit some of the features that you will be considering during the project. This will give people a sense of their local landscape. One of the best ways of doing this is a community site visit – bringing together everyone who's interested in the project and taking them on a 'tour' of the local landscape. This can be a great way of introducing the project participants to each other. It provides an opportunity for people of different ages and backgrounds to learn from each other and experience the landscape from each other's points of view.

It helps to have someone act as a guide during the site visit to point out and explain features of interest along the way and answer questions. This might be someone (or a group of people) from within the community, or it could be people from local organisations and societies, such as the Wildlife Trust or Civic Trust.

The best way to go about a site visit is on foot, as this gives everybody time to experience the landscape in detail: its sights, smells, sounds and so on. There might be some instances, however, when transportation is required. For example, you may need to hire a coach or minibus if the features are far away or difficult to reach on foot. Organisations such as Capability Scotland may be able to provide advice and help for ensuring that people with mobility problems can participate in such events (www.capability-scotland.org.uk).

How long does it take? Generally speaking, one to three hours is an ideal amount of time.

Are there any costs involved? Site visits generally incur little or no cost, but set aside a budget for transportation and in some cases hiring guides. To reduce costs there may be people within the community willing to provide transport or act as guides.

Who is it suitable for? Site visits are suitable for all members of the community. However, you should think about different people's levels of mobility and make sure the route taken during the visit is accessible to everyone.

Are there any special considerations?

- Weekends are usually the best time to plan a visit, as this is when the majority of people will be available to attend. Summer evenings can be a good time.
- You might need to think about the weather – site visits during heavy rain, strong winds, blizzards and thick fog are generally not much fun!
- Make sure that you are aware of and abide by the Scottish Outside Access Code (www.outdooraccess-scotland.com). It is good practice to contact land owners before accessing their land to avoid any unnecessary conflict, particularly with larger groups of people. Landowners are part of your community and may wish to be involved in the project.

Field survey

A field survey is very useful for Stages 2 and 3 of the process – considering what is special about your local place and the landscape benefits it provides.

A field survey involves getting out into the landscape and recording information about it. This is usually done using a field survey form – a short document that sets out what information is to be recorded and how. This usually includes information on:

- The different types of landscape features present (woodland, rivers, species of wildlife, historic features such as farm buildings etc.)
- Their amount or abundance (many, some, few?)
- Their condition or quality (good, average, poor?)

The aim of a field survey is usually to gain a broad understanding of a landscape as a whole, but surveys can be used to record information on specific features – such as a woodland or loch. Larger field surveys covering whole landscapes can be time-consuming. In which case, it is best to divide the field survey team into smaller groups, each one focusing on a different area. Save time by surveying large areas at once from high points within the landscape, such as the tops of hills and mountains, although it is generally best to visit each area individually and view it close-up. Remember that landscapes change with the seasons so if there is time, carry out field surveys during different seasons to note the changes. If this is not possible then make sure that you consider the seasonality of the landscape during the survey.



How long does it take? The time required to complete a field survey depends on the size of the landscape and the level of detail being recorded. Depending on the number of people taking part and the size of the area being surveyed, a survey could require anywhere between one day and two months to complete.

Are there any costs involved? Assuming the survey is undertaken by volunteers, the overall cost is minimal other than perhaps some allowance for transportation and purchasing basic materials, such as maps.

Who is it suitable for? Field surveys are well suited to local wildlife enthusiasts and other interest groups, who may already be familiar with recording information about the landscape. They are also suited to schools and colleges, where a field survey might form part of a lesson or project.

Are there any special considerations?

- You might need to think about the weather – good visibility is often important when undertaking a field survey.
- Make sure that you are aware of and follow the guidance in the Scottish Outdoor Access Code (www.outdooraccess-scotland.com). Depending on the scale of the survey and the number of people involved, it may be wise to consult landowners before accessing their land to discuss any concerns they might have. Landowners are part of your community and may wish to be involved in the project.

Street stalls

You can use street stalls at any stage during the consultation, but these are best suited to Stages 2 and 3: understanding what is special about your local area and the benefits it provides.

Street stalls can be a fun and informal way of introducing your project to your community and gathering the ideas and opinions of local people. For example, set up a stall at a local festival or event, such as a village fete, providing information about the project. You might invite passers-by to answer a simple question, such as “What do you value about our local landscape?” Or you might like to set up a stall inviting children to draw pictures of their favourite landscape features; or maybe run a ‘treasure hunt’ competition, inviting people to study a map of the local area and place a pin where they believe the ‘treasure’ might be located. Let your imagination run wild!



How long does it take? Street stalls usually run for a single day, but may be repeated during busy periods within the community (e.g. once a week during summer festivities).

Are there any costs involved? There may need to be a small budget to set up the stall and produce any necessary materials, such as banners and other decorations. Alternatively, involve volunteers to create these materials at minimal cost (other than some tea and biscuits!).

Who is it suitable for? Street stalls are suitable for all members of the community. If they involve games and fun activities, they are especially well suited to families with children.

Are there any special considerations? If the stall is planned at a time when there are few events in the local calendar, you might want to set up the stall at a popular community venue in order to capture the attention of passers-by. Libraries, schools, churches, post offices and pubs are all worth considering.

Mental maps

You can use mental maps at all stages of the consultation, but these are most suited to Stage 2.

Mental maps are an interesting way to discover how people perceive their local place. Ask people to draw maps of how they see their area using different themes, for example:

- What is important to you and why?
- Where do you feel safe?
- Where do you enjoy spending time?
- Where do you think changes should be made?

The results of different maps can then be combined to illustrate how a community views a place. This will create a map of perceptions which can be used to understand the values and priorities for your area.

How long does it take?

One to two hours although people may take a map away and return it at a later date.

Are there any costs involved?

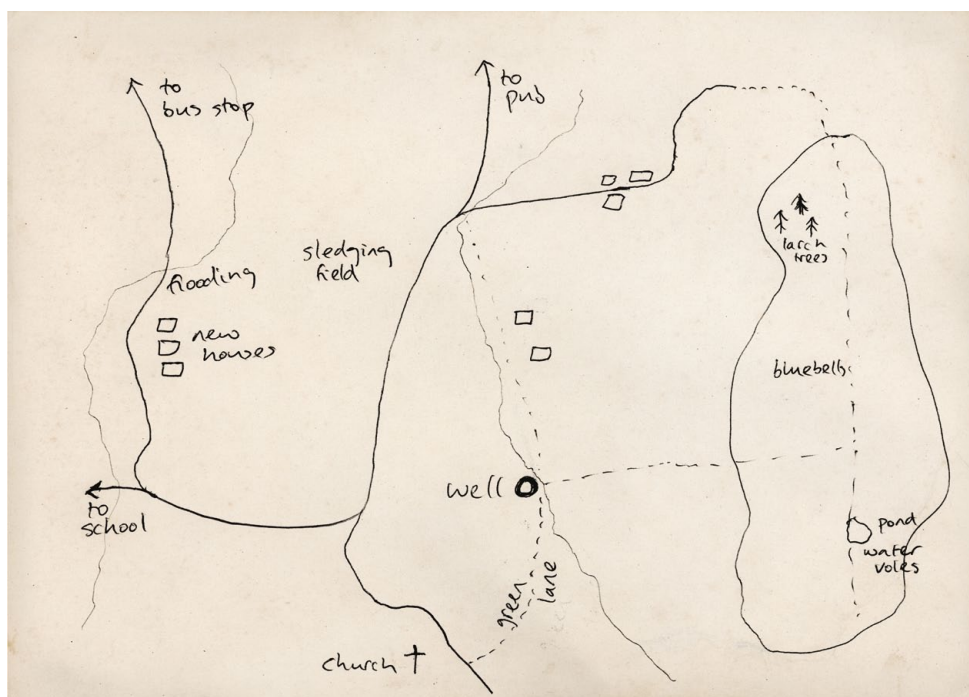
Materials: paper and maps.

Who is it suitable for?

Everybody who understands the local area.

Are there any special considerations?

Mental mapping can be done either individually or if the exercise is completed by groups then efforts should be made to make sure that no one person dominates the process.



Photographs

Photographs are a good way of understanding what is special about your local place as part of Stage 2 and helping to identify landscape benefits as part of Stage 3.

Photographs can be used to involve local people in your project in a number of ways. For example:

- Photographs can be displayed at events and used as a 'talking point' for discussion among participants.
- Photographs can be used to gather information by asking people to annotate (write on) them and highlight what is special about their place, or any local issues.
- People can be asked to bring their own photographs to events to help illustrate what they value, or what issues affect them.
- Old photographs can be collected to show how a place has changed over time. This can be a great way of educating young people about how their place has evolved.
- Photography can be used to get people out into the landscape. For example, as part of site visits, you can encourage people to take photographs of features that are special to them.
- Photography competitions can also be a good way to get people interested in their local landscape – especially if used to produce an exhibition at a local community venue, such as a library.



Talking About Our Place

Tools and Techniques

B16

Remember that landscapes change with the seasons, so ask people to use photographs they may already have taken at different times of the year to illustrate the different seasonal changes.

How long does it take? This depends on the type of activity you choose.

A discussion around a display of photographs could last around 20-30 minutes; or just 5 minutes if included as an activity at a street stall. If you hold an event on site it may last half a day or more. It may be necessary to give people a few weeks to take photographs if you run a competition.

Are there any costs involved? There are costs involved in processing and printing photographs. You might ask people to bring their own photographs to events, which would avoid this cost. If you ask people to attend a photography event on site you may need to provide some cameras to those who don't have their own. These can be disposable cameras which usually cost a few pounds, or people could share cameras. Again, you may need to pay for processing or printing these photographs. A photography competition would need a prize: this could be donated by a local business.

Who is it suitable for? This activity is suitable for all members of your community.

Depending on how you use photography, it can be particularly engaging for young people and those who prefer not to attend formal meetings. The visual element makes it suitable for members of your community who do not speak much English or for those with some disabilities.

Are there any special considerations? If you carry out a site visit to take photographs consider the information in the community site visit section of this toolkit. Make sure that you find impartial people to judge a photography competition.



Arts and crafts

You can use arts and crafts in a variety of ways to engage people in defining what is special about their local area (Stage 2 of the process).



Some examples include:

- Asking people to draw a picture of the features that are special to them, or draw how they might like their place to look in the future.
- Going on a site visit into the landscape to collect natural items from the ground, such as fallen leaves to use in a collage.
- Asking members of the community to take part in creating a square for a community patchwork quilt showing what is special about their place.
- Asking community members to build a model of their place using local materials.
- Working with a community artist to produce a piece of celebratory artwork to be installed in the community.

How long does it take? This will depend on the type of activity and who completes it. For example, if you organise a site visit to collect items for a collage it may take an hour for the site visit and a further hour to create the collage. A simple drawing by a child at a street stall may take half an hour. It may take a few weeks for your community to create a patchwork quilt or a model. A piece of celebratory artwork may take several months to produce.

Are there any costs involved? You might need a small budget for equipment such as paper and pencils, although schools may have their own materials to use or people may donate these. If you use natural items from the ground, such as fallen leaves, to create collages, it will cost less. You would require a budget to work with a community artist to create a piece of celebratory artwork. The help and advice section of this toolkit can identify sources of funding.

Who is it suitable for? You can use arts and crafts as a fun way to engage people during workshops, at street stalls or at dedicated events for youth groups or schools, for example. The visual element makes it suitable for members of your community who do not speak much English or people with some disabilities.

Are there any special considerations? If you carry out a site visit to make collages, consider the information in the community site visit section of this toolkit. Creative Scotland may be able to offer support and advice.

Plays, music, poems and storytelling

You can use plays, music, poems and storytelling to celebrate your place. These are useful for completing Stage 2 of the consultation.

Creative approaches of this kind are suitable for working with groups of people as well as individuals (e.g. as competitions). They can also be performed as part of a community event or festival.

How long does it take? It may take people a few weeks to produce their play, music, poem or story. You may need to ask them to limit the time it takes to perform it.

Are there any costs involved? There may be a cost in hiring a professional to help with the creative process. There may, however, be people within the community that would be able to volunteer their time free of charge, such as a local drama group, music or English teacher. If you put on a community event involving a performance there may be costs involved. This may include hire of sound and lighting equipment, for example. However, you may be able to include the performance as part of another event, or charge an admission fee to cover the cost of putting on a production.

Who is it suitable for?

This activity is suitable for all members of your community, especially those with a particular interest or talent in drama, music, poetry or storytelling.

Are there any special

considerations? There may be people who find public performances intimidating. However they may be able to find a role writing, but not performing, or helping out back stage with lighting or props, for example. Creative Scotland may be able to offer support and advice.



Fishbowl exercise

You can use a Fishbowl exercise for all four stages of the Talking About Our Place process.

The exercise will enable your community to listen to the experiences and perspectives of a small group of participants before conducting a wider discussion to consider these perspectives among a larger group.



It is a fairly simple process to manage:

- Select a group of participants, either randomly or perhaps because of their role and views of the local place. For example, to discuss what is special about your place you could select people involved in managing the land or experiencing the land such as farmers, older community members, landowners, a technical officer (from the council or a local group) or representatives of different groups in the community such as a teenager, a parent, an older person or somebody from a minority culture.
- These people should sit in the centre of the room, with the rest of the community or participants surrounding them in a circle (as though in a 'fish bowl'). The smaller group should discuss the local place while the rest of the participants listen. This discussion might include questions such as: What are your favourite aspects of the local place? How could your place be improved? How does your local place serve your community? Share a story about your local place, etc.
- The discussion should last for approximately half an hour before you invite the other participants to ask questions. The purpose of this discussion is not to undermine or disprove those in the centre circle but to simply aid clarification and understanding.

How long does it take?

Approximately one hour with 30 minutes discussion from the inner group followed by 30 minutes questions from the outer group. You should allow timing to be flexible to enable interesting discussions.

Are there any costs involved?

Venue hire and possibly refreshments.

Who is it suitable for?

All of the community, but you may need to complete a separate exercise for children and young people to make sure their views are heard.

Are there any special considerations?

The selection of participants for the inner circle should focus on people who are confident enough to take this role.

Mind-maps

You can use mind-maps at all stages of the Talking about Our Place process.

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central word or idea. They are sometimes known as spidergrams.



By presenting ideas in this way, mind maps encourage creative thinking and help people to connect their ideas with those of others.

The centre of the mindmap describes the overall theme for consideration (Our Place), while the 'branches' pointing away from the centre can be used as sub-headings or different topics for discussion. For example, you might use recreation, wildlife, history, land use, etc.

Participants should work in groups of ideally 5-10 people around each mind-map, writing their ideas onto appropriate branches. Often this can be done by using a series of questions such as: What do you value about our place? What could be improved about our place? What would you like to see happen to our place in the future?

A key benefit of using mind-maps is that they are democratic and enable people to participate even if they would not be confident talking or discussing their views. Participants can also be invited to spend time discussing and commenting on other group's mind-maps, which can be a good way of encouraging people to consider lots of different ideas.

How long does it take?

Approximately two hours.

Are there any costs involved?

Venue hire, sourcing materials such as paper and pens to make the mind-maps with and possibly refreshments.

Who is it suitable for?

Everybody.

Are there any special considerations?

Being able to write is important for this approach. It can generate large amounts of information that will need writing-up afterwards.

Theoretical budget

This technique is most suited to Stages 3 and 4 of the Talking About Our Place process.

You can use a theoretical budget to help participants understand the financial constraints involved in prioritising potential improvements to their local place, or the benefits it provides. You should carry it out during a workshop to help your community prioritise actions for change. Once a list of potential improvements or benefits has been discussed and agreed, you should allocate a theoretical cost for each. Then split participants into small groups and give them a limited budget to 'spend' as they wish.

This activity encourages groups to discuss which improvements or benefits are most important and should be funded. For example: people may decide to fund several, less expensive improvements or one, more expensive benefit that is considered a necessity.

How long does it take? Depending on the size of the group and number of options for potential improvements and services this activity could take between 20-40 minutes.

Are there any costs involved? There may be a cost for materials if you provide pretend money or calculators, for example.

Who is it suitable for? This is a fun activity for everyone in your community and would be particularly useful if local authority workers or financial managers are attending the event.

Are there any special considerations? To reduce the amount of time the activity takes try to limit the smaller group sizes to between five to eight people and limit the number of options for potential improvements and services.



Ideas gallery

This technique is useful for **Stages 3 and 4** of the project which focus on change and the future.

An ideas gallery is similar to an opinion poll. Scenarios or ideas are presented in a 'gallery' (e.g. posted on a wall), enabling people to read and review them. Participants are given stickers so that they can 'vote' for the scenario which most appeals to them or most reflects their perceptions.

How long does it take? The timescale can be flexible: it can be completed during an event or placed somewhere central to your community where people can view the information in their own time, perhaps over a number of weeks. If you choose the latter option then it is essential to manage the gallery so that people cannot 'cheat' and place multiple votes!

Are there any costs involved? Materials and possibly location hire.

Who is it suitable for? Everybody.

Are there any special considerations? Preventing people from placing their vote more than once is a consideration.



Voting

You can use voting at all stages of the project process.

Voting works by offering the community a number of ideas or options and polling which is the most popular. It is particularly useful for identifying people's future priorities.

Voting can be carried out in a number of ways and over different timescales. It can be completed using a website or more simply via a 'ballot box' in a community venue, such as a library or church. It can also be carried out during an event.

Voting can be a useful tool, particularly when clear and definite decisions are required. However, you must make sure that the questions posed to voters are not biased and don't lead people towards a particular outcome.



How long does it take? The timescale can be flexible: it can take five minutes for a show of hands in a meeting. However, voting could be something that runs for a week or more, enabling the whole community to vote over time.

Are there any costs involved? Also variable – for a show of hands in a meeting there is no cost beyond the costs of running the meeting (e.g. venue and refreshments). For something more complex, such as online voting or placing a ballot box at a community centre, there may be costs involved in website development or materials. Voting can take place online using free software such as Doodle Poll and Lime Survey.

Who is it suitable for? Everybody.

Are there any special considerations? Voting needs to provide everybody with an opportunity to cast a vote: consulting just a small group of people may not be democratic.

Social Media

You can use social media at all stages of the project process.

Popular websites, such as Facebook and Twitter, can be a useful way of both promoting a project and involving people in two-way communication around local issues. It is a particularly good method for engaging with teenagers, although older audiences are increasingly making use of social media themselves.

Examples include:

- Setting up a Facebook page or Twitter account for the project, enabling events, activities and other news to be publicised quickly and virtually free of charge.
- Using social media to run simple polls and questionnaires.
- Encouraging your community to use social media as a way of providing feedback, including written information, photographs and videos.
- Running online events and workshops, whereby people can participate in discussion and other activities online. This can also be undertaken during face-to-face events, enabling people who are unable to attend to get involved from their homes, workplaces or other locations.



How long does it take? Variable, although in most cases you can use social media throughout the course of your project.

Are there any costs involved? Minimal, assuming access to a computer with an internet connection.

Who is it suitable for? Everybody who has access to the internet and is comfortable using a computer.

Are there any special considerations?

This approach is not suited to all members of the community and should be used to complement other activities – rather than being used on its own. Bear in mind that internet access in some rural areas is not as fast as others.

Questionnaire

Questionnaires are a familiar way of gathering information. They can be completed in people's own time and away from external influences. They are a good way of gathering information in a way that can be easily analysed afterwards – particularly if simple 'tick box' answers are used.

Questionnaires can be relatively cheap to produce, with postage costs being reduced by distributing them at events, venues, door-to-door or through established community groups.

The downside of questionnaires is that they can appear 'dull' and off-putting to some people ("just more form filling!") and are not suited to people with literacy problems. Furthermore, the return-rate of questionnaires is typically low: a rate of 1 return for every 10 questionnaires sent out can be considered quite good!

If it appears that some groups within your community have not responded to a questionnaire, you may need to consider other ways of reaching these groups to make sure their views are recorded.

How long does it take? Variable – questionnaires can be distributed to community members with a deadline for their return, or they can be made available as part of an event or activity (such as a street stall or workshop), in which case the length of time may be reduced.

Are there any costs involved? Questionnaires require printing and in some cases posting, which can be expensive. Online questionnaires cost less but tend to reach fewer people.



Who is it suitable for? Everybody. If people have problems reading and writing, or where English is not their first language, then you may need to provide assistance or other ways of involving them.

Are there any special considerations? Be aware of literacy and language. Establish a timescale for the return of questionnaires and consider a prize, drawn at random from returned questionnaires, to encourage people to respond.

Flash cards (photos)

You can use flash cards in a workshop to help your community understand the benefits provided by the local landscape as part of Stage 3 of the process (although this approach can also be applied to Stage 2).

Flash cards are printed cards displaying a photograph or other image. They can be used in the following activities:

Understanding the benefits that the local landscape provides

Participants are shown flash cards (images) of different landscape features and are asked to describe the benefits each feature provides (using the Topic Sheets to help them). For example, the local woodland may provide recreation.

Identify which benefits the local landscape could provide (but does not provide at present)

Using flash cards to decide whether a particular benefit could be provided if the landscape was managed differently. For example: could a local woodland be used to produce woodfuel if it was better managed?

Prioritise landscape benefits for management or future improvements

Once the flash cards have been grouped into those benefits currently being provided and those with potential to be provided, participants can then decide which landscape benefits are a priority. For example: the community may decide that it is more important to maintain the current opportunities for recreation in the local woodland than to consider its potential to provide woodfuel.

It may be necessary for the activities above to be split into two or three workshops, allowing opportunity for participants to learn about and become familiar with different landscape benefits throughout the process. Following the workshops, the flash cards could be displayed on a street stall to illustrate the different local landscape benefits and passers-by asked to agree or disagree with the workshop results.

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How long does it take? Depending on the prior knowledge of participants, each activity explained above may take 20-30 minutes.

Are there any costs involved? There may be a cost for printing the flash cards.

Who is it suitable for? This activity is accessible to all members of the community, including schools and young people.

Are there any special considerations? You might want to ask an expert from the local authority to attend the workshop and help explain 'Ecosystem Services' to participants. Take the time to make sure everyone understands the concept of landscape benefits before moving on. You might want to consider working with small groups of participants during this activity – enabling people who are new to the terminology to learn from those already familiar with it.



Scenario building (setting end points and working back to a positive outcome)

Scenario building involves thinking about different possible futures to help understand how a landscape may evolve. It is not about predicting the future, or saying what will happen – it is about considering how we might respond to different possibilities. It is particularly useful for future planning during Stage 4 of the project process.

You can use scenario building as a tool to help plan for the future by considering potential outcomes of decisions. It asks people to think about how they might respond to different situations. For example: if this scenario happens, what will be our strategy?

You can use this activity out in a workshop, where different scenarios can be put forward and participants invited to discuss the potential impacts on the landscape and how they might respond (the Topic Sheets can be used to help develop potential scenarios).

Following the workshop it may be possible to display the potential scenarios on a street stall and ask people to comment on the results of the workshop: do they agree with the strategies or can they suggest their own?



How long does it take? This activity requires approximately 20-30 minutes. To reduce the amount of time required you could split the workshop participants into smaller groups and give each group a different scenario to consider.

Are there any costs involved? There may be costs for printing the scenarios out for workshop participants. You could reduce costs by printing just one copy of each scenario for participants to share, or writing the scenarios out on large paper and pinning it up on a wall.

Who is it suitable for? Everyone can be involved in thinking about future scenarios, although you should avoid using 'jargon' unless working with special interest groups that are familiar with technical terms.

Are there any special considerations? It is important to understand that this activity is not about trying to predict the future. It involves thinking about 'What would you do if something happened?' and not 'What is the likelihood of that thing happening?'

Desk research

Desk research involves collecting together and reviewing documents and other information. You can use desk research at all stages of the Talking About Our Place process.



Desk research is useful to increase background understanding and to bring together a range of information to help inform your project. Desk research can be a useful way of developing knowledge that can be shared among your community – for example, you could give a presentation that summarises the results of your research in ways that everyone can understand.

How long does it take?

Variable, depending on how many documents and other materials you review.

Are there any costs involved?

You may need to pay to access some materials, however, use of local libraries, historical collections and the internet will most likely remove this cost.

Who is it suitable for?

Everybody. Desk studies can be a good way of involving schools and organised groups as it provides an opportunity to complete a self-contained project.

Are there any special considerations?

Desk research is often subjective and includes people's own personal opinions and views. Care must be taken to remain un-biased and avoid presenting other people's opinions as 'hard facts'.

Talks and presentations

Talks and presentations can be a good way of developing understanding and providing education to the community. Because of this they represent a useful tool for Stages 2, 3 and 4 of the process.

You may be able to get assistance from expert speakers (including members of the community) who have a detailed understanding of the local area. Giving the community the opportunity to listen and learn can greatly improve understanding, confidence and the quality of people's input into the consultation process.

How long does it take? One to two hours.

Are there any costs involved? Venue hire and possibly expenses for speakers.

Who is it suitable for? Everybody, although the tone of a presentation may vary for different members of the community, particularly children.

Are there any special considerations?

- Bear in mind that some presentations may include personal opinion that not everyone in your community may agree with.
- Consider involving several speakers with different views to help provide balanced information and to prompt discussion.



Oral histories

Oral histories capture views and stories about a place, and can be used during Stages 2, 3 and 4 of the process.

Oral history involves using audio or video recording to interview local people about their memories of their local area. You can use oral histories to gather information about local history and understand how your place has changed over time.



Before to each interview you should decide what questions to ask. For oral history this may include:

- Where did you grow up?
- What did your parents do for a living?
- Where did you go to school?
- Where did you enjoy playing?
- Where was your first job?
- What was it like living around here when you were younger?
- How has the area changed?

Depending on the responses, you may need to think of other questions during the interview.

When carrying out interviews, whoever is asking the questions should try to remain silent while the interviewee is answering questions. Use body language, such as smiling and nodding, to show interest in responses. This helps to make sure the final recording is clear and easy to understand.

How long does it take?

For an oral history expect one interview to last around an hour. “Vox pops” (short interviews) can be much quicker and involve brief answers to just two or three questions.

Are there any costs involved?

There are no costs involved as long as there is access to audio or video recording equipment, such as an MP3 player or camcorder.

Who is it suitable for?

This technique is a good way that you can involve older residents, or those who would prefer not to attend public meetings.

Are there any special considerations? You must obtain written consent from interviewees to use their recordings.

Workshops

You can use workshops at any stage during the project process.

Workshops use a range of tools to involve community members in different activities focused on your place – including nearly all of the tools listed previously in this manual! They are a great way of bringing people together to share information and ideas. They also provide a chance to inform people about an issue and gather local knowledge.



Variety is an important way of helping to make workshops more fun and interesting for participants. Try to involve different activities and avoid too many presentations – you should focus on discussing and doing, rather than just listening to people talk!

Workshops can vary in length depending on the group involved: events for children will need to be shorter than those for adults.

Workshops can be continuous: they can run weekly for a month, with each event building on the results of the one previous. However, it is important not to overload a workshop programme so that people become tired or disinterested.

Workshop topics are dependent on the focus of the project you are undertaking. Possible questions for discussion might include:

- What is the extent of the local area?
- What is special about your local area?
- How has the local area changed in the past 15 years?
- How would you like it to change in the future?

How long does it take?

A workshop should last between two to three hours depending on participants, but can be longer or shorter as required.

Are there any costs involved?

Venue hire, refreshments and workshop materials, depending on activities selected.

Who is it suitable for?

Workshops are a good way to involve everybody but may need tailoring to different groups.

Are there any special considerations?

You will need to select a member of the community (or involve a professional) to plan and run the workshop.

Gàidhlig air Aghaidh na Tìre Gaelic in the landscape

Tha dlùth-cheangal eadar cultur is cànan nan Gàidheal agus dealbhan-tìre na h-Alba agus tha seo air a bhith na phàirt cudromach o chionn linntean ris an dòigh san cuir sinn ainmean air an tìr agus na h-àiteachan na broinn. Tha tòrr de na h-ainmean seo a' nochdadh ceangal làidir eadar ar daoine, ar dealbhan-tìre agus ar fiadh-bheatha agus bheir iad seachad mìneachadh air ar dualchas nàdarra. Anns an duilleag fiosrachaidh seo, nithear rannsachadh air cuid ainmean-àite Gàidhlig a tha cumanta agus a tha ri fhaicinn air feadh bailtean beaga is mòra agus anns an tìrean nas iomallaiche.

Gaelic language has a close relationship with the landscapes of Scotland. It has been an integral part of how we describe the landscape and the places within it for many centuries. Many of these place-names reveal the strong relationship between our people, our landscape and our wildlife – both past and present. This topic sheet explores some common Gaelic place-name elements that can be found across Scotland's towns and cities, as well as in our more rural landscapes.



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Gàidhlig / Gaelic	Phonetics * ch = ch as in loch tch = ch as in church	Common Anglicised forms	Meaning	Example
abhainn	av-in		river	Abhainn Tatha
achadh	ach-ugh	ach auch	field	Achadh na Sine Achnasheen
àird	aarsd	ard	height promontory	Àird Driseig Ardrishaig
allt	owlt	alt	stream	Allt na h-Eirbhe Altnaharra
baile	bal-uh	bal balla bally	farm village town	Baile Mhoireil Balmoral
bàn	baan	bane ban	white fair pale	An t-Aodann Bàn Edinbane
beag	bayk	beg	small	Cill Beag Kilbeg
beinn	bayn	ben	mountain	Beinn Nibheis Ben Nevis
bog	boke	bog	bog soft	Am Bog Bàn Bogbain
buidhe	boo-ya	buie	yellow	An Druim Buidhe Drumbuie
camas / camus	cam-uss	camus	bay	An Camas Darach Camusdarroch
càrn	kaarn	cairn	stone mound	An Càrn Gorm Cairn Gorm
ceann	kee-yawn	ken kin	headland point	Ceann Loch Iù Kinlochewe
cill	kil	kil kill	church	Cille Mheàrnaig Kilmarnock
clach	clach		stone	Clach na Cùdainn Clachnacuddin
cnoc	krochk	knock	small hill	An Cnoc Knock
coille	kuhl-yuh	killie	forest	Coille Chreithnich Killiecrankie

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Gàidhlig / Gaelic	Phonetics * ch = ch as in loch tch = ch as in church	Common Anglicised forms	Meaning	Example
coire	kor-uh	corrie	hollow cauldron	An Coire Corrie
creag	krayk	crag craig	crag	Creag Eileachaidh Craigellachie
cùl	cool	cul	back	An Cùl Bhàicidh Culbokie
dearg	jer-ek		red	A' Bheinn Dearg Beinn Dearg
donn	down		brown	An Ceathramh Donn Kerrowdown
druim		drum	ridge	Taigh an Droma Tyndrum
dùn	doon	dun doon	fortress	Dùn Chaillean Dunkeld
eilean	ay-lun		island	Eilean nan Ròn
fraoch	froo-ach		heather	Baile an Fhraoich Bailanfhraoich
geal	ge-yal		white	An Geal-Chàrn Geal-charn
giuthas	gyoo-ish		pine	Ceann a' Ghiùthsaidh Kingussie
glas	glass		grey	Coire Glas
gleann	glyown	glen	valley	Gleann Nibheis Glen Nevis
inbhir	in-yir	inver	river mouth	Inbhir Nis Inverness
lag	lak		hollow	Lag a' Mhuilinn Lagavulin
loch	loch		loch	Loch Laomainn Loch Lomond
machair	mach-ar		fertile grassy plain	Machair Rois Easter Ross Seaboard
meall	myowl		small round hill	Am Meall Buidhe Meall Buidhe
mòine	mon-yuh		peat moor	A' Mhòine Moine

Gàidhlig / Gaelic	Phonetics * ch = ch as in loch tch = ch as in church	Common Anglicised forms	Meaning	Example
mòr	more	more mor	big great	A' Cheannmhor Kenmore
port	porst		port	Port Mo Cholmaig Portmahomack
ruadh	roo-ugh		red/brown	An Ruadh-Ghleann Rutherglen
rubha	roo-uh	rhu	promontory headland	An Rubha Bòdach Rhubodach
sgeir	skayr		reef/ small rocky island	Sgeirea Skerray
sgùrr / sgòrr	skoor / skor		rocky peak	Sgùrr Dearg
srath	strah	strath	large valley/ river mouth	Srath Chluaidh Strathclyde
sròn	stròn		nose point	An t-Sròn Reamhar Stranraer
tobar	tow-par		well	Tobar Mhoire Tobermory
tom	towm	tom	hillock	Tom Aitinn Tomatin

Further information / Tuilleadh fiosrachaidh:

- Làrach Ghàidhlig SNH / SNH Gaelic website
www.gaelic.snh.gov.uk/
- A' Ghàidhlig air Aghaidh na Tìre / Gaelic in the Landscape booklets from SNH
www.snh.gov.uk/publications-data-and-research/publications/search-the-catalogue/?q=gaelic
- Ainmean-àite na h-Alba / Gaelic place-names of Scotland
www.gaelicplacenames.org
- Gaelic origins of place names from Ordnance Survey
www.ordnancesurvey.co.uk/oswebsite/freefun/didyouknow/placenames/gaelic.html

Introduction

The landscape is all around us. It is where we live, work, play and spend our time.

Landscape is more than just scenery: it is the interaction between people and place; the bedrock upon which our society is built. Landscape is what gives meaning and value to the world around us, contributing greatly to our sense of identity and quality of life. Landscape does not just mean rural; it includes urban areas as well as inland water, coastline and marine areas. Landscape includes both beautiful and everyday places, as well as those in need of restoration.

The landscape is shaped by both human activities and natural processes - some of which are taking place all the time; many of which we don't notice or value because they occur out of sight or 'in the background'. Many of these natural processes are vital to our lives and provide us with benefits without which society could not function. Some of these processes have clear and direct benefits to us, for example, a forest provides us with timber and absorbs carbon from the atmosphere. Other processes are less direct but still provide society with a benefit, for example, the same forest may absorb water during times of heavy rainfall and this provides society with the benefit of reducing flood risks. The reduction of the flood risk is not an essential process of the forest growing, i.e. the forest could continue to grow and function without providing this benefit, but is useful to society and can therefore be described as a benefit.

This toolkit contains a number of Topic Sheets that are designed to help you understand how different types of landscapes, from woodlands to the sea, are helping to benefit you and your local community as well as society at large. The Topic Sheets also explain how our different landscape features may change in the future due to issues such as climate change and the demands society places on them. This could affect how landscape features function and consequently the benefits they provide. A further Topic Sheet explains landscape perceptions - how we use our senses to understand and interpret landscape. This will help you to understand the many ways that we respond to landscape.



“Landscape is an area as perceived by people, whose character is the result of the action and interaction of natural and/or human factors.”

European Landscape Convention,
Council of Europe, 2000

Ecosystems and landscape benefits

We often think of ‘systems’ as being processes or ways of doing things and ecosystems are no different – they are nature’s way of processing or managing the world around us. Or to put it another way: an ecosystem is the way in which our environment ‘works’.



An ecosystem is made up of all the living things (from bacteria to people) that interact together in a place, as well as all the non-living things and natural processes, such as the sun, soils, water and air. Ecosystems can be hard to visualise and understand. It often helps to think of them in terms of landscape features such as mountains, woodlands and freshwater (e.g. rivers and lochs). People are an important part of ecosystems and in turn, ecosystems are essential for supporting human life.

The processes that occur within ecosystems that support human wellbeing are described as Ecosystem Services. It can be helpful to think about Ecosystem Services in terms of the benefits they provide to communities. These might include:

Ecosystem Services	Landscape Benefits
Food provision	Livestock and crops
Natural hazard regulation	Potential to use landscape to reduce flood risks
Sense of place	Landscape as a symbol of identity/ belonging

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Topic Sheets

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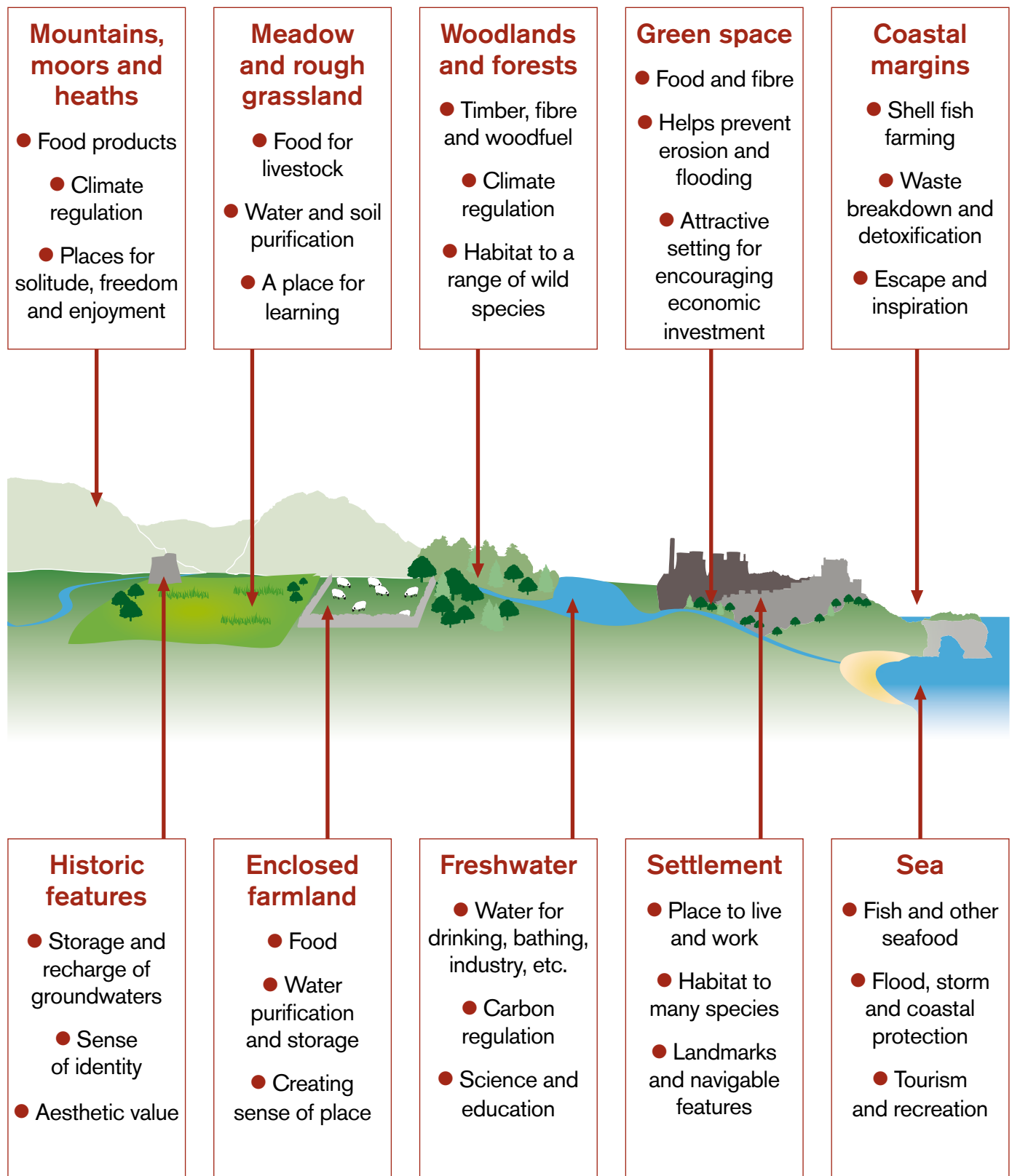
Landscapes are interconnected, what happens in one landscape will always affect another landscape. It is important to remember that landscapes can provide benefits to communities nearby or further away. An example of this is how floodplains may reduce the risks of flooding in settlements a long way downstream from where they exist.

Our landscapes contribute greatly to people's health, wealth, culture and lifestyles. For example: our food and drink industry is dependent on healthy soils, seas and water supplies, and our mental wellbeing is greater when we can experience natural surroundings and beautiful landscapes. Such landscape benefits are important for the economy: they provide raw materials and sources of energy; they help to manage industrial processes (such as reducing pollution); they also provide sense of place, attractive settings for businesses and help to maintain a healthy workforce.

By understanding the benefits provided by landscapes, we can understand how our actions today will impact on the health of our landscape and in turn, affect future generations. In doing so we can develop strategies and solutions for better managing our landscapes, so they are able to provide landscape benefits both now and for generations to come.



Landscapes and their benefits



Understanding the different types of landscape benefits

Our landscape provides a wide range of benefits.

These benefits can be understood and categorised into different types:

Landscape products (known as 'Provisioning' services)

Landscape products are the materials we take from the landscape or that we can produce using the landscape. They tend to be the most 'obvious' landscape benefits and are easily identified. Examples include livestock and the grass they graze; timber for building materials or firewood; soft fruits such as raspberries and blaeberrries; wild salmon, grouse and venison; fresh water for drinking, washing or using to produce whisky.

Landscape management (known as 'Regulating' services)

The benefits of landscape management are usually invisible and happen 'in the background' all the time and all around us. They help to keep everything working and balanced, from the air we breathe to the soil under our feet or the water that we drink. These services manage our landscape safely and mean that we can exist without fearing environmental catastrophes, such as floods, droughts and poisonous air. Examples include climate regulation via carbon storage in soils and woodlands; natural flood protection by slowing water run off; and control of soil erosion by woodlands.

Landscape experience (known as 'Cultural' services)

Landscape experiences are how we enjoy the landscape and feel a part of it. Landscape experiences are not just about enjoying spending time in the landscape – they are also an important part of our identity and sense of belonging to a place, including our spiritual and physical wellbeing and happiness. Examples include watching wildlife; fishing; hill walking; enjoying wild landscapes; relaxing on beaches; the spiritual values many people associate with places or nature; the calming experience of enjoying solitude, fresh air and open space; a sense of place and local identity.

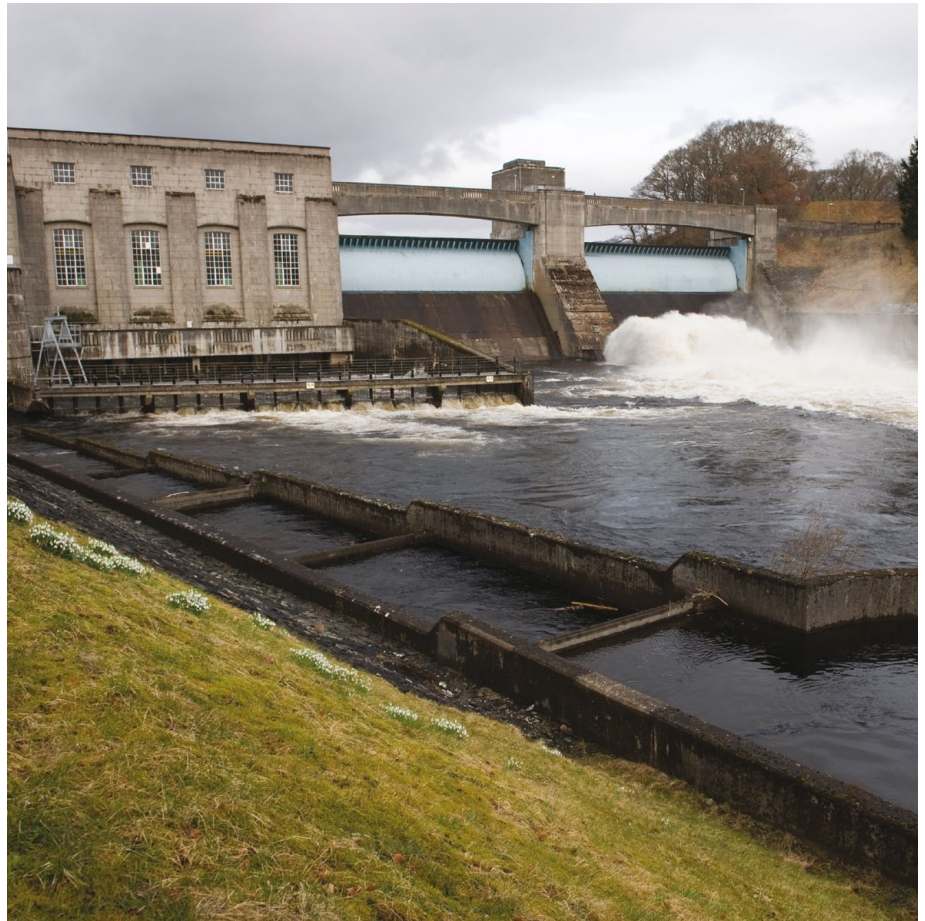
It is easy to take these benefits for granted. Fresh air, clean water and green spaces provide 'public goods' that are used by everybody, but which are not traded in markets so it is hard to value them. If they are treated as free gifts, without value, then we risk losing them. To continue to benefit from landscapes we need to understand the different landscape benefits they provide, value their importance and invest in them. To do this we must first identify the different landscape benefits that are provided by our local landscapes, so that we can make judgements about which benefits we value the most and how best to manage them.



What causes landscapes to change?

The various natural and human-made processes that cause landscapes to change are known as 'forces for change'.

Change is inevitable in the landscape. Your local landscape will have been influenced by a wide variety of processes and forces for change over time and it is constantly changing and evolving. Change may occur slowly and be almost imperceptible but nonetheless, it is always happening. Understanding forces for change is important for understanding how the different benefits provided by a landscape may be affected as the landscape changes (for better or worse).



Different types of forces for change

Forces for change in the landscape rarely act alone. Instead, they tend to interact with each other so that the pressures of one will increase the impacts of another. Forces for change can be split into two different groups:

- **Direct forces for change:** these exert pressure directly onto the environment; and
- **Indirect forces for change:** these are changes that are not directed at the environment, but which still have a significant effect on it.

Change is inevitable in the environment. Nothing remains static or the same forever and it is important to remember that forces for change can bring about both positive and negative changes.

Direct forces for change

The most significant direct forces for change are:

- **Population changes** – when a population grows or shrinks, this changes how the land is used. For example: a growing population needs more land for building homes and producing food.
- **Economic growth** – changes to the economy can impact on the environment and the landscape benefits it provides. For example: economic changes can affect land prices, cause an increase or decrease in development and influence the amount of funding available for conservation.
- **Socio-political changes** (in particular government policy) – these interact strongly with economic and cultural forces. Socio-political changes are influenced by the different values that society places on the landscape and how competing interests between such values are managed.
- **Cultural and behavioural changes** – the values and beliefs shared by people can influence decision-making that affects the environment. For example: different cultures have different priorities and ways of perceiving the world.
- **Advances in science and technology** – such advances increase our understanding of the world and sometimes lead to new products. These advances often interact with other forces for change to affect social values, economic markets or changes to populations. They can also interact with direct forces for change such as land and sea use, pollution and climate change.



Indirect forces for change

The most significant indirect driving forces include:

- **Habitat change** – human-made changes to land use and land cover affects wildlife habitats. The main causes of such changes include converting land to farming and forestry; development of coastal and sea habitats; extraction of minerals, aggregates and peat along with urban and infrastructure developments (like roads or energy projects).
- **Climate change** – changes to the climate affect where plants and animals can live, how well they can thrive and the abundance of harmful pests and diseases. Such changes can have significant effects on the environment.
- **Pollution** – chemicals and harmful concentrations of nutrients (such as nitrogen, sulphur and phosphorous) can enter ecosystems from sources such as agricultural fertilisers and pesticides, as well as from air pollution and rainwater.
- **Over-use of resources** – the speed at which we consume natural resources can affect the environment and the species it supports. The over exploitation of fish stocks, high numbers of livestock, timber harvesting and the amount of water we use are all examples of how humankind is demanding too much from the environment.
- **Invasive species** – invasive species are those which are not native to Scotland and are capable of spreading quickly and aggressively, often to the detriment of native species. Invasive species are thought to have negative impacts on the environment by spreading diseases; changing biodiversity; altering the benefits that the landscape provides to people; changing the appearance of well-loved landscapes; and damaging livestock and crops.



How will forces for change alter in future?

It is hard to predict how driving forces will change in the future because they are often complex and caused by a wide variety of different factors. However, greater understanding and awareness of forces for change means we can observe them and note any changes, making it more possible to respond quickly and positively to changes in the landscape.

Landscape perceptions

- Landscape is more than just the view; we understand landscape using all of our senses (hearing, sight, touch, smell and taste).
 - Perception means using our senses to experience or become aware of something.
 - Landscape perceptions are how we experience landscape – how landscape makes us feel.
-
- Perceptions are personal and subjective. Different people might have different perceptions of the same landscape.
 - Perceptions change over time. How people perceive the landscape now may be different to how it was perceived in the past, or how it might be perceived in the future.



What are landscape perceptions?

We use our senses to experience landscape. For example, enjoying bird song, smelling freshly cut grass or gazing at a view.

Each person will have different perceptions of landscape. A wild landscape may give some people a feeling of freedom, while it might make other people feel lonely and unsafe. No perception is the 'correct' one - all are valid and based on people's personal experiences and memories, including experiences they have had in other places.

Although people respond to landscapes in personal ways, people can often have similar perceptions of the same landscape. For example, most people share an understanding of how a landscape can be beautiful, quiet, wild, exposed, sheltered and so on. Understanding how people perceive places is an important part of understanding how people value places, including what makes a landscape special and unique. When considering landscape change, people often care deeply about their perceptions and how the change will affect their experience of the landscape.

Just as landscapes change over time, so do our landscape perceptions. For example, coastal areas were once seen as sources of income from fishing and trade. They are now valued not just for fishing but for recreation too.

There are many different perceptions associated with landscape, including:

- **A sense of history** – evidence of the past that is still present in the landscape, such as crofts, churches and historic tracks.
 - **A sense of place** – the characteristics that give a place its unique identity and make it feel different to other places.
 - **A sense of belonging** – the feeling of continuity and security we get from places that are familiar to us, such as the places where we live.
 - **Inspiration** – the different ways a landscape can influence or stimulate us, be it refreshing, exciting or uplifting.
 - **Calm** – how a tranquil landscape can help us feel relaxed, calm and at ease.
 - **Leisure and recreation** – the ways in which we enjoy experiencing a landscape can change our perceptions of it. For example: a leisurely walk might result in different landscape perceptions to a thrilling mountain-bike ride.
 - **Spiritual** – how landscape can provide a setting for religious experiences, contemplation or meditation.
 - **Learning and education** – how the landscape helps us to understand the world around us.
 - **Escapism (getting away from it all)** – the sense of freedom that a landscape can provide.
- 
- How might landscape perceptions change in future? And what might be the causes of change?**
- How we use a landscape affects how we perceive it. For example, a working landscape is perceived differently to somewhere we visit for recreation or contemplation.
 - How we use a landscape can dramatically change its character, which in turn can change our perceptions of it. For example, landscapes that are considered as being wildernesses may become less wild as they become more actively managed to respond to climate change. For example, open moors may be used to absorb atmospheric carbon, making them seem more useful and familiar to us.
 - Landscape perceptions can also change in response to changing the values we place on landscapes. For example, an area of marshland may once have been perceived as being a barren landscape that was a difficult to farm. Nowadays, it might be perceived as being a valuable resource for responding to flooding.

Mountains, moorland and heaths

- Mountains, moorlands and heaths are the wildest (least human influenced) landscapes.
- They provide water and food, help regulate carbon in the atmosphere and provide sense of place along with opportunities for tourism, recreation and health activities.
- These landscapes could be important for tackling climate change by 'soaking up' and storing carbon from the atmosphere (CO²).
- They could be at risk from changes due to climate change, air pollution and renewable energy developments.



What are mountains, moorland and heaths?

They are usually open and vast landscapes, seen as being remote or 'wild land'. In reality, humans have influenced them for thousands of years. These landscapes are kept open by grazing, cutting and burning of heather.

What landscape benefits do they provide?

Landscape products

- **Food products** (livestock, game, honey and whisky)
- **Fuel and water** (peat and freshwater)
- **Renewable energy potential** (location for wind farms and hydropower)

Landscape management

- **Climate regulation** (storing carbon in peat)
- **Natural hazard regulation** (helping prevent wildfires and floods)
- **Reducing the severity of pollution** (by absorbing airborne pollutants and managing acidity in water)
- **Limiting the spread of waterborne bacteria** through filtration

Landscape experiences

- **Places for solitude, freedom and enjoyment**
- **Important for people's 'sense of place' and belonging** (the famous Scottish mountain landscapes are part of what makes Scotland special)
- **A place for learning about the landscape**
- **Important resources for tourism, recreation and healthy lifestyles:** tourism is the most significant contributor to the upland economy

How might mountains, moorlands and heaths change in future? And what might be the causes of change?

- **Climate change** - dry and bare peat gives out carbon to the atmosphere, but wet and vegetated peat 'soaks carbon up' (a process called sequestration). Drier weather could increase fire risks on dry peat.
- **Increasing woodland cover** - commercial forestry was significant after World War Two with lots of new woodlands planted that changed the landscape significantly in places. However this force for change has since declined as timber is now often imported and planting new native or mixed woodland is encouraged.
- **Renewable energy** - windfarms and hydropower developments are often targeted on these landscapes and pressure for such developments is likely to increase in the future.
- **Grazing** - significant grazing by sheep and deer has reduced the variety and range of plants in these landscapes.
- **Air pollution** - soils and vegetation are sensitive to acid pollution which damages roots, makes soil more acidic and changes where plants can grow and survive.
- **Land management** - grouse moor management maintains large areas of heather moorland, but vermin control and burning to create habitats for grouse, along with accidental fires, can be damaging.

Sources of further information:

The following links are provided to help you research and further your understanding of this landscape.

- National Ecosystem Assessment
uknea.unep-wcmc.org/Resources/tabid/82/Default.aspx
- Countryside Survey results
www.countrysidesurvey.org.uk/sites/default/files/pdfs/reports2007/scotland2007/CS-Scotland-Results2007-Chapter07.pdf
- Description of moors and mountains
www.scotland.com/natural-features/moors-mountains/
- Scottish Natural Heritage description
www.snh.gov.uk/about-scotlands-nature/habitats-and-ecosystems/mountains-heaths-and-bogs/heaths-and-willow/



Woodlands and forests

- Woodlands and forests are areas of trees and shrubs dominated by trees over 5 metres tall when fully grown, with over 20% of the ground shaded by the tree canopy.
- They provide resources including timber and flood protection as well as recreation opportunities such as bird watching and walking.
- Woodlands and forests can be valuable for tackling climate change by storing carbon that would otherwise be released into the atmosphere (as CO²).
- Woodlands could be at risk from climate change, which may cause damage to trees and change the species that live in woodlands and forests.



What are woodlands?

Woodlands and forests are areas of trees and shrubs. Coniferous woodlands are dominated by evergreen trees (which don't drop leaves in autumn), whereas broadleaved woodlands are dominated by broadleaved or 'deciduous' trees (which drop their leaves in autumn). Broadleaved woodlands support about one and a half times more species than coniferous woodlands. Woodlands can be naturally generated - these are often very old - or they can be human-made and planted by people for timber or shelter.

What landscape benefits do they provide?

Landscape products

- **Food products** (fruit, fungi, moss and foliage and a place for game birds and deer to live)
- **Timber, fibre and woodfuel** (timber for building, wood pulp for paper and wood for burning to produce energy)
- **Water** (woodlands around reservoirs and rivers reduce water pollution)

Landscape management

- **Climate regulation** (protecting soils from erosion; providing shelter to cool soil, water, animals and people; and absorbing carbon from the atmosphere)
- **Hazard regulation** (reducing soil erosion; slowing water flow and run off and so providing flood protection)
- **Limiting the spread of diseases and pests** (animals and insects living in woodlands can help to control and prevent pests and diseases that affect crops, livestock, people and ecosystems)
- **Detoxification and purification** (trees absorb pollutants from soil, air and water, which helps to reduce harm to people, crops, buildings, etc.)
- **Providing habitats for pollinating species** (woodlands provide a home for many insects that in turn pollinate trees, crops and other plants)



Landscape experiences

- **Providing habitat for a wide range of wild species** (woodlands provide a home to many plants, insects and animals that people enjoy watching or listening to)
- **Landscape setting** (woodlands provide places for learning about nature; trees are used in art and are culturally and spiritually important; woodlands are popular for leisure pursuits and recreation; woodlands also provide important variation in the landscape and give a sense of place and identity for communities)

How might woodlands change in future? And what might be the causes of change?

- **Climate change** - changes in temperature, rainfall and wind will affect how and where different types of trees can grow. Woodlands remove carbon from the atmosphere and reduce flood risk by absorbing water and slowing rainfall runoff, so they help to manage climate change impacts.
- **Increasing woodland cover** - woodlands are increasingly becoming owned by charities and trusts, which often manage them for wildlife and recreation, rather than commercial timber production. This is leading to woodlands becoming larger, more diverse and valuable for nature conservation.
- **Renewable energy** - woodlands may provide sustainable sources of local fuel (although managing woodlands to grow fuel crops can reduce their nature conservation value).
- **Pollution** - nitrogen from air pollution will make some trees grow faster but can damage other woodland plants and fungi.
- **Land use** - new development and road building can cause woodlands to be cut down or broken up into smaller parts (this is now more controlled than in the past). More recent land uses such as recreation and nature conservation are increasing.
- **Grazing damage, pests and diseases** - grazing by animals (primarily deer and sheep) is causing the variety of plants in woodlands to change because certain plants are eaten and so other plants can become more dominant. Outbreaks of pests are made worse by warmer winters and the global trade in plants, which brings new pests into the country.
- **Ageing woodlands** - many woodlands were cleared during the First and Second World Wars for timber. Regeneration of felled woodland has created age imbalances among tree populations, which has affected the character of woodlands and the quality of habitat they provide to birds and other species.

Sources of further information:

The following links are provided to help you research and further your understanding of this landscape.

- **National Ecosystem Assessment**
uknea.unep-wcmc.org/Resources/tabid/82/Default.aspx
- **SNH description of woodland**
www.snh.gov.uk/about-scotlands-nature/habitats-and-ecosystems/woodland/
- **Forestry Commission**
www.forestry.gov.uk/scotland



Meadows and rough grasslands

- Meadows and rough grasslands are used for hay cropping and grazing. Grassland can also be found on nutrient poor soils.
- They provide a wide range of landscape benefits: supporting wild species, recreation opportunities, helping to purify water and regulating the climate. Grasslands may also reduce water pollution.
- They could be at risk from increased nitrogen pollution and periods of drier weather.



What are meadows and rough grasslands?

Meadows and rough grasslands contain a mixture of plants including grasses, herbs, sedges, rushes and mosses. They are created by the farming of pastures (grass maintained for animals to graze) with limited use of fertiliser. They are also found on nutrient - poor soils. Meadows and rough grasslands support good populations of voles, which are a food source for sparrowhawks and barn owls. They support insect populations which in turn provide important food sources for other birds, including skylarks.

What landscape benefits do they provide?

Landscape products

- **Food** for livestock (hay and pasture)
- **Hay** can provide a source of biomass fuel

Landscape management

- **Climate regulation** (storing carbon and other greenhouse gases)
- **Purification** (reducing pollution in water and soils by capturing pollutants)
- **Wild species diversity** (supporting and maintaining a range of species)

Landscape experiences

- **Landscape setting** (a place for enjoying and learning about animals and plants, archaeology and other studies)

How might meadows and rough grasslands change in future? And what might be the causes of change?

- **Pollution** - increased nitrogen from air pollution can reduce the number of different species and change the mixture of species in grasslands and meadows.
- **Climate change** - drier weather will cause wet grasslands and the species that live in them to become stressed and decline.
- **Increasing woodland cover** - planned increases to woodland might replace or reduce semi-natural grassland.
- **Planning and development** - planning and development is unlikely to impact greatly on meadows and rough grassland because it is often protected by designations.
- **Renewable energy** - grasslands could be replaced by new land uses such as short rotation coppice for biomass fuel.
- **Changing agriculture** - changing agricultural practices, such as the loss of crofting (small scale farming practices unique to the Highlands and Islands), are leading to a loss of meadows and rough grasslands.
- **Conversion to arable farming** - there are no major ongoing losses of meadows and rough grassland to arable land (e.g. wheat and barley crops) but this has happened in the past. If the climate warms, upland grazing land in Scotland (which is currently unsuitable for arable farming) could become suitable and be converted to different agricultural uses.
- **Air pollution** - air pollutants can make grasslands more acidic, causing damage to plants, changing the types of plants that can grow and causing a build up of harmful pollutants in soils.
- **Inadequate management** - farmers no longer managing less productive land is a major contributor to the decline of meadows and rough grasslands.
- **Over-grazing** - in the uplands grassland can be affected by overstocking with sheep.
- **Habitat fragmentation** - grassland sites can become isolated within intensively managed agricultural land making it hard for species to move between them and reducing pollination of plants.
- **Scotland Rural Development Programme and protection of habitats** - these are helping to promote positive management and restoration of meadows and rough grasslands.

Sources of further information:

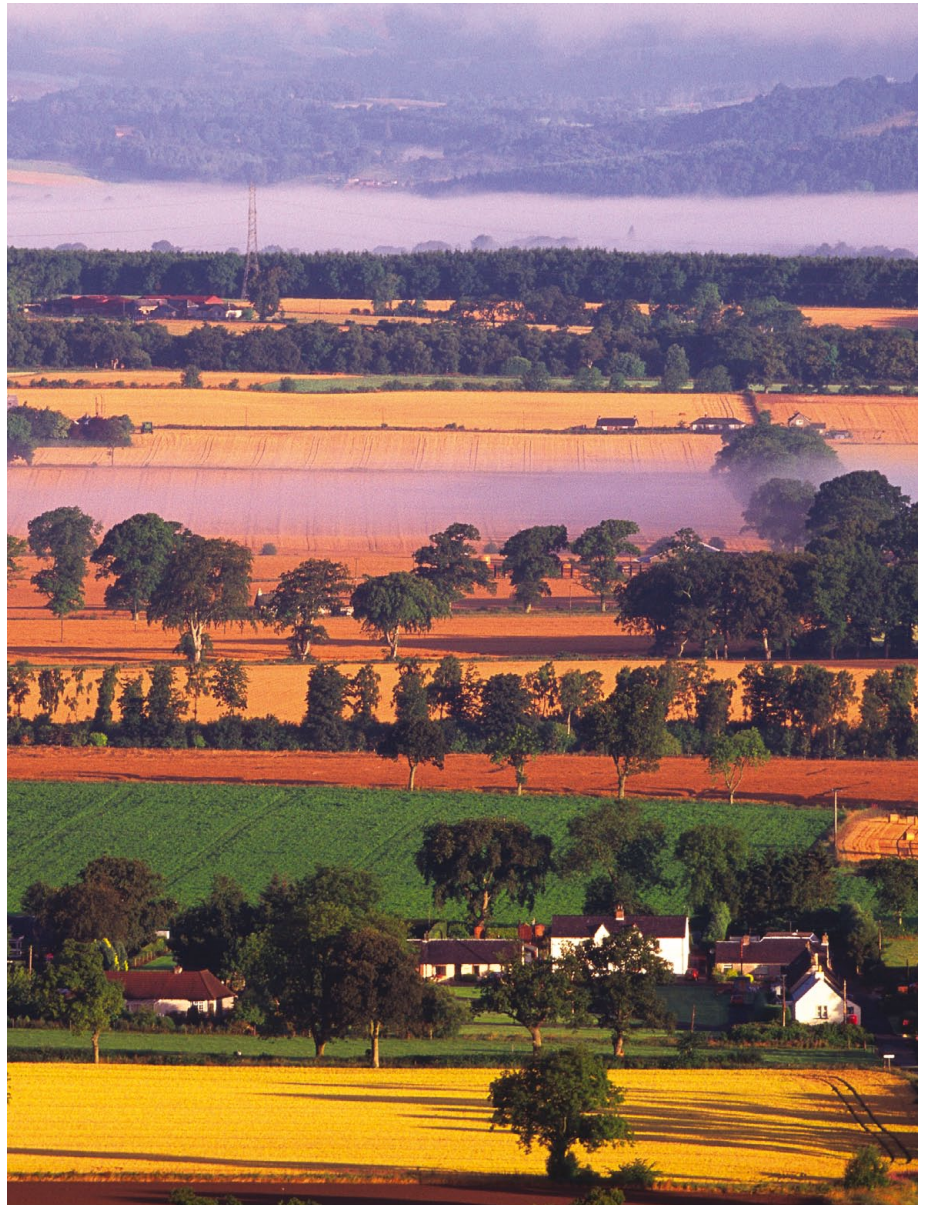
The following links are provided to help you research and further your understanding of this landscape.

- National Ecosystem Assessment
uknea.unep-wcmc.org/Resources/tabid/82/Default.aspx
- SNH management guidance
www.snh.org.uk/publications/on-line/advisorynotes/11/11.htm
- The Grassland Trust
www.grasslands-trust.org/page.php?pageid=4
- SNH Natural Heritage Futures – Farmland
www.snh.gov.uk/docs/A306282.pdf



Enclosed farmland

- Enclosed farmland is used to grow crops, including arable crops such as wheat and barley as well as fruit and vegetables, including orchards. It also includes features such as hedgerows, ditches, farm woodlands and farm buildings.
- Enclosed farmland provides landscape benefits including food, fuel, climate regulation and contributes to people's 'sense of place' and appreciation of the landscape.
- Enclosed farmland will be affected by climate change through changing crops, cropping patterns, pests, diseases, growing seasons and water management.



What is enclosed farmland?

Enclosed farmland is used to grow arable crops (such as cereals) and horticultural crops (such as fruit and vegetables), along with improved grasslands which are used to grow grass crops for animal feed. Enclosed farmland includes hedgerows, ditches, ponds, farm woodland and farm buildings – essential elements to farming that also contribute to people's 'sense of place' and the character of the landscape.

What landscape benefits do they provide?

Landscape products

- **Food** (livestock, crops, berries, mushrooms, game etc)
- **Bioenergy crops** (crops grown to be used as fuel)
- **Trees and vegetation**
- **Peat** (fuel and growing medium)

Landscape management

- **Climate regulation** (storing carbon and other greenhouse gases)
- **Water purification** and storage (allowing water to absorb into the ground, rather than run off elsewhere)
- **Hazard regulation** (reducing flood risk through rainwater absorption)
- **Waste breakdown** and detoxification (composting green waste and sewage disposal)

Landscape experiences

- **Landscape setting** (creating a sense of place and a rural setting that people value; looking after landscapes that people love)

How might enclosed farmland change in future? And what might be the causes of change?

- **Climate change** - a changing climate will mean new approaches to farming with cropping at different times, new crops and increased productivity along with a need for greater, or different, pest controls. Drier summers may increase the need to irrigate crops leading to changes in water storage.
- **Increasing woodland cover** - many farm woodlands support uses such as game shooting and wildlife conservation, instead of timber production.
- **Renewable energy** - biomass crops are sources of renewable energy and their use is set to increase in future. There is a focus on planting biomass crops on land not currently used for arable and food crops.
- **Habitat change** - most changes in habitats and management practices are the indirect result of social, economic and government policy drivers.
- **Pollution** - pesticides (that enhance crop yields by controlling unwanted plants, animals eating crops, diseases and fungal infections) cause pollution. Modern pesticides have less side effects than chemicals used in the past, but still have indirect impacts such as affecting fish because of runoff into streams and affecting birds because the insects they feed on are killed off by pesticides.
- **Over-exploitation** - intensity of production (increasing crop yields and herd numbers) is the result of government policy (such as the EU Common Agricultural Policy) and economic markets, including global prices for crops such as wheat.

- **Demography** - a combination of increasing global population, demands for meat and dairy products, and the challenges of climate change may combine to result in food shortages. This may intensify food production at the expense of other landscape benefits.
- **Technology** - technological advances in agriculture have changed chemical use, as well as plant and animal varieties. In the future technology may help to increase production without compromising other landscape benefits.
- **Market forces** - food markets are integrated, with supermarkets exerting control over the supply chain. Smaller markets supply higher-value products including organic and local food.
- **Subsidies and regulation** - subsidy payments are now focused on good environmental management rather than on production, as they were in the past.
- **Settlement expansion** - pressure for new development can lead to the loss of enclosed farmland that is built upon.

Sources of further information:

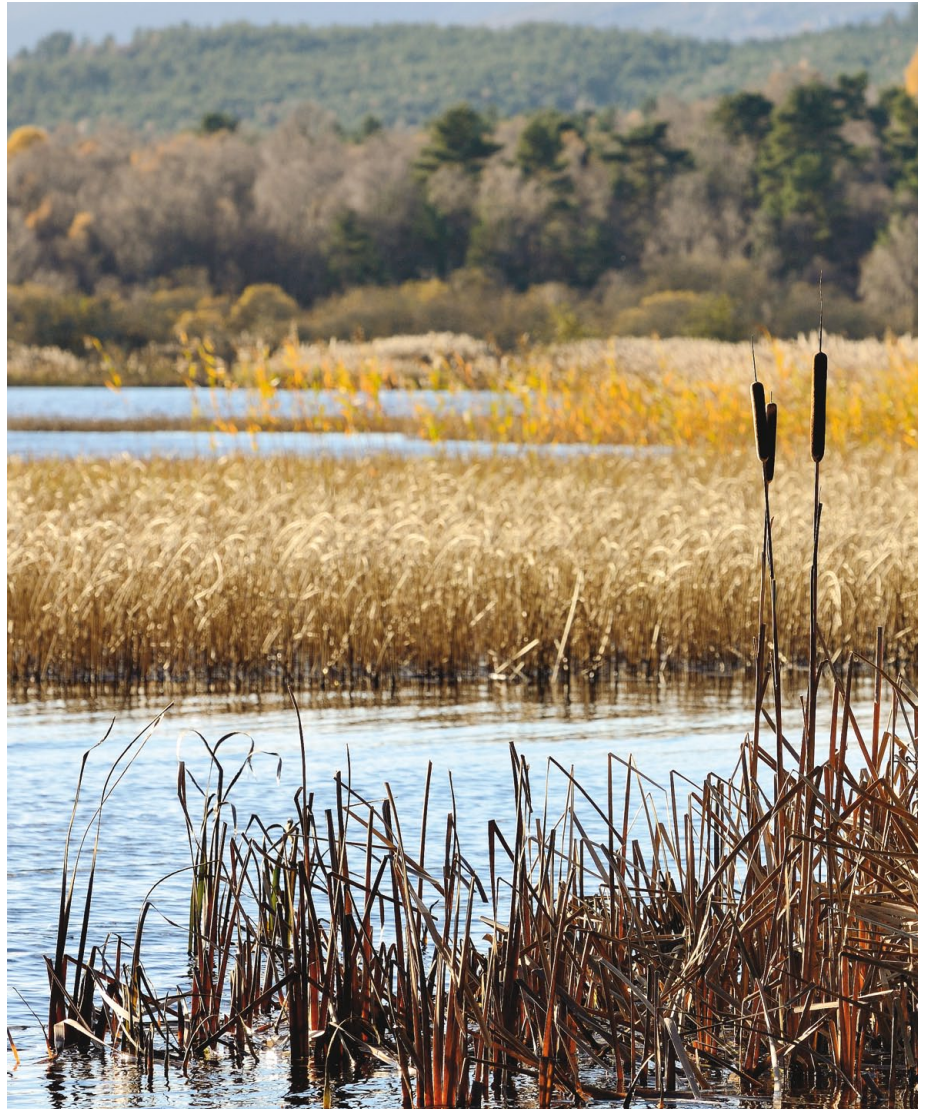
The following links are provided to help you research and further your understanding of this landscape.

- **National Ecosystem Assessment**
uknea.unep-wcmc.org/Resources/tabid/82/Default.aspx
- **Countryside Survey results for Scottish enclosed farmland**
www.countrysidesurvey.org.uk/sites/default/files/pdfs/reports2007/scotland2007/CS-Scotland-Results2007-Chapter03.pdf
- **Scottish Environment information on Scottish farmland**
www.environment.scotland.gov.uk/our_environment/wildlife/farmland__lowland.aspx
- **SNH Natural Heritage Futures – Farmland**
www.snh.gov.uk/docs/A306282.pdf



Freshwater

- Lochs, rivers, burns and canals are all examples of freshwater, as are standing water and wet habitats such as floodplains, bogs and artificial waterbodies (e.g. canals or reservoirs).
- Freshwaters are among the most productive and naturally diverse ecosystems, although many have been modified by human actions and interventions. In Scotland freshwaters are renowned for their abundance, scenic quality, cleanliness and wildlife.
- Freshwaters provide a number of landscape benefits, including creating a sense of place, water, food, recreation and flood regulation.
- Freshwaters may be valuable in managing climate change as they provide a resource to regulate water quality, floods and fire, store carbon and aid local climate regulation.



What are freshwaters?

Freshwater has low concentrations of salt and other dissolved solids which makes it different from sea water. Lochs, rivers, streams and canals are all examples of freshwater as are standing water and wet habitats such as floodplains, bogs and artificial waterbodies such as canals or reservoirs. Other freshwater types include ground waters (whenever rainfall, snowmelt or ground water collects into flowing channels) and also standing water (bogs, fens, grazing marshes and floodplains).

What landscape benefits do they provide?

Landscape products

- **Water** (for drinking, bathing, industry, swimming, navigable waterways, etc.)
- **Food and products** (fish and meat from animals grazed on floodplains or grazing marshes; reeds for craft and watercress)
- **Peat** (for fuel and for growing things in)
- **Health products** (mineral spas and medicinal plants)

Landscape management

- **Carbon regulation** (locking and storing carbon in decaying plant matter at the bottom of lochs, rivers and streams)
- **Flood and water quality regulation** (through water storage, the recharging of aquifers and the dilution of pollution)
- **Local climate regulation** (helps to regulate humidity levels and temperature locally)
- **Fire regulation** (can provide a fire break, reducing the potential damage)
- **Human health regulation** (well managed water can increase human wellbeing and quality of life, while poorly managed water can be a source of waterborne diseases and insects such as mosquitoes)

Landscape experiences

- **Science and education** (learning and research opportunities – outdoor laboratories and places where archaeology is preserved)
- **Religion** (sites for religious ceremonies and historically for baptism)
- **Tourism and recreation** (fishing, bird watching, swimming, sailing, etc.)
- **History** (often historically important places, such as town origins, can be at water crossing points)
- **Creating a sense of place** (often important to local culture and arts: rivers, lochs, burns and pools are much loved features in the Scottish landscape)



How might freshwaters change in future? And what might be the causes of change?

- **Climate change** - increasing summer temperatures affect the evaporation of water, which could cause areas such as wetlands to become stressed and dry out. Changes in temperature and rainfall could lead to increased floods, higher concentrations of chemicals and changes to oxygen levels in water.
- **Increasing woodland cover** - floodplain and grazing marsh woodlands may be a future source of woodfuel, which could influence future management of such woodlands.
- **Planning and development** - a shift from building flood defences to trying to reduce flood risks has led to a more sympathetic approach to habitat management, aiming to reduce flood risk in downstream urban areas.
- **Renewable energy** - water is being used to generate power through water turbines driving electricity generation. Wind turbine installation can lead to peat erosion, which affects water quality by washing peat into watercourses.
- **Invasive species** - non-native fish, mammals, invertebrates and plants can be invasive and disrupt the balance of rivers and lochs.
- **Economic development associated with abstraction** - industries take water from and discharge used water back into rivers, lochs and other freshwaters. This can cause a number of pressures, such as lower water levels/flows, contamination and altered temperatures.
- **Water Framework Directive** - the Water Framework Directive is the key policy for targeting water quality improvement and resulted in the Water Environment and Water Services (Scotland) Act 2003.
- **Flood risk management** - the Flood Risk Management (Scotland) Act (2009) is leading a shift towards the sustainable management of whole catchments and the restoration of wetlands.



Sources of further information:

The following links are provided to help you research and further your understanding of this landscape.

- **National Ecosystem Assessment**
uknea.unep-wcmc.org/Resources/tabid/82/Default.aspx
- **SEPA information on freshwater**
www.sepa.org.uk/science_and_research/what_we_do/biodiversity/water.aspx
- **Conservation International freshwater information**
www.conservation.org/learn/freshwater/Pages/fresh_water.aspx?gclid=CI2sm5yk3K0CFWQntAodXiPPmw
- **National Heritage Futures – Fresh Water**
www.snh.gov.uk/docs/A306284.pdf
- **River Basin Planning**
www.sepa.org.uk/water/river_basin_planning.aspx

Historic features

- Historic features are all around us, linking us to our past. They are elements of human activity that have left traceable evidence on the modern landscape, whether visible or not, and are still valued today.
- Historic features contribute to sense of place, aesthetic value and education.
- Historic features provide us with a link to the past through their use of local materials. Re-using historic buildings uses less carbon than replacing them.



What are historic features?

Historic features are sites and features of historic importance. This includes both above and below ground archaeology, industrial heritage, marine heritage (including shipwrecks and underwater landscapes once dry land), monuments such as stone circles or castles, historic parks and gardens or designed landscapes.

What landscape benefits do they provide?

Landscape management

- **Historic buildings already encompass the energy of construction**, which can reduce energy required for new buildings
- **Climate regulation** (absorption and storage of carbon and greenhouse gases in historic open spaces e.g. parks, gardens and historic landscapes)
- **Purification** (reduced pollution and storage of pollutants as open land in parks, gardens and historic landscapes provides filtration)
- **Green infrastructure** (designed landscapes such as gardens and designed farmland provide structures such as ancient woodland which can combine to create green networks for wildlife)

Landscape experiences

- **Creating sense of place and a sense of identity**
- **Displaying culture and cultural identity**
- **Opportunities for learning and researching**
- **Providing landscape diversity and distinctiveness**
- **Maintaining opportunities to learn and continue traditional skills** (e.g. stonemasonry)
- **Aesthetic value**
- **Tourism and recreational resource**
- **Providing evidence of history** illustrating defensive history and past conflicts e.g. castles

How might historic features change in future? And what might be the causes of change?

- **Climate change** - Changing temperatures, more storms and more intense rainfall along with changing ranges for pests and diseases, could damage mature trees associated with historic landscapes. Archaeological sites and historic buildings may be at risk from increased rainfall or prolonged periods of dry weather causing erosion and subsidence as well as increased fire risks.
- **Increasing woodland cover** - Increasing woodland cover could damage archaeological sites or change their setting and could alter the character of designed landscapes or historic parks and gardens, as well as reducing their prominence as landmarks or distinctive features in the landscape if woodland levels increase.

- **Planning and development** - pressure for new development can lead to new buildings in historic parks, gardens and designed landscapes which can damage their historic value. Converting farms to housing can reduce the rural sense of place and local identity as can modernising historic buildings or dividing large homes into flats or hotels. Elements of the historic landscape, for example the ancient tree resource in an area, could provide the basis for establishing robust, new ecological corridors.
- **Renewable energy** - historic landscapes could provide land for biomass cropping. Renewable energy developments such as domestic wind turbines or solar panels may damage the historic character of buildings or archaeology if insensitively sited. Older buildings can often demonstrate how to conserve and manage carbon and energy use through construction and design techniques because in the past we tended to be more focused on minimising energy use and loss.
- **Agriculture** - Intensive agriculture, changes to cropping patterns and changing vegetation patterns could affect archaeology. Agri-environment schemes can support farmers to positively manage historic features.
- **Water management** - increased flooding may damage archaeological sites. Flood storage could affect historic parks, gardens and designed landscapes and their amenity value. A lowered water table could impact on buried archaeology causing damage or loss.

Sources of further information:

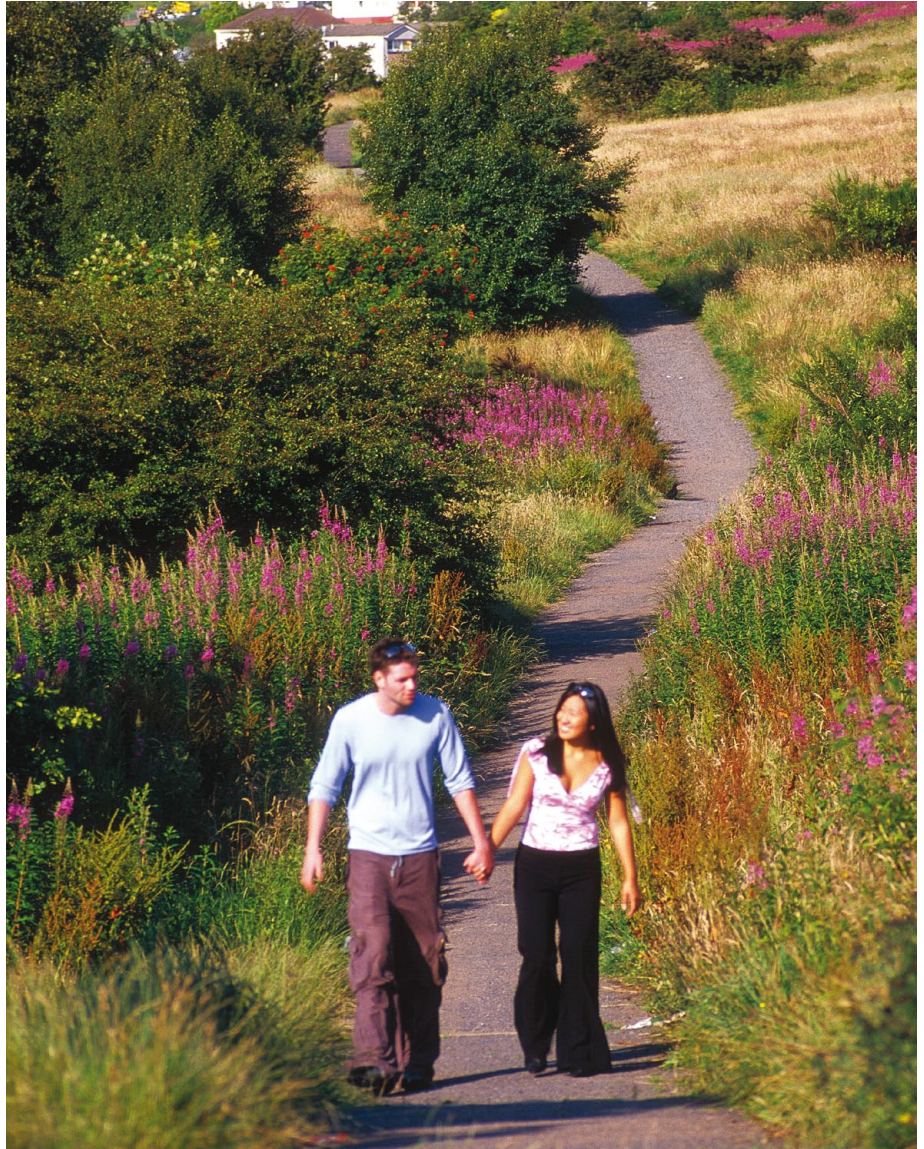
The following links are provided to help you research and further your understanding of this landscape.

- **Historic Scotland**
www.historic-scotland.gov.uk
- **Historic Environment Bill 2011**
www.scotland.gov.uk/Publications/2011/03/e2115187/link
- **SNH Landscape and historic environment**
www.snh.gov.uk/protecting-scotlands-nature/looking-after-landscapes/landscape-policy-and-guidance/landscape-and-the-historic-environm



Green space

- Parks, gardens and other open spaces provide variation in urban areas and are known as green spaces.
- In addition to providing valuable habitats, access to these spaces is essential for good mental and physical health, education, social cohesion, escape from modern life, climate regulation and other landscape benefits.
- Changes to green space may result from social and demographic change, increased development, the available funding and management, climate change and the impact of government policy.



What is green space?

Public parks, domestic gardens, allotments, sports pitches, community farms, golf courses, nature reserves, country parks, cemeteries, civic spaces, derelict land and gardens all provide open space in built up areas, known as green space. Small patches such as verges, hedges and elements including street trees also contribute to green space, as do urban waterways such as canals, rivers, ditches and reservoirs (sometimes known as 'blue space').

What landscape benefits do they provide?

Landscape products

- **Food and products** (food, fibre and ornamental features, such as flowers)
- **Trees, standing water and vegetation** (timber and potential biomass fuel)
- **Water** (for drinking, energy and industrial uses)

Landscape management

- **Climate regulation** (avoidance of climate stress, e.g. shading and cooling, and carbon absorption)
- **Hazard regulation** (helping to prevent erosion and flooding)
- **Purification** (of pollutants in air, water and soil)
- **Noise** (trees and running water help to reduce the impact of road and industrial noises)

Landscape experiences

- **Landscape setting** (providing places where people can benefit their spiritual, mental and physical wellbeing; opportunities for education; fostering community identity; and adding to the overall character of the areas)
- **An attractive setting** (encouraging economic investment, urban tourism and community enjoyment)

How might green spaces change in future? And what might be the causes of change?

- **Planning and development** – commercial growth, pressure for new housing and transport infrastructure are impacting on fields, pitches and green resources in urban areas. This makes sites smaller, which can have negative impacts on local wildlife and reduces opportunities for recreation and enjoyment of open spaces. There is increasing interest in linking up open spaces to help the movement of species between sites (known as ‘green infrastructure’).
- **Social and demographic change** – the rise of food prices and interest in local produce has increased the demand for allotments; demands for outdoor play facilities are increasing; there is also an increase in paving lawns to provide off road parking in residential areas (reducing the area of land that can easily absorb rainwater, which can lead to risk of flooding).
- **Funding and policy initiatives** – the need to increase the amount of woodland has led to new woods being planted in urban areas. Appreciation of the value of local parks and open spaces for health and welfare has sparked a trend for new standards and investment, such as the Green Flag Award and National Lottery funding.
- **Climate change** – changing temperatures may result in an increase in invasive species that require management. Increased storminess and rainfall could damage important urban trees, while open spaces and gardens could provide an important benefit in helping to manage the urban climate by providing shade, shelter and space for flood water storage.

Sources of further information:

The following links are provided to help you research and further your understanding of this landscape.

- National Ecosystem Assessment
[www.uknea.unep-wcmc.org/Resources/
tabid/82/Default.aspx](http://www.uknea.unep-wcmc.org/Resources/tabid/82/Default.aspx)
- Greenspace Scotland
www.greenspacescotland.org.uk
- Forestry Commission
www.forestry.gov.uk/fr/INFD-629J38
- Scottish Allotments and Gardens Society
www.sags.org.uk/
- Scottish Natural heritage
[www.snh.org.uk/publications/on-line/
advisorynotes/137/137.htm](http://www.snh.org.uk/publications/on-line/advisorynotes/137/137.htm)
- Scottish Government
[www.scotland.gov.uk/Resource/
Doc/225179/0060935.pdf](http://www.scotland.gov.uk/Resource/Doc/225179/0060935.pdf)



Coasts

- Including its main islands, the length of Scotland's coastline is over 18,000 km / 11,185 miles (making up 8% of Europe's coastline). 13% of the total land area of Scotland is islands.
- Coasts underpin Scotland's identity and vibrant tourism. These places where landscape and seascape meet are important as coastal defences, recreational resources and as nursery grounds for fish.
- Coasts are under threat from rising sea levels. The sustainable management of coasts must consider a wide range of issues, such as natural processes and economic pressures.



What features does the coast include?

The coast varies greatly from saltmarshes to sea cliffs and includes settlements, historic features and grazing land. Together with the sea, coasts support a number of wildlife species – particularly birds, such as the gannet, eider and puffin.

What landscape benefits do they provide?

Landscape products

- **Food and products** (crops, livestock, fish, shellfish farming, bait, aggregates)
- **Trees, standing water and vegetation** (timber, fuel, craft materials, seaweed for fertiliser)

Landscape management

- **Climate regulation** (absorbing carbon from the atmosphere)
- **Hazard regulation** (sea defences and preventing soil erosion)
- **Water quantity regulation** (drinking and irrigation water)
- **Water purification** (water filtration, both ground water and sea water)
- **Waste breakdown and detoxification** (capturing pollution from both land and sea)

Landscape experiences

- **Landscape setting** (escape and inspiration, religion and spirituality, creating a sense of place and cultural identity, tourism and recreation, physical and mental wellbeing)

How might coasts change in future? And what might be the causes of change?

- **Planning and development** – in certain areas coasts are under pressure from development for industry, housing, military activities and tourism. Sea-defence structures and increased armouring (protection) of soft cliffs reduce how well natural coastal processes can perform.
- **Forestry and agriculture** - coasts have been drained and reclaimed for agriculture, forestry, housing development and primary industries, such as refineries and power stations. Reductions in traditional management approaches have increased risks of erosion and flooding.
- **Tourism and recreation** - coastal tourism has been declining but is still significant. There is evidence suggesting that visiting the coast is good for people's wellbeing.
- **Climate change** - sea level rise and increased storms will result in erosion and increased flooding. This will lead to pressures for engineered coastal defences, although some areas will be allowed to change naturally as sea levels rise.



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- **Natural processes** - the coastline is constantly changing as the sea moves sand and sediments. The impacts of development can significantly affect this, often causing effects further down the coast.
- **Policy** - Scottish and European legislation is central to the management of coastal landscapes, such as the National Marine Plan, the Water Framework Directive, the Floods Directive and EU recommendations on Integrated Coastal Zone Management.
- **Settlement expansion** - there is pressure for new development in coastal areas which leads to a loss of existing land uses.

Sources of further information:

The following link is provided to help you research and further your understanding of this landscape.

- **National Ecosystem Assessment**
www.uknea.unep-wcmc.org/Resources/tabid/82/Default.aspx



Sea

- The seas around Scotland are a vitally important part of the Scottish economy and national identity. They support internationally important populations of grey and common seals and seabirds.
- The characteristics and wildlife of Scottish sea landscapes (sometimes known as 'seascapes') are still poorly understood, but we do know that they provide a wide range of benefits.
- Seascapes constantly change due to natural forces.
- Many marine habitats are becoming damaged because of climate change, fishing, pollution and infrastructure development.



What features does the sea include?

The sea starts where freshwater rivers and coastal landscapes, such as firths and sea lochs, meet the ocean. Inshore marine landscapes are culturally and socially important, offering opportunities for tourism and recreation. Offshore landscapes support fisheries and provide a wide range of other services, such as reducing the impact of climate change, waste breakdown and detoxification.

What landscape benefits does the sea provide?

Landscape products

- **Food** (fish and other seafood)
- **Aquaculture** (farming fish, molluscs, crustaceans and algae)

Landscape management

- **Water breakdown and detoxification** (the use of the marine environment for discharging waste, such as treated sewage)
- **Climate regulation** (marine organisms help to remove carbon dioxide from the atmosphere and bury it in the seabed)
- **Renewable energy schemes** (potential for wind and wave energy)

Landscape experiences

- **Cultural heritage and aesthetics**
- **Creating a sense of place and local identity**
- **Tourism, recreation and education** (watersports, wildlife watching and opportunities for learning and research)
- **Health** (physical and mental wellbeing can be improved by enjoying activities in the sea)
- **Inspiration and escape** (long-standing human relationship with the sea and the solitude and peace it can offer)

How might the sea change in future? And what might be the causes of change?

- **Climate change** - rising sea temperatures affect where species can live and how well plankton can absorb carbon dioxide, changing its role within the food chain. Rising sea temperatures can also increase outbreaks of pests and diseases.
- **Pollution** - the breakdown of waste and detoxification of freshwater runoff causes damage in some firths and coastal waters.
- **Management** - over-fishing is reducing available fish stocks. Wild fisheries are declining and trawling can damage life on the seabed, which affects the natural cycling of minerals, compounds and elements that are crucial to the health and productivity of seas.
- **Development** - there is increasing pressure for wind turbines and mineral extraction which can affect a wide range of landscape benefits.
- **Policy** - the implementation of the EU Marine Strategy Framework Directive (MSFD), the UK Marine and Coastal Access Act (2009), the Marine (Scotland) Act and the National Marine Plan will help to protect marine landscapes.

Sources of further information:

The following links are provided to help you research and further your understanding of this landscape.

- **National Ecosystem Assessment**
www.uknea.unep-wcmc.org/Resources/tabid/82/Default.aspx
- **Marine Scotland**
www.scotland.gov.uk/About/Directorates/marinescotland

Settlement

- Settlements include towns, villages, hamlets, clusters of houses and farms. They make an important contribution to the character of the landscape and local heritage.
- Each settlement has its own character and is usually made up of dwellings, public buildings and businesses, open spaces, prominent features and local landmarks.
- Settlements are essential to people's sense of place but many are at risk of losing their unique identity through the standardisation of the high street (e.g. a loss of local retailers.)
- Settlements may be at risk from climate change as more intense rainfall causes increased flooding.



What is a settlement?

A settlement is where people live. Urban environments can provide alternative habitats, for example, birds may use buildings instead of cliffs for nesting and native plants and insects can thrive on derelict land. Scotland is the least densely populated nation in the UK; individual buildings and small villages are important features in the landscape, but are not always considered as being 'settlements' in the same way as larger towns and cities are.

What landscape benefits do they provide?

Landscape products

- A place to live and work

Landscape management

- Opportunities for community and household renewable energy schemes
- Historic buildings already hold energy and if used mean that no new energy is used or carbon released in comparison with developing new buildings
- Habitat and food sources for species such as birds, bats, foxes, lichens and moss (e.g. street lighting leads to a congregation of insects which provides a food source for birds and bats)

Landscape experiences

- Creating a sense of place and local identity
- Generating a sense of community and belonging
- Opportunities for education and learning
- Providing landscape diversity and distinctiveness
- Tourism and recreation
- Providing landmarks and navigable features in the landscape

How might settlements change in future? And what might be the causes of change?

- **Climate change** - settlements may be at risk from flooding and subsidence ('sinking' of land) due to extreme wet and dry periods. This could also affect routes into and out of settlements, making transportation an issue.
- **Planning and development** - there is a need for new homes in Scotland. This could lead to settlements becoming more sustainable and could also enhance facilities within settlements to meet local needs. It may also lead to the development of new settlements, which could alter the character of the landscape. Increasingly, new homes include features to minimise resource use such as waste water re-cycling systems and green roofs.
- **Renewable energy** - The Scottish Government have ambitious targets for renewable energy supply by 2020: aiming to generate the equivalent of 100% of Scotland's gross annual electricity consumption using renewable sources. It may provide opportunities for local renewable energy schemes, where communities work together to create sustainable energy using small scale solar or wind power schemes (known as 'microgeneration').
- **Technology** - developments in technology will help to provide a range of responses to our energy needs, which may prove to be more sustainable and less polluting than existing approaches. Technological advances are already altering our patterns of behaviour and may result in an increase in home and distance working, meaning local communities could become more viable as people work from home, living and shopping closer to home as opposed to commuting to larger settlements.

Sources of further information:

The following links are provided to help you research and further your understanding of this landscape.

- The Scottish Government –
Renewable Energy
www.scotland.gov.uk/Topics/Business-Industry/Energy/Energy-sources/19185
- Firm Foundations –
the Future of Housing in Scotland
www.scotland.gov.uk/Publications/2007/10/30153156/5





Scottish Natural Heritage
Dualchas Nàdair na h-Alba

All of nature for all of Scotland
Nàdar air fad airson Alba air fad