

# Managing adverts for high carbon products and services

Appendix report

June 2024



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# 1 Advisory board

## 1.1 Board remit

The advisory board was established to assist with the selection and presentation of material for the learning stage of the jury, as well as the identification of appropriate speakers.

## 1.2 Board members

Andrew Simms – New Weather Institute

Anne-Marie Benoy – Department for Energy Security and Net Zero

Jonathan Wise – Purpose Disruptors

Victoria Harvey – University of East Anglia

Kathrin Lauber – University of Edinburgh

Miles Lockwood – ASA

Stuart Macnaughtan – Incorporated Society of British Advertisers

Konrad Shek - Advertising Association

## 1.3 Meeting dates

Tuesday 05<sup>th</sup> September 2023

Tuesday 24<sup>th</sup> October 2023

Tuesday 28<sup>th</sup> November 2023

# 2 Participant recruitment

## 2.1 Recruitment process

Recruitment was conducted using an approach called ‘sortition’ and was outsourced to the Sortition Foundation who specialise in this method. Sortition works by sending invitation letters in the post to a random selection of households within the recruitment area. The invitation letter includes information about the jury, and a link to an online portal where people can express their interest in taking part. This portal includes a short questionnaire for respondents to provide information about themselves. From the pool of respondents, jury members are recruited to match demographic criteria selected by the process designers. In this study, the area selected was greater Manchester, with some post-codes included in surrounding rural areas in an attempt to recruit some more car-dependant people. 9000 letters were sent, with the aim of recruiting 30 participants and starting the process with approx. 25 (allowing for some

level of drop out between filling in the Sortition survey and the first event). The pool was selected to be broadly representative of the UK population based on the following criteria: gender; age; ethnicity; disability status; education attainment; level of concern about climate change; rural or urban; and political affiliation.

## 2.2 Jury make up

The participants were representative of the UK population based on gender, age, ethnicity, and disability status. It was more difficult to match national statistics for the remaining selection criteria. For educational attainment, no respondents had no education and very few had only level one qualifications. To offset this, we over-recruited those whose highest qualifications were level 2 (23.3% of sample vs 13.4% nationally). However, people with level four qualifications were still over-represented (47% of sample vs 34 % nationally). No respondents to the survey reported being 'not at all concerned' about climate change. We attempted to over-recruit those who were 'not very' concerned, though one dropped out before the start of the process. We therefore could only offset the lack of 'not at all concerned' participants by under recruiting 'very concerned' participants (47% in sample vs 52% nationally). The gap was made up by 'fairly concerned' respondents. Though we were originally able to match political affiliations well, a number of Conservative supporters chose not to take part once contacted, and so the final sample slightly over-represented Labour supporters (30% in sample vs 24% nationally). Given the small size of the sample, and the number of criteria we were recruiting against, the final sample fits within industry standards for a broadly representative sample in this type of process. The main weakness in the sample resulted from the lack of rural respondents. As we got no responses, all participants lived in urban postcodes. This could potentially bias the results, and should be considered in the interpretation of the findings.

Charts showing the make up of the jury against target quotas is included on the following page.

	TARGET	RESPONDENTS	SELECTED (ORIGINAL)	SELECTED (CONFIRMED)
<b>GENDER</b>	<p>Non- 0.5%</p> <p>Male 48.7%</p> <p>Female 50.8%</p>	<p>Non- 1.7%</p> <p>Male 43.6%</p> <p>Female 54.7%</p>	<p>Male 50.0%</p> <p>Female 50.0%</p>	<p>Non- 3.3%</p> <p>Male 46.7%</p> <p>Female 50.0%</p>
<b>AGE</b>	<p>65+ 23.5%</p> <p>18-23 10.2%</p> <p>24-29 24.2%</p> <p>30-44 24.2%</p> <p>45-64 32.3%</p>	<p>65+ 17.9%</p> <p>18-23 6.8%</p> <p>24-29 8.5%</p> <p>30-44 30.8%</p> <p>45-64 35.9%</p>	<p>65+ 26.7%</p> <p>18-23 10.0%</p> <p>24-29 10.0%</p> <p>30-44 23.3%</p> <p>45-64 30.0%</p>	<p>65+ 23.3%</p> <p>18-23 10.0%</p> <p>24-29 10.0%</p> <p>30-44 23.3%</p> <p>45-64 33.3%</p>
<b>ETHNICITY</b>	<p>White 7.3%</p> <p>Asian or 9.3%</p> <p>Black or 4.0%</p> <p>Mixed or 2.9%</p> <p>White 74.4%</p>	<p>White 10.3%</p> <p>Asian or 4.3%</p> <p>Black or 9.4%</p> <p>White 72.6%</p>	<p>Other 3.3%</p> <p>White 10.0%</p> <p>Asian or 6.7%</p> <p>Black or 6.7%</p> <p>Mixed or 3.3%</p> <p>White 70.0%</p>	<p>Other 3.3%</p> <p>White 10.0%</p> <p>Black or 6.7%</p> <p>White 73.3%</p>
<b>DISABILITY</b>	<p>Yes 17.8%</p> <p>No 82.2%</p>	<p>Yes 19.7%</p> <p>No 80.3%</p>	<p>Yes 20.0%</p> <p>No 80.0%</p>	<p>Yes 20.0%</p> <p>No 80.0%</p>
<b>EDUCATION</b>	<p>No 18.2%</p> <p>Level 1 9.6%</p> <p>Level 2 13.4%</p> <p>Level 3 25.0%</p> <p>Level 4 33.8%</p>	<p>Level 1 2.6%</p> <p>Level 2 16.2%</p> <p>Level 3 17.1%</p> <p>Level 4 63.2%</p>	<p>No 3.3%</p> <p>Level 1 10.0%</p> <p>Level 2 26.7%</p> <p>Level 3 23.3%</p> <p>Level 4 36.7%</p>	<p>Level 1 6.7%</p> <p>Level 2 23.3%</p> <p>Level 3 23.3%</p> <p>Level 4 46.7%</p>
<b>CLIMATE CONCERN LEVEL</b>	<p>Not at 7.0%</p> <p>Not very 8.0%</p> <p>Fairly 32.0%</p> <p>Very 52.0%</p>	<p>Not very 3.4%</p> <p>Fairly 39.3%</p> <p>Very 55.6%</p>	<p>Other/Do 6.7%</p> <p>Not very 13.3%</p> <p>Fairly 30.0%</p> <p>Very 50.0%</p>	<p>Not very 6.7%</p> <p>Fairly 43.3%</p> <p>Very 46.7%</p>
<b>URBAN RURAL</b>	<p>Rural 17.7%</p> <p>Urban 82.3%</p>	<p>Urban 100.0%</p>	<p>Urban 100.0%</p>	<p>Urban 100.0%</p>
<b>POLITICAL AFFILIATION</b>	<p>None/Do 34.4%</p> <p>Conserv 30.8%</p> <p>Green 5.2%</p> <p>Labour 23.5%</p> <p>Liberal 6.0%</p>	<p>None/Do 25.6%</p> <p>Conserv 12.0%</p> <p>Green 13.7%</p> <p>Labour 45.3%</p> <p>Liberal 3.4%</p>	<p>None/Do 33.3%</p> <p>Conserv 30.0%</p> <p>Green 6.7%</p> <p>Labour 26.7%</p> <p>Liberal 3.3%</p>	<p>None/Do 36.7%</p> <p>Conserv 23.3%</p> <p>Green 6.7%</p> <p>Labour 30.0%</p> <p>Liberal 3.3%</p>

## 3 Jury design

### 3.1 Dates

Session 1 – 18 September 7 - 9.30pm (virtual)

Session 2 – 5 October 7 - 9.30pm (virtual)

Session 3 – 19 October 7 - 9.30pm (virtual)

Session 4 – 4 November 9.30am – 4pm (in person)

Session 5 – 16 November 7 - 9.30pm (virtual)

### 3.2 Overall design

The citizens' jury was convened to consider the issue of advertising in the context of the UK's statutory commitment to achieving net zero carbon emissions by 2050. The question being considered was:

**How should advertising change to reflect the need to address climate change?**

The jury was tasked with developing a set of proposals for managing the advertising of high-carbon products and services.

### 3.3 Session overviews

#### Session 1

Session one was used to inform participants about the basic science of climate change; the meaning of net zero, its legal status and current progress towards achieving it; and the role of behavioural/societal change in achieving net zero.

Sub-section	Description
<b>1.1 Welcome and introductions</b>	<b>Plenary presentation</b> Slide show covering overview of the process and aims of the session.
<b>1.2 Participant introductions</b>	<b>Breakout discussions</b> Participants introduce themselves and recall a particularly memorable advert.
<b>1.3 Introducing climate change</b>	<b>Speaker</b> <i>Melissa Seabrook, Met Office: The science and impacts of climate change</i>

Sub-section	Description
	<p><i>Summary:</i> Without action, human produced emissions will result in more heatwaves, more floods, more drought, less food security and more conflict.</p>
<p><b>1.4</b></p> <p><b>What are the implications of climate change?</b></p>	<p><b>Breakout discussions</b></p> <p>Discussion about the impacts of climate change, and any ways people have experienced these in their own lives.</p>
<p><b>1.5</b></p> <p><b>What do people have to do to reach our next zero target?</b></p>	<p><b>Speaker</b></p> <p><i>Sandra Bogelein, Climate Change Committee: Net Zero and household behaviours</i></p> <p><i>Summary:</i> To meet our legal net zero 2050 target, we need to reduce emissions in all sectors. This means 9% fewer car miles by 2035; 20% less meat and dairy by 2030; and only 25% increase in flights by 2050.</p>
<p><b>1.6</b></p> <p><b>What are the implications of carbon net zero?</b></p>	<p><b>Breakout discussions</b></p> <p>Discussion about the changes needed to reach net zero, and how they might impact on people.</p>
<p><b>1.7</b></p> <p><b>The role of social norms in shaping our behaviour</b></p>	<p><b>Speaker</b></p> <p><i>Prof Lorraine Whitmarsh, University of Bath: The role of social norms in shaping behaviour</i></p> <p><i>Summary:</i> Reaching net zero requires behaviour change. Changing behaviours means making things easier, making things cheaper and shifting social norms. Advertising is a factor that shapes social norms.</p>
<p><b>1.8</b></p> <p><b>Advertising and you</b></p>	<p><b>Breakout discussions</b></p> <p>Discussion about the role of advertising and its effect on people.</p>

Sub-section	Description
<b>1.10</b> <b>Feedback</b>	<b>Plenary discussion</b> Feedback from all breakout groups and discussion about issues raised.
<b>1.11</b> <b>Next session</b>	<b>Plenary presentation</b> Introduction to how the content of this session will feed into session 2, and what will be covered then.

## Session 2

Session two provided information about the advertising industry, and the ways in which the advertising industry relates to efforts to achieve net zero.

Sub-section	Description
<b>2.1</b> <b>Welcome and introductions</b>	<b>Plenary presentation</b> Welcome back and reminder of what was covered last time and the plan for this session, inc. Q&A. Review of feedback from last time, and summary changes made in response to this.
<b>2.2</b> <b>How advertising works</b>	<b>Speaker</b> <i>Dr. Kaouther Kooli, Bournemouth University: Introducing the advertising industry</i>  <i>Summary:</i> Advertising is communication aiming to inform, remind, and persuade through traditional and online media. In the UK, much more is spent annually on online media (£26.1 billion) than traditional media (£8.9 billion).  Full group Q&A.



Sub-section	Description
<p><b>2.3</b></p> <p><b>How advertising works #2</b></p>	<p><b>Speakers</b></p> <p>Session introduced as two different perspectives on the same topic.</p> <p><i>Stephen Woodford, Advertising Association</i></p> <p><i>Summary:</i> Advertising primarily works by shaping social norms and influencing which brands people choose (e.g. Pepsi or Cola). This can help drive competition and innovation – essential for normalising new, sustainable products.</p> <p><i>Jonathan Wise, Purpose Disruptors</i></p> <p><i>Summary:</i> Advertising industry is an ‘architect of desire’, responsible for us consuming more and quicker. Reducing emissions requires restrictions on advertising on some products and a focus on promoting low-carbon alternatives where these exist.</p>
<p><b>2.4</b></p> <p><b>How advertising works #3</b></p>	<p><b>Breakout discussions</b></p> <p>Discussion about the presentations, and decision on which question(s) to pose to the presenters.</p>
<p><b>2.5</b></p> <p><b>Plenary discussion</b></p>	<p><b>Plenary discussion</b></p> <p>In turn, groups offer one question to the two speakers.</p>
<p><b>2.6</b></p> <p><b>How is the advertising industry regulated?</b></p>	<p><b>Speaker</b></p> <p><i>Justine Grimley, Advertising Standards Authority: How the advertising industry is regulated</i></p> <p><i>Summary:</i> The ASA is the UK’s independent advertising regulator. It responds to complaints and pro-actively monitors all different channels to ensure advertising is Legal, Decent, Honest, and Truthful. It cannot make rules about what products and services can be advertised, only parliament can. When assessing ads for honesty, the ASA will consider the companies whole business. E.g. they stopped an airline claiming to be ‘protecting the planet’.</p>

Sub-section	Description
<b>2.9</b>	<b>Plenary presentation</b>
<b>Next session</b>	Overview of how the content of this session feeds into session 3, and what will be covered then.

### Session 3

In session three, participants learnt how advertising restrictions can work alongside other policy measures to influence behaviour. They then heard two different perspectives on how, if at all, the management of adverts for high-carbon products and services needs to change. The participants then began the deliberation by discussing how, if at all, they think the advertising environment should change, and what mechanisms could be used to achieve this change.

Sub-section	Description
<b>3.1</b>	<b>Plenary presentation</b>
<b>Welcome and introductions</b>	Welcome back and reminder of what was covered last time and the plan for this session. Refresher on the overall purpose of the process inc. Q&A.
<b>3.2a</b>	<b>Speaker</b>
<b>How can advertising regulation work alongside other policy approaches to change behaviours?</b>	<i>Tasmin Cooper, Forward Institute: How can advertising regulation work alongside other policy approaches to change behaviour?</i>  <i>Summary:</i> Any strategy for behaviour change must include a range of measures (taxes, bans, public investment, advertising restrictions) all working in harmony. Areas where government has changed advertising rules as part of public policy strategies include tobacco (bans), unhealthy food (watershed), gambling (labelling).
<b>3.2b</b>	<b>Plenary discussion</b>
	Full group Q&A to Tamsin
<b>3.2c Perspectives on how, if at all, advertising</b>	<b>Speakers</b>

Sub-section	Description
<p><b>regulations should change to reflect the need to achieve net zero.</b></p>	<p>Session introduced as two different perspectives on the same topic.</p> <p><i>James Best, Committee of Advertising Practice</i></p> <p><i>Summary:</i> Within its remit, the ASA makes rules that apply to everyone. When the ASA makes a ruling, it ensures other businesses are aware and use it as guidance of what is, and is not, allowed. Within the rules, advertising can facilitate competition between firms to go green and help normalise low carbon products with the public.</p> <p><i>Andrew Simms, New Weather Institute</i></p> <p><i>Summary:</i> When you are in a hole, you should stop digging. We know advertising can drive consumption of more emitting products like SUVs. We need tobacco-style controls on high-carbon ads, a regulator independent of industry, and more pro-active regulation.</p>
<p><b>3.3</b></p> <p><b>Q&amp;A</b></p>	<p><b>Plenary discussion</b></p> <p>Q&amp;A session with two previous speakers</p>
<p><b>3.4</b></p> <p><b>How far (if at all) should the adverts we see around us change to reflect the need for the UK to reach net zero carbon emissions?</b></p>	<p><b>Plenary discussion</b></p> <p>Initial discussion about how advertising environment needs to change, if at all.</p>
<p><b>3.5</b></p> <p><b>What principles and approaches do we think are necessary</b></p>	<p><b>Breakout discussions</b></p> <p>Discussion on the types of principles and approaches that could be used to shape the necessary advertising environment discussed in previous session.</p>

Sub-section	Description
to manage advertising?	
3.7 Feedback	<b>Plenary discussion</b> Full group discussion on the ideas developed in breakout groups.
3.8 Next session	<b>Plenary presentation</b> Introduction to how the content of this session will feed into session 4, and what will be covered then.

#### Session 4

Session four was a full day session, focused on developing initial proposals for managing the advertising of high-carbon products and services. Participants considered which goods and services should be covered, what approach should be taken, and who should be responsible.

Sub-section	Description
4.1 Welcome and introductions	<b>Plenary presentation</b> Overall process reminder including mapping out where we're trying to get by the end of the session.
4.2 Step 1 - review of learning and formulating the options	<b>Plenary presentation</b> Presentation summarizing what they have heard. Accompanying set of pictures and slides stuck up on walls, with 5 bullet points per speaker summarizing their content. Inc. Q&A.  Presentation on the potential interventions developed in session 3. 11 options: <ul style="list-style-type: none"> <li>Air public information about climate change prior to adverts – subsidised by high emitting industries.</li> </ul>

Sub-section	Description
	<ul style="list-style-type: none"> <li>• Advertising should promote lower carbon, lower consumption lifestyles.</li> <li>• Ban advertisement of high-carbon products – potentially using a red, amber, green system.</li> <li>• Show true emissions of product part of adverts – potentially using red, amber, green labels like food.</li> <li>• Stop adverts being shown whilst an objection is investigated.</li> <li>• Restrict advertising of high-carbon products and services to children.</li> <li>• Show the negatives, and what is being done to address them, when advertising new green products.</li> <li>• Levy on advertising for high-carbon products and services, with revenue invested into green initiatives.</li> <li>• Subsidise the advertising of companies selling refurbished products.</li> <li>• Force companies to explain what they are doing to address their emissions at the start of adverts.</li> <li>• Do nothing.</li> </ul> <p><b>Voting</b></p> <p>Each participant given three stickers and asked to select their top three options. Top four options selected for further development</p>
<p><b>4.3</b></p> <p><b>Working up proposals</b></p>	<p><b>Breakout discussions</b></p> <p>Groups work on the selected 4 proposals in more detail. One group working on each options, using headings:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Description</li> <li>• Pros / cons (in terms of helping to achieve net zero)</li> <li>• Who should do this</li> <li>• What else, if anything, would need to happen to make this work (this can go into other [non advertising] measures that can go alongside the changes to advertising).</li> </ul>

Sub-section	Description
<p><b>4.4</b></p> <p><b>Further development</b></p>	<p><b>Breakout discussions</b></p> <p>Groups now rotate around the options. When they arrive at a station they review what is on the flip chart generated by a different group and add comments.</p>
<p><b>4.5</b></p> <p><b>Review</b></p>	<p><b>Breakout discussions</b></p> <p>Groups return to their original option and review what has been added to their sheet. Discuss and check they think that what's been added adds value to the option and is clearly relevant to it.</p>
<p><b>4.6</b></p> <p><b>Full group discussion</b></p>	<p><b>Plenary discussion</b></p> <p>Each group to present on their option, followed by group discussion on the option. Options at this stage:</p> <ol style="list-style-type: none"> <li>1. Proposal: Red / Amber / Green labelling on advertisements, to show true emissions.</li> <li>2. Proposal: Show the negatives and what is being done to address them when advertising all products.</li> <li>3. Proposal: A levy, or charge, on advertising for high-carbon products and services, with the revenue reinvested into green initiatives.</li> <li>4. Proposal: Restrict advertising of high carbon products and services to children, and introduce informative advertising and education on climate change.</li> </ol>
<p><b>4.7</b></p> <p><b>Preferences</b></p>	<p><b>Voting</b></p> <p>Each participant given 3 colours of dots:</p> <p>Colour 1 - I support this</p> <p>Colour 2 - I can live with this</p> <p>Colour 3 - I can't support this at all</p>

Sub-section	Description
	<p>Place the dots on the options so we get a visual sense of where most support lies.</p> <p><b>Plenary discussion</b></p> <p>Full group discussion based on the dot voting outcomes.</p>
<p><b>4.8</b></p> <p><b>Other measures</b></p>	<p><b>Plenary discussion</b></p> <p>Discussion of other measures needed alongside advertising proposals to achieve net zero.</p>
<p><b>4.9</b></p> <p><b>Reflections</b></p>	<p><b>Plenary discussion</b></p> <p>Opportunity for members of the group to reflect on progress so far, any issues they feel still need to be tidied up.</p>
<p><b>4.10</b></p> <p><b>Next steps</b></p>	<p><b>Plenary discussion</b></p> <p>Next steps and close.</p>

## Session 5

Session five focused on refining and clarifying the proposals developed in session four.

Sub-section	Description
<p><b>5.1</b></p> <p><b>Welcome and introductions</b></p>	<p><b>Plenary presentation</b></p> <p>Recap and reflections on the process so far. Plan for the session.</p>
<p><b>5.2</b></p> <p><b>Feedback on where we got to</b></p>	<p><b>Plenary presentation</b></p> <p>Presenting back the four proposals from previous session, with explanation of the process used to translate session outputs (recordings and flipcharts) into the proposal summaries.</p> <p>Introduce two main areas for discussion, and explanation of why these are being asked:</p> <ul style="list-style-type: none"> <li>- Area for discussion number 1: Rationalizing the proposals:</li> </ul>

Sub-section	Description
	<ul style="list-style-type: none"> <li>○ <i>Question 1: Should numbers 1 and 2 be rolled together? As they became increasingly similar through the course of session 4.</i></li> <li>○ <i>Question 2: Should number 4 be split into 2 separate options (splitting out the advertising to children and the reduce consumption aspects).</i></li> </ul> <p>- Area for discussion number 2: how should the red, amber, green criteria in proposal 1 be applied?</p>
<p><b>5.3</b></p> <p><b>Areas for discussion #1</b></p>	<p><b>Breakout discussions</b></p> <p>Discussion of whether to merge proposals 1 and 2, and whether to separate 4 in breakout groups, with two groups working on each question.</p> <p><b>Plenary discussion</b></p> <p>Discussion in plenary of the merits of merging proposals 1 and 2, and separating 4.</p> <p><b>Voting</b></p> <p>Final voting on whether to merge 1 and 2 (accepted) and separate 4 (rejected).</p>
<p><b>5.4</b></p> <p><b>Areas for discussion #2</b></p>	<p><b>Breakout discussions</b></p> <p>Each group shown series of adverts (McPlant burger; non-electric SUV; electric vehicle; and Easyjet), and asked to suggest what rating each would get and why.</p> <p><b>Plenary discussion</b></p> <p>Whole group discussion of the ratings that were given, and the issues considered when applying the ratings.</p>
<p><b>5.5</b></p> <p><b>Next steps</b></p>	<p><b>Plenary presentation</b></p> <p>Presentation on the next steps in the process, including information about the voting packs, and information about how the findings will be used.</p>



## 4 Polling design

### 4.1 Survey design and distribution

The survey was designed primarily to test public attitudes towards the proposals developed in the jury. As much as possible, the wording of the proposals was kept consistent with that used in the jury. These were re-phrased as statements, to allow the use of a two-way Likert scale. The exact wording and accompanying explanation is included in section 4.2 below. The scale used was an 11-point scale from 0 to 10, with 5 as a neutral point.

In addition to the questions presented below, we also asked respondents about their attitudes to advertising and the efficacy of the proposals. A full analysis and write up of the polling data will be included in a future publication.

The survey responses were collected by Yonder Consulting on behalf of Lancaster University, as part of a 2000-person Great Britain wide omnibus survey. This survey is nationally representative in terms of gender, age, region, social grade, and ethnicity.

Responses were collected between Wednesday 15<sup>th</sup> and Friday 17<sup>th</sup> May, 2024

### 4.2 Polling questions

#### Section 1 – Views on climate change

**This section asks about your views on climate change, sometimes called ‘global warming’.**

**How much do you agree or disagree with the following statements:**

***[0 to 10 (11 point) Likert: Strongly disagree to Strongly agree]:***

*[Randomised order]*

- I am very worried about the impacts of climate change (also called ‘global warming’)
- Climate change (also called ‘global warming’) is mostly caused by human activity

#### Section 2 – Managing adverts for high-carbon products and services

**By 2050, the UK aims to stop its contribution to climate change. This means no longer adding to the amount of greenhouse gases (e.g. carbon dioxide and methane) in the atmosphere. This will require changes to, for example, how people travel, how people heat their homes, and people’s diets. One option open to government for driving these shifts is to change the rules around the advertising of high-carbon products and services.**

**High-carbon products and services are those that result in the release of lots of greenhouse gases (e.g. carbon dioxide). This could mean physical things we buy (like a car) or services we pay for (like a flight). As a country, we will need to cut back or manage demand for these products and services if we are to meet our climate change targets.**

**There are different ideas for how governments could change rules about adverts for high-carbon products and services. None of these are being considered by the government currently, these are all just ideas from a university research project. We would like to understand what people across the UK think about these ideas.**

**How much do you agree or disagree with the following statements:**

*[0 to 10 (11 point) Likert: Strongly disagree to Strongly agree]:*

*[Randomised order]*

- No changes should be made to the rules about adverts for high-carbon products.
- All adverts for high-carbon products and services (those bad for the climate) should be banned.
- A red/amber/green labelling system should be introduced for all adverts. A large visible label would be attached to any form of advertising (e.g. billboards, TV adverts, or social media adverts). 'Red' would indicate that the product/ services being advertised was considered high-carbon (bad for the climate), 'Green' would indicate the product/service being advertised is low-carbon (good for the climate).
- A levy, or charge, should be introduced on advertising for high-carbon products and services. The income from such a scheme would be reinvested into green initiatives such as improving public transport.
- Advertising of high carbon products and services to children should be restricted, for example through banning adverts before a certain time (the 'watershed').
- Subsidies should be provided to lower the cost of advertising for companies selling re-used or refurbished products.

### **Section 3 – Political attitudes**

**Generally speaking, do you think of yourself as Labour, Conservative, Liberal Democrat, (Scottish National/Plaid Cymru) [in Scotland/Wales] or what?:**

*[Not stated; Prefer not to say/Refuse; Don't know; None/No; Labour; Conservative; Liberal Democrat; Scottish National Party (SNP); Plaid Cymru; Green Party; United Kingdom Independence Party (UKIP); Reform UK; Other; A mixture / somewhere between various parties; Independent; Any party I agree with at the time.]*