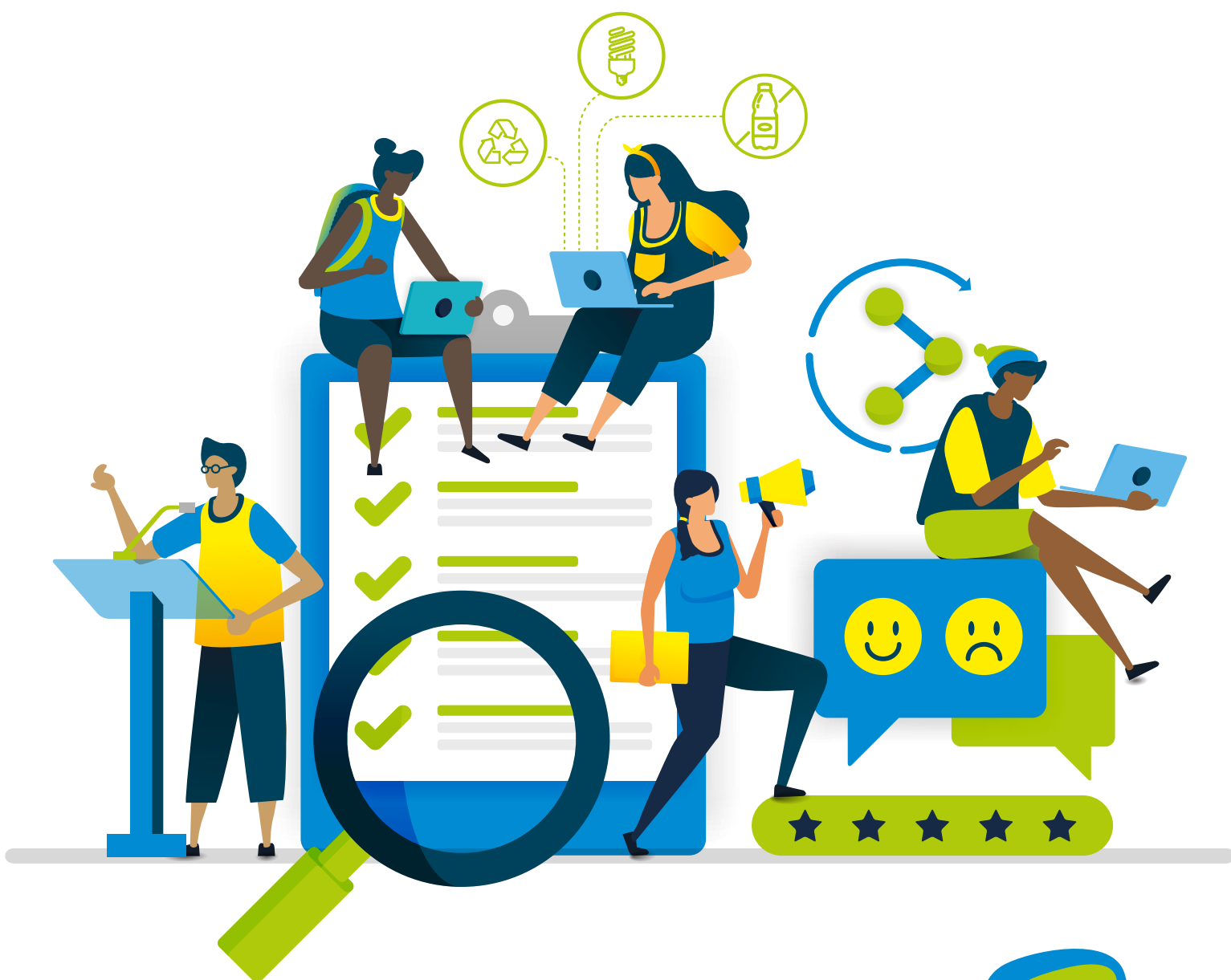


RESOURCE PACK

# CLIMATE ACTION SURVEY

**HAVE YOUR SAY:** support your school's climate actions by providing an insight into students' views, behaviours, and motivations around addressing the Climate Emergency.



[www.interclimate.org](http://www.interclimate.org)

 @ClimateVoicesUK

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A PROJECT BY



**InterClimate  
Network**



**Feedback coming  
soon**

# What's it all about?



Our new Climate Action Survey is a student-led resource that follows a behaviour change approach and develops important skills on the way.

Students will be tasked with rolling out the online survey across their school. The results will give great insight into student views on the Climate Emergency, current behaviours, and motivations to do things differently.

By asking as many students as possible to complete the survey the intention is for everyone to 'have a say' and be involved in plans for climate action.

ICN can follow-up to help turn survey findings into tailored behaviour change interventions that enable your school to successfully achieve its climate action. For instance, do you need stronger school rules to ensure climate friendly behaviour or would rewards and competitions do more to encourage action?

Work can be led by a class, an eco-group or student leadership team, and together you simply follow the 5 steps outlined on the next page. Ideally the survey would be run over a few weeks, but with current pressures, take as long as is required.

## Thanks go to...

The survey questions were developed with undergraduate Applied Sociology students at the University of Gloucestershire. We received extremely useful feedback on the first draft from students from 9 schools\* and an expert research agency (Humankind Research). The survey has been piloted by Chosen Hill School and St Mary Redcliffe and Temple School.

\*Ashton Park School, Chosen Hill School, Gumley House School FCJ, Hanley Castle Sixth Form, Pate's Grammar School, Isleworth & Syon School, Reading Girls School, Reading School, St Mary Redcliffe & Temple School.

# 5 STEPS

to taking part >>>>

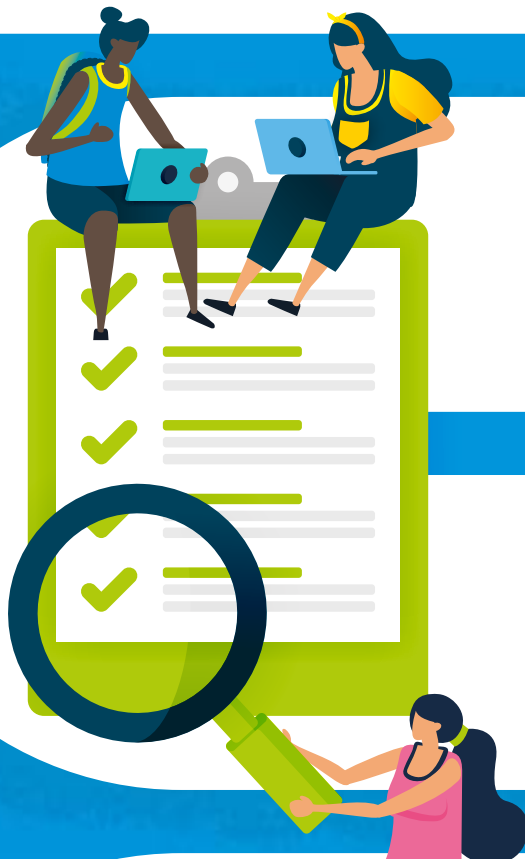
## 1 Understand the Climate Action Survey

Read our background information to find out about the Climate Emergency, behaviour change, and how we developed the survey.



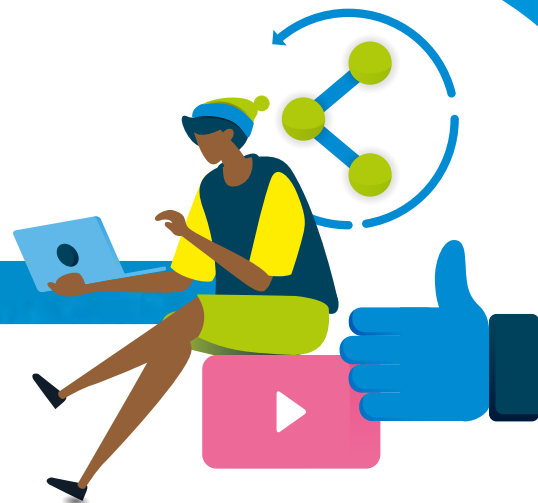
## 2 Connect with your school

Working in your team use our planning sheet to agree and deliver a plan to reach out across your school and see how many students you can get to complete the survey.



## 3 Analyse the data

ICN will bring together the data from your survey and create a report specifically for your school.



## 4 Share findings

We will support you to share the results and key findings both within your school and more widely.



## 5 Provide your feedback

When you've finished, we'll ask about your experience of using the survey. This will really help us to develop the project.



## STEP 1

# Understand the Climate Action Survey

Read our background information to find out about how changing behaviours has become a vital part of tackling the Climate Emergency. We've also outlined how we developed the Climate Action Survey, so you can see how it will work in practice.

## Tackling the Climate Emergency

The Climate Emergency is one of the most pressing challenges the world currently faces. In Paris in December 2015 global leaders at the United Nations (COP21) agreed to take joint action on climate change to try and ensure that the rise in global temperature stays "well below" 2.0C (3.6F) above pre-industrial times, saying it should stay closer to 1.5C. This is known as the Paris Agreement.

To limit global temperature rises we must drastically cut our greenhouse gas emissions by 2030 and to do this we need to end our reliance on fossil fuels. This means changing everything from the way we generate energy to the food we eat, and thinking about what we produce, buy, and throw away each day.

While governments and industry might make many of the big 'systems' decisions, the daily choices each of us makes as individuals, in our homes, schools, work and communities are also tied directly to greenhouse gas (GHG) emissions. Thinking carefully about the impact of what we do and changing our behaviours to more positive actions can make a massive difference, especially if taken up by many people.

Changing our behaviour, around how and what we do, has already become a vital part of tackling the Climate Emergency. What has become clear from the world's response to the coronavirus pandemic is that we really can radically change our behaviour if it is widely agreed that what's at stake is vitally important and valued by everyone.

## How do we change what we do?

The study of human actions is called 'Behavioural Science' and helps us to understand the underlying reasons for people's behaviour - why we do the things we do.

Understanding the reasons for people's behaviour is seen as important as it enables us to design interventions (a coordinated set of activities) that changes these behaviours.

These behavioural change interventions allow for people to change their routines and habits and, crucially, to sustain that change for the long-term. They can be delivered at an individual, household, community, or population level.

When it comes to changing behaviour there are many different views about what works best. We have outlined a few different approaches in our case study section and collected some tips.

## TOP TIPS

### Move from telling people what to do to helping them do it.

Simply telling people to change or giving them the information and expecting them to act on it is unlikely to produce any sustainable behaviour change.

### Target specific groups, address their views and be relevant to their needs.

First is to understand the reasons why people behave the way they do. Next is to consider anything that might be stopping changes in their own homes, school or work. For example, if you want people not to drive to school, what is their current alternative and how complicated is it? How does this change for people living in urban or rural environments?

### Make it easy, make it compelling!

People often do things the way they do because they enjoy it that way or it makes their life easier in some way. This means new actions should be made just as easy and clearly show how they do more good than existing ones.



## Case studies

### Behaviour change for health campaigns

It is now understood that our behaviour has a direct effect on our health. There is convincing evidence that a healthy lifestyle including regular exercise and a balanced diet is linked to a longer and healthier life whereas risky behaviours like smoking and poor diet contribute to illness and earlier death. You might have come across NHS public health campaigns such as Change4Life with its focus on positive messages and supporting information to encourage families to eat well and exercise ([www.nhs.uk/change4life](http://www.nhs.uk/change4life)). The idea here is that when added together, even small changes to the way families live can have a big impact on the health and well-being of a whole population.

See lots of similar case studies here:

[https://campaignresources.phe.gov.uk/resources/case\\_studies/gallery](https://campaignresources.phe.gov.uk/resources/case_studies/gallery)

### Approaches to encourage recycling

Recycling in the UK has become normal but rates haven't increased recently. A new approach tried by WRAP\* used the idea that we are strongly influenced by what others around us do (or at least what we think they are doing). Their campaign told people about food waste but was also designed to make it feel like 'everyone else recycles so we should too'. Waste collection crews then identified households who hadn't put out a food caddy and attached an information hanger to their bin. This used the 'right place, right time' principle to catch targeted people's attention when they would already be thinking about waste.

\* National organisation that works with governments, businesses and communities to improve resource efficiency.

### COVID19 and social distancing

In 2020 we all experienced many different behaviour change approaches that operated at all different levels to encourage people to socially distance and so minimise the spread of coronavirus. SAGE\* gave advice to the UK Government based on nine broad ways of achieving behaviour change which were then all addressed at the same time: **Education, Persuasion, Incentivisation, Coercion, Enablement, Training, Restriction, Environmental restructuring, and Modelling.**

You can read more here:

[www.gov.uk/government/publications/options-for-increasing-adherence-to-social-distancing-measures-22-march-2020](http://www.gov.uk/government/publications/options-for-increasing-adherence-to-social-distancing-measures-22-march-2020)

\* Scientific Advisory Group for Emergencies which provides scientific and technical advice to support government decision makers during emergencies.

## How does the Climate Action Survey fit?

The questions developed in our Climate Action Survey have been designed using a wide range of research undertaken by the ICN team and sociology students at the University of Gloucestershire. Survey results will provide you with the best available evidence, so that you can decide which behaviour change interventions are most likely to support your school to tackle the Climate Emergency.

You can look through the survey here:

**IMPORTANT:** this is just a draft version of the survey and should not be shared across your school. ICN will provide you with the real survey when you are ready to run it.

### Skills you will develop by leading the survey

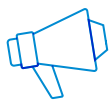
#### Team work and decision-making

**Communications:** writing and presenting using different media and marketing your ideas

**Analysis and interpretation of real 'qualitative and quantitative' information.**



## The Climate Action Survey will:



### Hear students' views

#### Who is the target audience?

Questions start with age, gender and ethnicity so we know who has filled it in and later can find out any patterns in what they think, for instance do younger students feel less able to have a say?

#### How to best involve students?

By asking the survey questions we hope that all students feel their views are being listened to, they see their own important role, and that this leads to successful climate actions in your school.



### Understand behaviours

#### Does awareness of climate change lead to taking responsibility and action?

Questions about views on climate change will find out whether or not different viewpoints make a difference to taking action.

#### What are current behaviours?

By understanding current behaviours, for instance how much climate action students are currently taking, and the underlying reasons for these behaviours we can start to understand what is thought to be important and valued. This will help enable us to be clear about the behaviours that need to be changed.

#### What are the barriers to and opportunities for change?

Do students, for instance, feel they have the power to have a say in decisions?



### Discover what would motivate action

#### How motivated are students to change?

Motivated students actively seeking to make positive changes around climate change will most likely require a different approach from those who are unmotivated. By understanding more about why some students aren't so motivated we can make a more realistic plan of action.

#### What do students believe can make a positive difference?

Section 6 in the survey has used research to identify five different approaches to motivating students to undertake climate action. Analysis from the survey will show which approaches are thought to be most appropriate for your school. You can find out about the research behind these approaches on our website.

## STEP 2

### Connect with your school

You can look through the survey here:

**IMPORTANT:** this is just a draft version of the survey and should not be shared across your school. ICN will provide you with the real survey when you are ready to run it.

- 1 Using the 'Spread the Word' planning sheet attached to the end of this PDF, and sent as a separate Word document to your teacher, please work with your team to think through how you will get as many students across your school to complete the online Climate Action Survey. We recommend you roll out the survey over a 2 to 3 week period.
- 2 To support you with this task we have brought together some existing student ideas – again see the end of this PDF and the Word document.
- 3 **Once completed please send ICN your 'Spread the Word' planning sheet.** We will then send you the actual (Survey Monkey) Climate Action Survey link so you can implement your plan. Alongside the survey link we will be able to send you a QR code that links to the survey for you to include on posters etc.
- 4 You can then get on with delivering your plan, but do get in touch if you have any questions whilst running the survey.



**Remember! Take photographs and keep a record of how the survey is going, even film clips, and collecting quotes of your work. We can use them in your survey report and share with others (see step 4 for details).**

## STEP 3

### Analyse the data

Once we have passed the end date for your survey our ICN team will analyse the data and create a report specifically for your school. We will run through this information with your team so that everyone understands the results and support you to use it to inform your climate actions.



#### Take a look!

To see how this works in practice take a look at an analysis report on our [website](#).



## STEP 4

### Share findings

To ensure everyone hears the views of students it is really important to tell your school and community about your hard work and what you have found out.

#### Sharing results in school

ICN will provide you with a report of the data on a PowerPoint. This will be filled with analysis, graphs, and tables from your survey. You can use this to create your own presentation(s) to show to different audiences, thinking about what will be of most interest to them.

To help you do this you can download our PowerPoint template on our [website](#)

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### Sharing results in the wider community

ICN are working on a number of exciting opportunities for schools, and we will be inviting those that run our survey to showcase what they have been doing at these events. Plans in development include:

#### COP26, 1 to 12 November 2021

Countries around the world will come to Glasgow in 2021 for the United Nations Climate Conference (COP26). We are planning several events and activities in the build-up to COP26 and we will let you know how your school can get involved as opportunities are firmed up.

#### Link with local authorities:

A wide number of local authorities in the UK have recently declared a Climate Emergency. These are mainly about reducing carbon emissions at the local level. ICN want to ensure they involve and listen to young people in developing their plans and will look for ways for you to share your school's views and outcomes with them.

If you would like to write about running the survey, please let us know and we can include it on our website.



**Follow us**  
**@ClimateVoicesUK**

Let us know how you are getting on.

## STEP 5

### Feedback

We want to hear about your experience of using the survey, so when you've finished the project we will be asking you to create a Jam Board (this is a free and easy to use Google resource – see [Google Jamboard](#)). We will send you the details of this.

### Feel motivated to take further action?

ICN can work with students to use the Climate Action Survey results to design a behaviour change intervention, that will further encourage your school to undertake climate action. Please get in touch if you would like to take part in this next stage.

You can also visit our webpage for ideas and inspiration on how you can make a difference.