

CLIMATE ACTION: HAVING OUR SAY



Pilot school

Climate Action Survey analysis, providing an insight into students' views, behaviours and motivations around addressing the Climate Emergency

This report uses the data from your Climate Action Survey to try and find out:

- who you are talking with (who is your audience?)
- why some students are already carrying out action on climate change, and others are not
- how students feel about climate change
- what barriers are preventing students from adopting any new behaviour, and
- what would motivate more climate action.

Going forward, this information will help you to engage students to take climate action in the first place, and motivate those already taking action to do more.



How do we use the survey results?

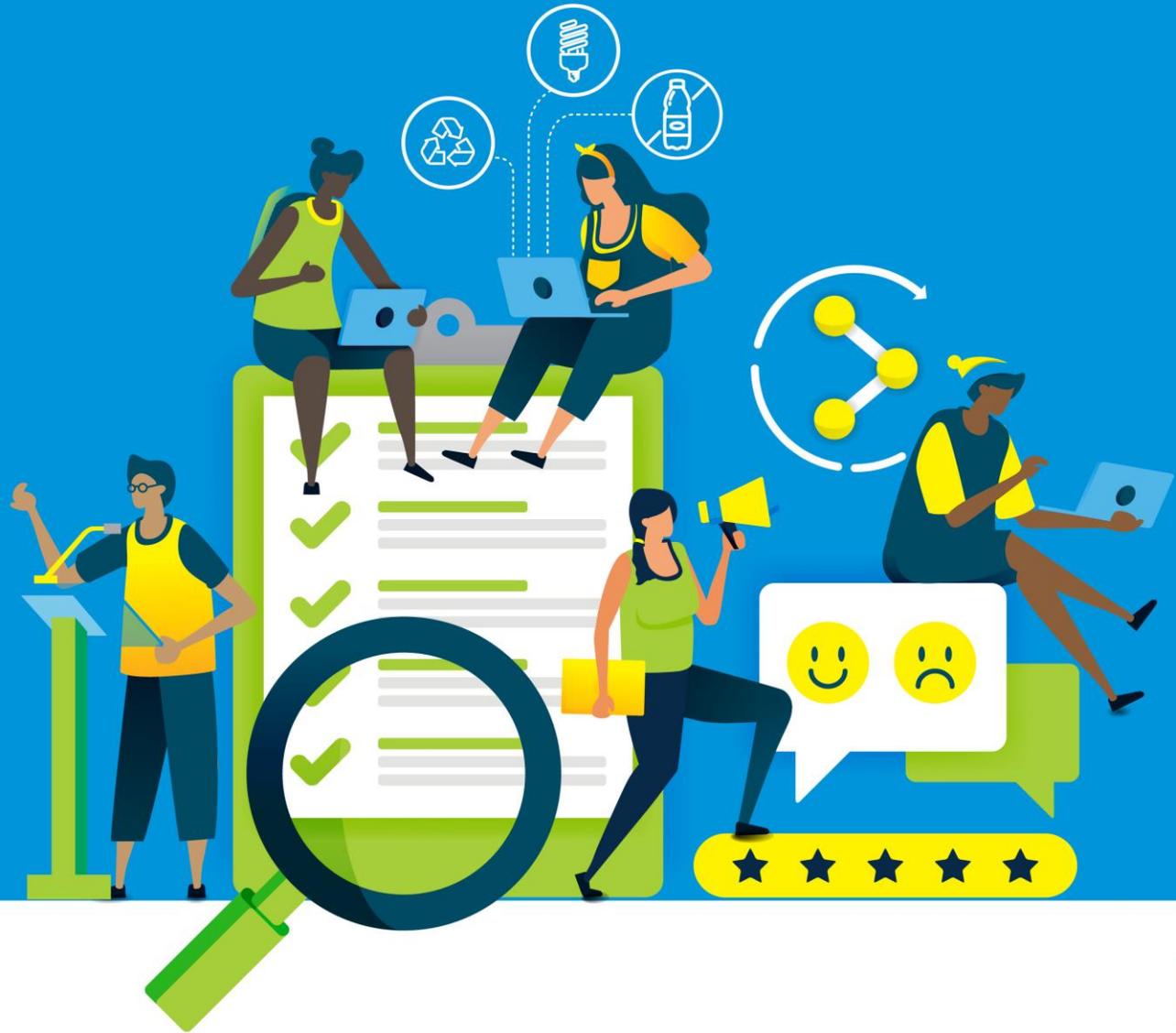
Share your results: The most important thing to do with all your hard work is to tell school what you have found out. This is so that everyone hears the views of students. The report is filled with analysis, graphs, and tables from your survey. Access this [PowerPoint template](#) from the ICN website to create your own presentation(s) for different audiences, thinking about what will be of most interest to them.

Use the results to encourage climate action: ICN can follow-up to support you to turn survey findings into tailored behaviour change interventions that use the approaches most likely to encourage climate action in your school. For instance, if your school is looking to reduce waste from the school canteen who and what would inspire students to get involved?

PART ONE

Hearing from our students

The survey started with age, gender and ethnicity so we know who has filled it in. Later this can be used to find out any patterns in what students think, for instance are younger students more or less likely to carry out climate action?



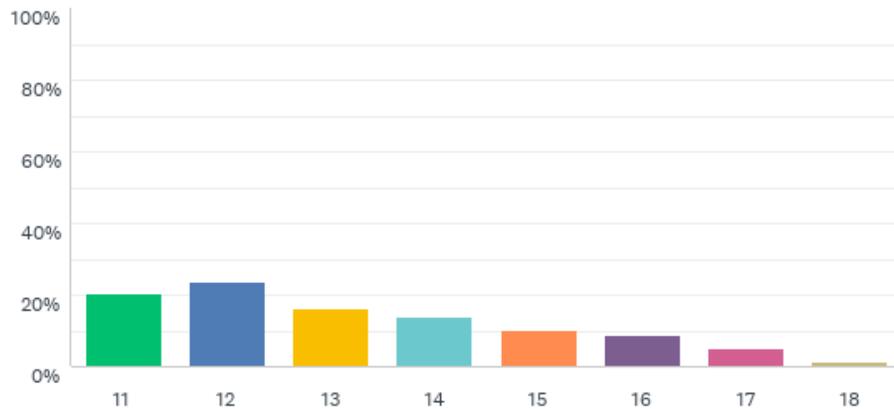
Who completed the survey?

72% of school students completed the survey

931 students completed the survey in December 2020, out of 1286 students on roll.



Age Breakdown



Gender Breakdown



Female
51%



Male
46%



Non-binary
1%



Prefer not to say
2%

Ethnicity breakdown

87% White - English / Welsh / Scottish / Northern Irish / British, Irish, Gypsy or Irish Traveller, Any other White background.

5% Mixed / Multiple ethnic groups - White and Black Caribbean, White and Black African, White and Asian, Any other Mixed / Multiple ethnic background

2% Asian / Asian British - Indian, Pakistani, Bangladeshi, Chinese

2% Any other Asian background - Black / African / Caribbean / Black British African Caribbean, Any other Black / African / Caribbean background

2% Other ethnic group - Arab, Any other ethnic group

3% Prefer not to say

PART TWO

Spotlighting views from across school

Providing a summary of all the data



How motivated are students to take climate action?



Students at Level 4 & 5

The good news is **30% of students are already at level 4 and 5** and are engaged in climate action. These students (compared to the students that are not taking action) are:

- more concerned about climate change and see it as a higher priority
- link it more to humans
- take more responsibility themselves
- more aware of what they can do, and what others around them are doing.

Going forward: This group will most likely require a different approach from those who are less motivated. It is very important to continue to encourage these students and show how their actions are making a difference, so that everyone recognises the contribution of what they're doing and keep it going.

Students at Level 2 & 3

28% of students are at level 2 & 3, which means they are either 'getting ready' or 'are ready' to act. These students would like to undertake climate action but are either:

- unsure of what to do or
- haven't gotten round to it yet.

Overall, this group is just not feeling as strongly that climate change is of great concern, or is such a high priority. Other issues may be more pressing or seem more urgent.

Going forward: You will need to support these students to take the first steps to action – they are ready but need a helping hand. This might involve setting out clear ways to get involved or thinking of solutions that have joint benefits e.g. 'good for health, good for the environment'

Students at Level 1

42% of students are at level 1, and this is the harder group to engage with. Within this group:

- 34% feel powerless to make a difference
- 20% think the responsibility to take action lies with governments and big corporations, not individuals
- 18% don't feel individual actions will make a difference
- 6% don't believe in climate change.

Going forward: To support these students we must look at turning into a positive the reasons why they haven't already made changes, and what barriers might be preventing them. Importantly this will involve helping these students to understand their responsibility, and increasing their belief that they can make a difference i.e. taking first steps into climate action no matter how small they may feel.

PART THREE

Knowing what climate action is already happening

Helping to understand how and why some students are currently acting.



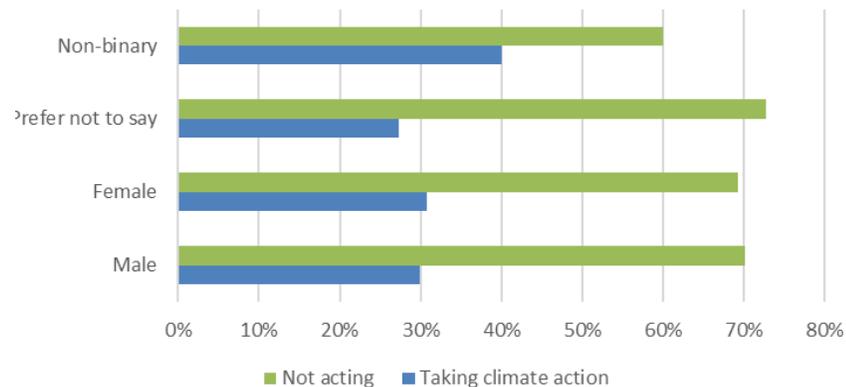
Are students engaged in climate action?

Students taking climate action:



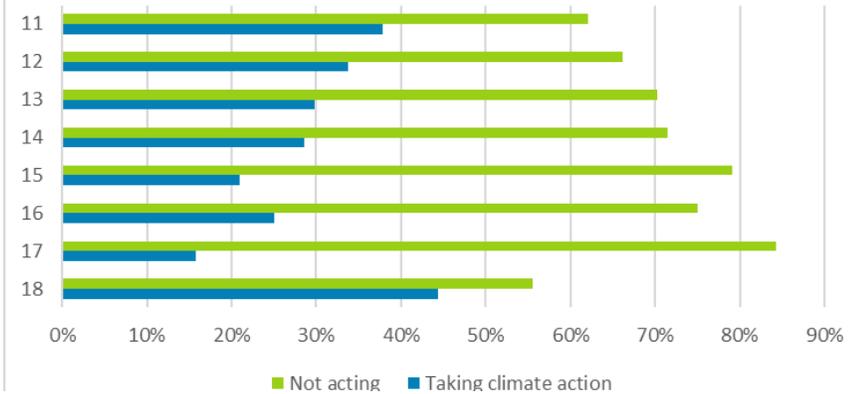
30% YES
70% NO

Students currently engaged in action
(gender comparison)



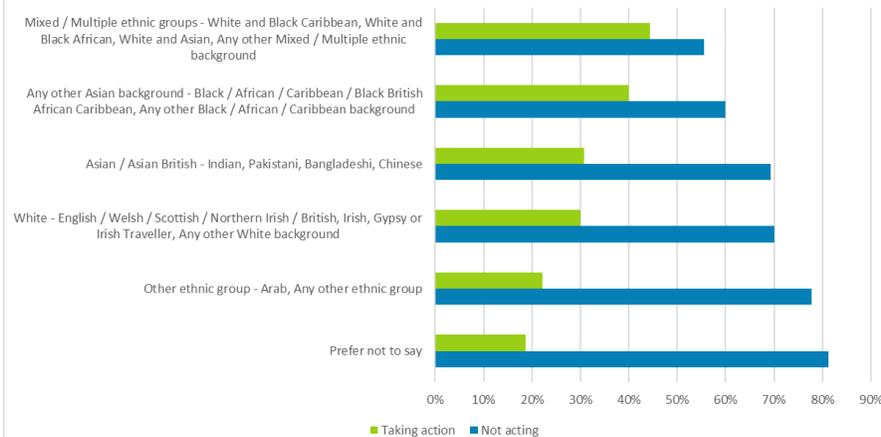
30% of male respondents were acting, whilst 31% of female respondents were. Overall, there was very little difference between gender responses.

Students currently engaged in action
(Age comparison)



It is the youngest (11 & 12 year olds) and oldest students (18 year olds) that are most engaged in climate action.

Are you currently engaged in climate action? (Ethnicity comparison)



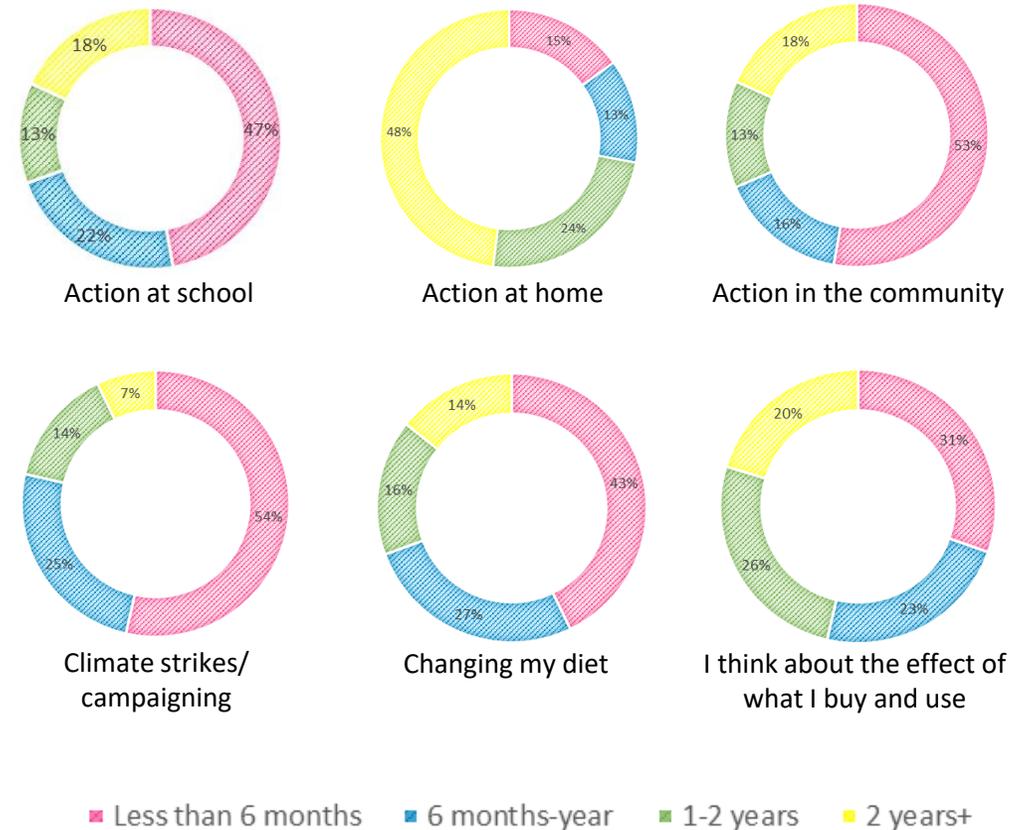
'Any other Asian background' & 'Mixed / Multiple ethnic groups' were the most likely to be engaged in action.

How and why are students taking action?

Data given on this slide is **only from the 30% of students that are currently engaged in climate action.**

- 89%** Supporting action at home e.g. reducing energy and recycling.
- 69%** I think about the effect of what I buy and use on the environment (e.g. when purchasing food, fashion and technology).
- 53%** Supporting action at school, e.g. eco team, reducing energy or waste use.
- 46%** Changing my diet to make it more environmentally friendly.
- 29%** Supporting action in the community e.g. with my scout/guide/youth/XR group
- 24%** Climate strikes/campaigning (including online).

How long have students been doing these activities?



How and why are students taking action?

Analysis of student action in the home



- What comes across strongly from the data is that students who are already taking climate action are clear about how to support action at home.
- These are well established activities (most have been doing for over 2 years) that the great majority undertake with their family (84% of students are carrying out action with their family in their homes).
- Friends and families were the biggest influence in motivating students to undertake this action (38%) followed by fears and hope for the future (34%).
- More recently, many students are working through their own choices e.g., changing diets or thinking about what they buy and use. These actions are predominantly being done on their own (49%) or with their family (46%).

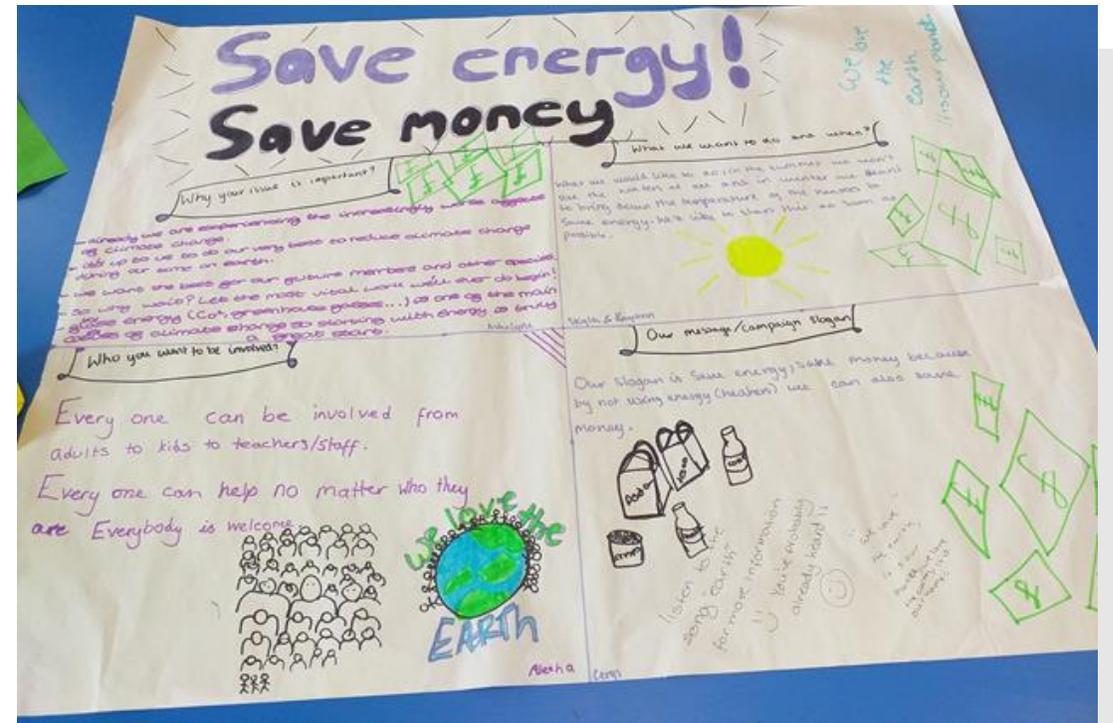


How and why are students taking action?

Analysis of student action in school and the community



- Over half of the students that are taking climate action are supporting action in school (53%). Many have joined in over the last 6 months.
- The data shows the importance of joining with friends and others in school. Almost half (49%) said they are part of something organised within school e.g. the eco-team.
- Whilst 33% were driven to act in school by their fears for the future, 25% have been motivated by specific people and 24% by the influence of friends/family.
- In terms of supporting action in the community the majority are doing this on their own (37%), followed by 'with friends' (23%) and then 'with an organisation outside of school' (23%). Whilst families and school seem to play a key role in school and home action, they play little role in the students' community action (3%).
- Almost a quarter of students (24%) who are involved in climate action have been involved in climate strikes or campaigning. This is the only area where the media seems to have an impact, with the majority of students being motivated to campaign due to media influence (29%).



"At school, I'm a member of the eco team and that has really allowed me to get involved and make the future environmentally better."

PART FOUR

How do students feel about climate change?



Do our students have an awareness of ...our impact on climate change?



- **80%*** thought increases in extreme weather patterns, intensified droughts, shrinking ice caps are all signs of climate change.
- **74%** thought emissions are caused by human activity and contribute to climate change;
- **54%** thought their everyday choices will have an impact on climate change, in either a positive or negative way.

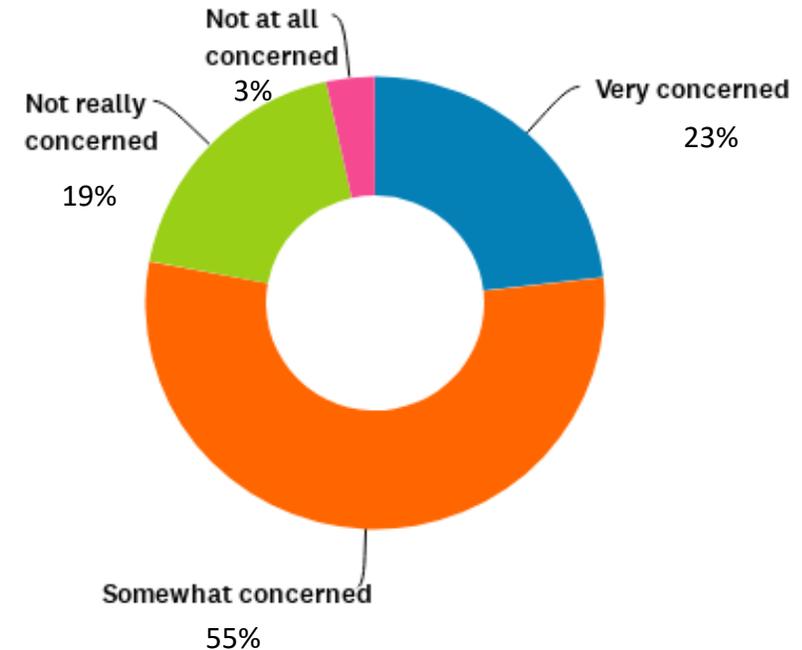
There is a high acceptance of the human impact on climate change and its impact on the wider world. Only 2% of students 'disagree' to 'strongly disagree' to these statements (the remaining students were equally split between 'neither agree nor disagree' and 'I don't know').

This acceptance gradually increased with age. 68% of 11-year-olds believed 'Emissions are caused by human activity and contribute to climate change,' but this rose to 92% of 18 year olds. Younger students were more likely to say 'I don't know.' 'Asian' and 'mixed ethnic groups' were more likely to accept the human impact on climate change (88% compared to 75%). There was little noticeable difference between gender.

Whilst students recognise the problem, and the majority are concerned about it, generally far fewer students (54%) are aware of the individual impact they have on climate change, through the choices they make. However, whilst there were no notable differences between gender responses and ethnicity, older students were more likely to be aware of their impact (response rate steadily rose from 47% for 11-year-olds to 83% for 18-year-olds).

**% given for these 'awareness' stats is of those students who 'strongly agreed' to 'agreed.'*

How concerned are students about climate change?



There was little differentiation in concern of climate change between age groups, gender and ethnicity.

Do our students have an awareness of ...how climate change affects people?



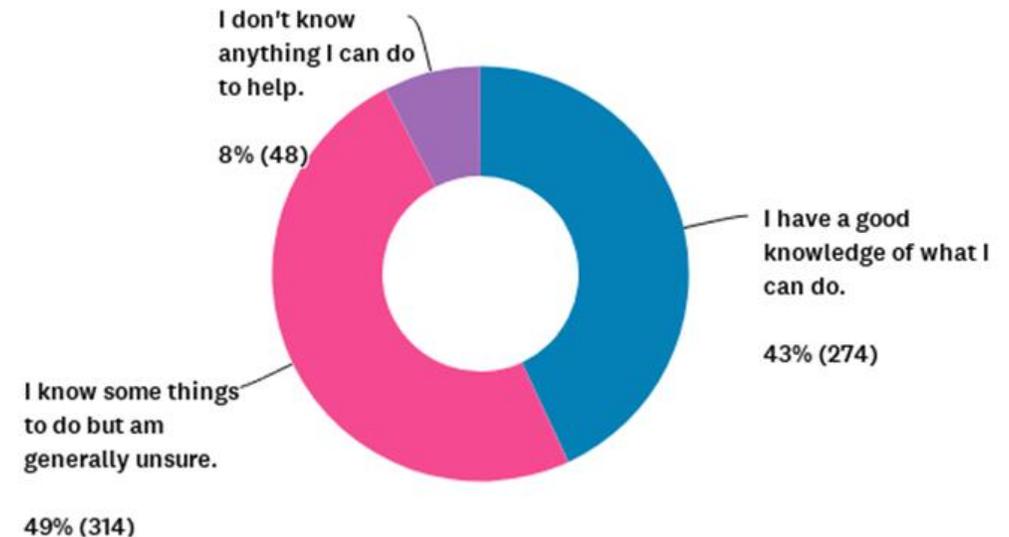
- **76%*** of students thought climate change is already having a negative effect on people's lives around the world.
- **19%** of students thought climate change is already affecting their life and the way they live.
- **66%** of students thought climate change will 'affect my life and the way I live in the future'.

While climate change is widely acknowledged as happening now, how it affects us is seen more as a future issue. This is further highlighted by the sense of urgency students felt over COVID 19 compared to climate change (*"Because climate change is less apparent and the consequences aren't nearly as instantaneous as COVID"*). Furthermore, around half of the students can't connect with how the issue will affect them personally and what they, as individuals, can do about it.

There were no notable differences between gender responses, and there was very little differentiation between age groups around whether 'climate change is already having a negative effect on people's lives around the world' and 'climate change is already affecting my life and the way I live.'

However, older students were more likely to feel their lives would be affected in the future (53% for 11-year-olds, gradually increasing to 83% for 18 year olds). 'Asian' respondents were again more likely to think climate change is already having a negative effect on people's lives around the world, but interestingly this group were less likely to think 'climate change will affect my life and the way I live in the future' (59% compared with 67%).

Are students aware of the individual actions they could take to help combat climate change?



More students have a good knowledge of what they can do (43%) than the overall number of students who said they are engaged in climate action (30%).

Does awareness lead to taking more action?

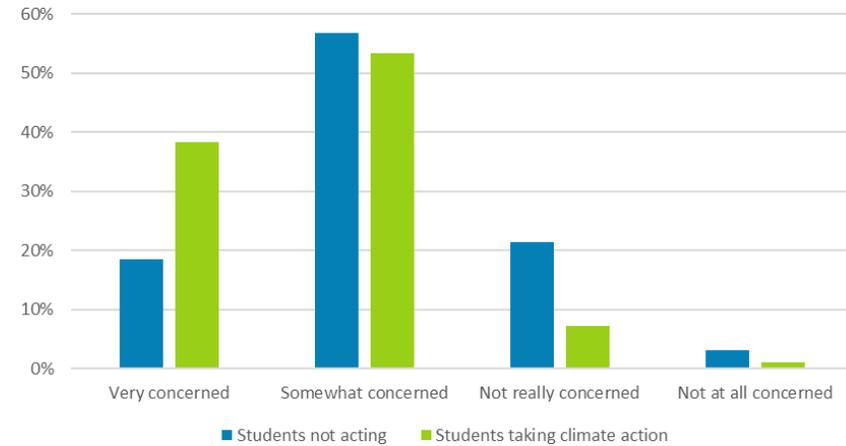
Climate concern and knowledge of what to do does not seem to directly lead to climate action: 78% of students were 'very concerned' to 'somewhat concerned' about climate change; 43% students have a good knowledge of what they can do. But a far lower 30% of students say they are already taking action.

However, students already taking climate action are more likely...

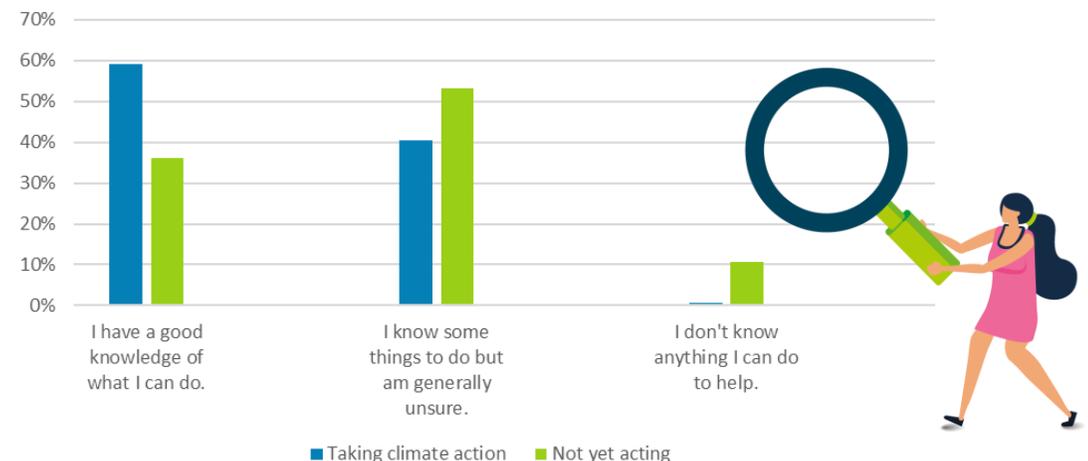
- **to be 'very concerned' about climate change.** Notably, those students that identified as 'Asian' were the most concerned (47% were 'very concerned'). This was also the ethnicity group that was most likely to be taking action.
- **to 'strongly believe' in the human impact on climate change and its impact on the wider world, including:**
 - 85% of this group say emissions are caused by human activity and contribute to climate change (compared with 72% not yet taking action)
 - 85% believe climate change is already having a negative effect on people's lives around the world (compared with 74% not yet taking action).
- **to 'strongly believe' their everyday choices have an impact on climate change** (22% compared with 12%), and that climate change is already affecting their life and the way they live (31% compared with 14%). This suggests that a feeling of personal responsibility is more likely to lead students to engaging in action.

Students not yet taking climate action still do believe in the human impact on climate change and its impact on the wider world, just not as strongly. This group were more likely to choose the 'I agree' and the 'I don't know' sections. (Less than 1% of students disagreed or strongly disagreed with these statements).

How concerned are you about climate change?



Are you aware of the individual actions you could take to help combat climate change?



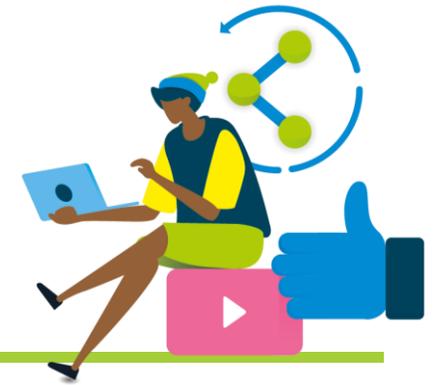
PART FIVE

Finding out what shapes views and inspires action

By understanding why students act as they do, and the underlying reasons for these behaviours, we can start to be clear about what the barriers and opportunities for change are



What is most important to students right now?



There are two clear priorities for the students: friends and family; and education. The COVID pandemic has, perhaps inevitably, further focused attention on health and wellbeing (76% 'more important', friends and family (75% 'more important'), and education (56% 'more important'). For over half of the students (54%) COVID has not influenced their thinking on climate change, whilst 28% said the pandemic had made them think climate change is more important.

For students already taking climate action 'Causing less damage to the environment' was seen as more of a priority than those that are not acting.

- **AGE:** Education, job opportunities and finances became more important for older students (Education was the greatest difference at 56% for 11 year olds, rising to 92% of 18 year olds).
- **GENDER:** Female respondents slightly prioritised education, friends and family, and health and wellbeing over male respondents. Male respondents slightly prioritised finances, fitness, job opportunities and social life over female respondents. However, the difference between each was less than 10%. Causing less damage to the environment was pretty much the same for males and females (15% and 17%).
- **ETHNICITY:** 'Asian' respondents were more likely to prioritise 'causing less damage to the environment' compared with other ethnicities.

79%	Friends and family
67%	Education
33%	Social life
32%	Health and wellbeing
28%	Fitness
16%	Causing less damage to the environment
11%	Job opportunities
8%	Injustice in our world
6%	Finances
4%	Gender, sexuality and race / Religious beliefs

Whose responsibility is climate change?



60% of all students thought that climate change is the responsibility of every individual (there was a very similar response from those already acting and those who are not yet involved). Young people were thought to have a big part to play, but schools less so. As was shown elsewhere, climate action has been taking place at home for the greatest amount of time and by the largest numbers, however just 8% students believe that responsibility for climate change lies with families.

The greatest overall responsibility was thought to rest with the Government at 66%. In their more detailed responses, many students very clearly stated the need for everyone to be involved and the joint effort that's needed.

“The government because they have the power to enforce things and make things happen to stop climate change. Young people because they need a say in most matters and they usually do the most research about climate change. Finally, every individual because they can change what they are doing that impacts the environment negatively.”

“Individuals can change the way they shop forcing cooperation's to be more environment. Businesses can provide products and services that are only environmentally friendly. Government can put and reinforce laws that provides people or business from doing things that negatively effects the environment.”

“Every individual can do something, big or small, to aid in the problem of climate change - but we need the support of the government to do it. Creating bans, rules, laws and helping with funding.”

- 66% The Government
- 60% Every individual
- 36% Business and Corporations
- 27% Fuel suppliers
- 27% Young people
- 20% Schools and places of work
- 13% My community
- 8% Families
- 3% No-one

Do students feel they can make a positive difference on climate change?



There was no lead area where students felt they can make a difference but on average, the closer ties of family and school seemed to offer most opportunities.

In terms of gender, age, and ethnicity observations included:

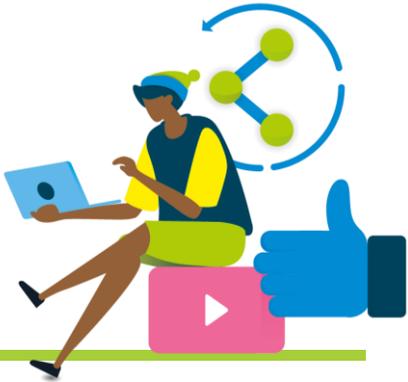
- Younger students were more likely to say that they could ‘make a big difference,’ compared to the older students.
- This was the same for the positive role in school with 30% of 11 year olds saying they could make a big difference here compared with 10% of 17 year olds and 0% of 18 year olds.
- Male and non-binary respondents were more likely to feel they had ‘no influence’ (average 6% less than female respondents across each area).

Where do students feel they can make the biggest difference*

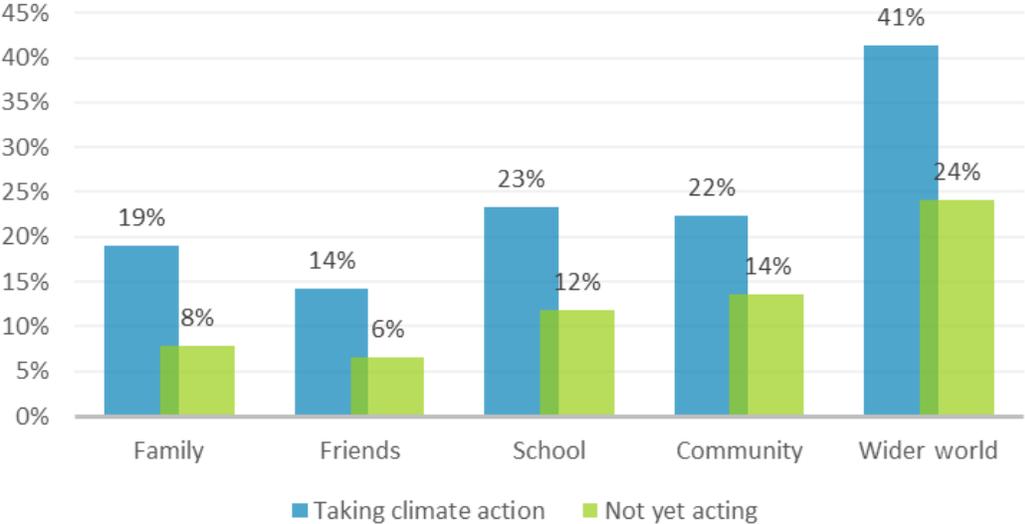
- 55%** Family
- 53%** School
- 50%** Wider world
- 45%** Community
- 45%** Friends

**% given is a combination of ‘I can make a little difference’ and ‘I can make a big difference’.*

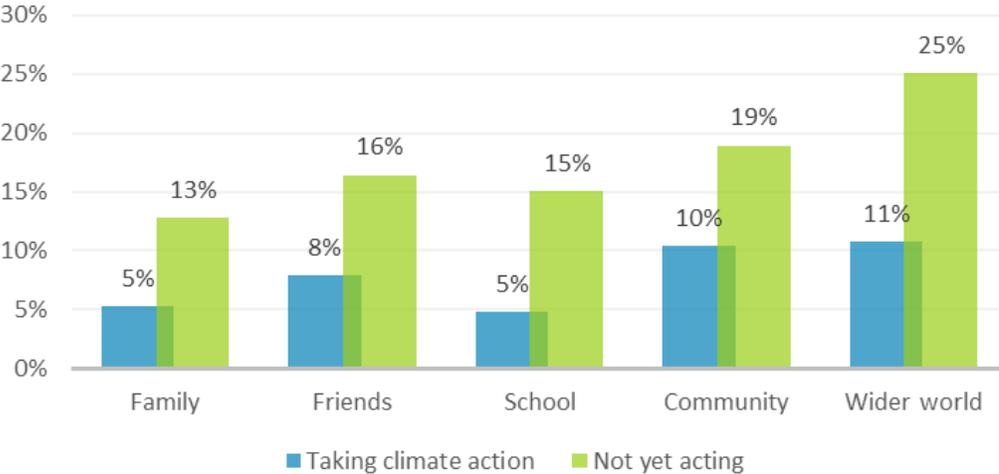
Does a sense of power lead to action?



'I can make a big difference' on climate change.



'I have no influence' to make a positive difference on climate change.



Students already taking action are more likely to feel that they can make a 'big difference' on climate change.

Students that are not already taking climate action are more likely to feel they have 'no influence'.

Where do students learn about climate change?

The importance of school both in lessons and the part of individual teachers in talking about climate change came across most strongly, with 65% of students saying this is where they hear about climate change the most and 17% of students specifically mentioning teachers who have made a difference to what they think about climate change.

TV (65%) and social media (54%) were also primary sources for young people to hear information about climate change, compared to very few saying they were influenced by newspapers and magazines (6%). Greta Thunberg and David Attenborough have had a great impact with 16% of student respondents specifically mentioning them as an influence.

The part of family and friends had a relatively low response, although both have been shown to be important for encouraging climate action at home and school.

“Mainly my friends, family and school because before I thought that climate change wasn’t a big thing but as people (my friends family and school) talked about it more and more it made me realise that it is a lot more serious than I thought. My generation is the one that is going to be effected quite badly if we don’t do anything so we need to do something to help climate change slow down. This is really important to me so I’m going to do everything I can to make our world a better place.”

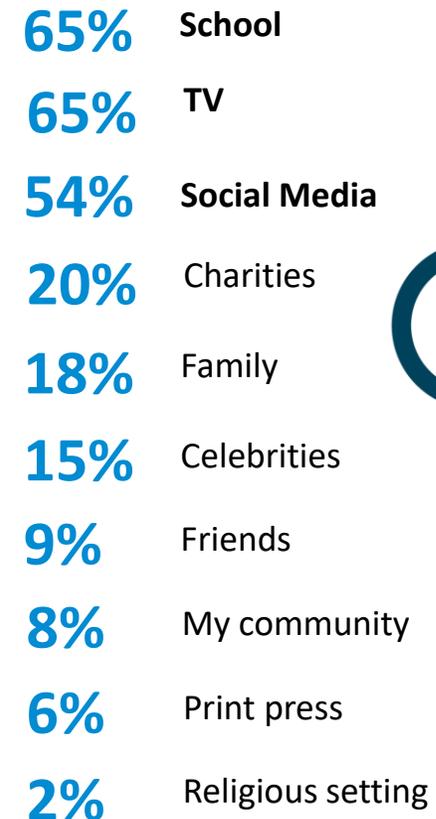
“My family and I are really into saving the planet and we do what we can to do that.”

“David Attenborough has made a big influence on many with the information and warnings he gives on TV. He tells people of the dangers clearly and then tells us how we can do something to fix it, whereas other sources will just give us negative information and say “we’re all doomed” but they never actually tell us what to do about it.”

“I think that Greta Thunberg has made a really big difference in getting people to help to stop climate change, because she is young like me but still cares about her environment. Which is nice and good to hear.”

“My best friend, she taught me how to save the climate.”

Where do students hear climate change talked about the most?



There were no noticeable differences in terms of age, gender and ethnicity, with the top 3 choices being the same across these groupings.

What is the impact of these sources of information?

SCHOOL

Not only is school the main place where students get their information on climate change, but it is also the most trusted source, and crucially the place that most inspires students to get involved. In terms of age, ethnicity and gender there was little difference except for:

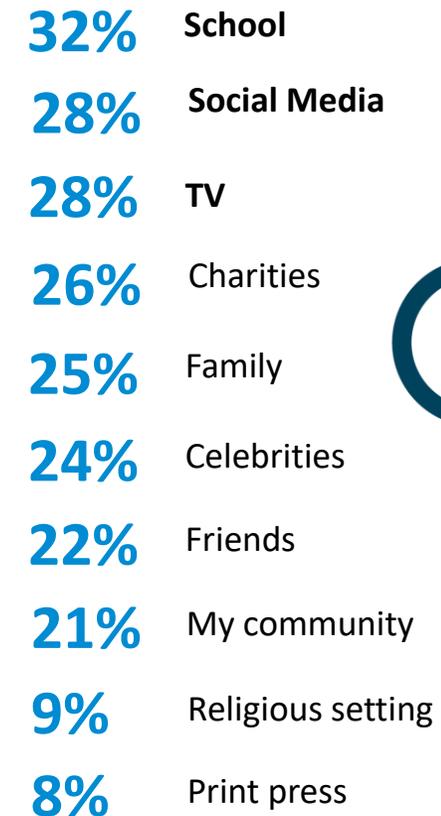
- male respondents were the least likely to 'see people like me talking about it' (23% compared with 32%).
- school was more likely to be inspire 'Mixed/Multiple ethnic groups' to get involved (53% compared with 31% for 'White' or 'Asian' groups).

"School has made a big thing about climate change and has honestly made me want to help the environment because it will be a part of my future and I don't want it to be destroyed in many years to come."

"Geography teacher because I trust the information."

"My Geography teacher made a big difference as, in lessons, we learnt (in detail) about the negative impacts of it on the environment and potentially towards humans."

Inspires students to get involved



Overall, female respondents were slightly more inspired to get involved in climate action by the information sources (approx. 10% increase for each information source than other gender respondents).

What is the impact of these sources of information?

MEDIA

There were mixed responses to social media, suggesting it depends on who is using it and how, and their personal views of social media. It was...

- fairly low down the level of trust amongst students (26%)
- the highest rated in terms of students thinking it gives across too many negative views (22%).
- thought to be one of the most representative, again particularly for older students, in terms of seeing people like them (e.g., my age/gender/race) talking about climate change.
- inspiring students to get involved. Older students in particular said they were inspired by social media (35% for 11-year-olds, compared with 67% for 18 year olds). Female respondents were also more likely to inspired (51% compared to 24% of male respondents and 38% non-binary respondents).

More traditional sources of information (print press) do not come out well being the least inspiring to students and thought to be the least representative. Print press was also rated the second most likely source to give across too many negative messages (19%) and was not believed to be very trustworthy. It was the younger students that were most disengaged/critical of print press.

OTHER SOURCES

- Students didn't think their friends and family gave across negative messages (they were the lowest rated at 6%). Female respondents were also the most likely to see their friends talking about climate change (53% compared with 38% for male respondents).
- However, it is interesting to see that the level of trust amongst friends is fairly low (24%), followed only by religious settings. Younger students were more likely to be inspired and to trust religious settings.
- Despite being one of the most trusted sources of information, charities were one of the least representative (13%). However, messaging was seen as more positive from charities with only 7% saying they gave across negative messages.

Provides information student's trust

54%	School
47%	Charities
43%	Family
43%	TV
33%	My community
28%	Print press
26%	Social media
25%	Celebrities
24%	Friends
19%	Religious setting



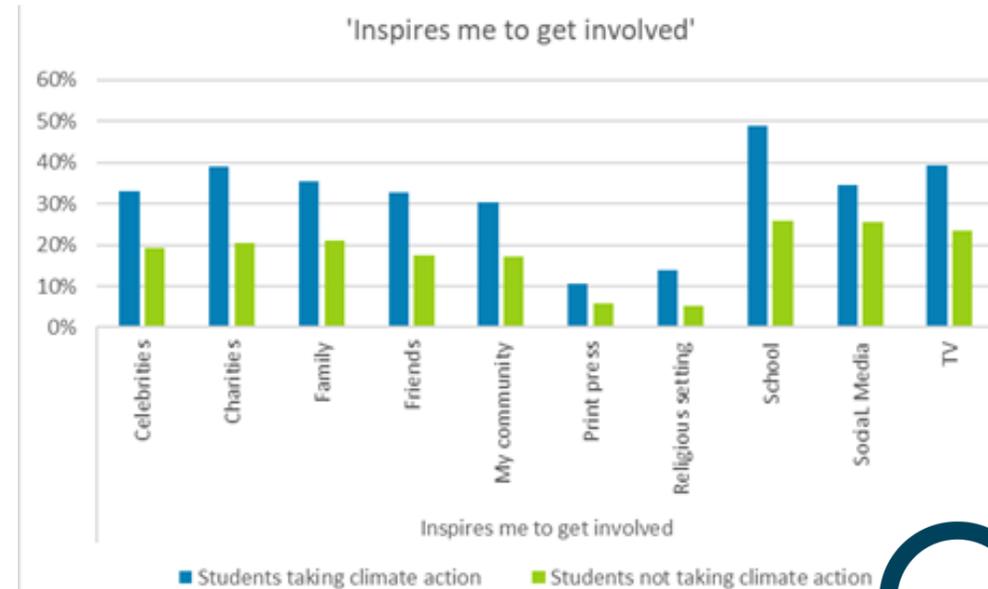
Do information sources impact action?

All the students trusted the sources of information to around the same extent, whether they are already taking action or not. There were also very similar responses to whether students saw themselves represented. Therefore, there can be no conclusion drawn that reasons for not acting are that students don't trust the different information, or don't see themselves reflected in the different sources.

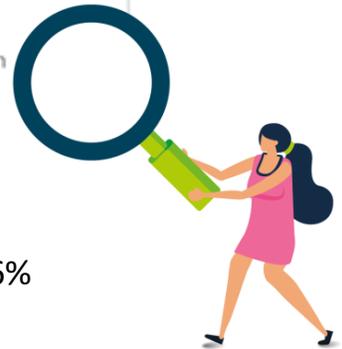
However, students that are already taking climate action are more 'inspired to get involved' by the information sources, in particularly by school. **The main headline, and great endorsement of what has already been happening in school, is that 49% of students already taking climate action said school 'inspires me to get involved' compared with 26% not taking action.**

Students that were not taking action were slightly more likely to think that the information sources 'give across too many negative messages about it.' But this was only a slight difference.

"I think my school has made a difference and I have been involved more than any where else."



49% of students already taking climate action said school 'inspires me to get involved' compared with 26% not taking action.



PART SIX

Focusing on our climate action in school



How do students see climate action in school?



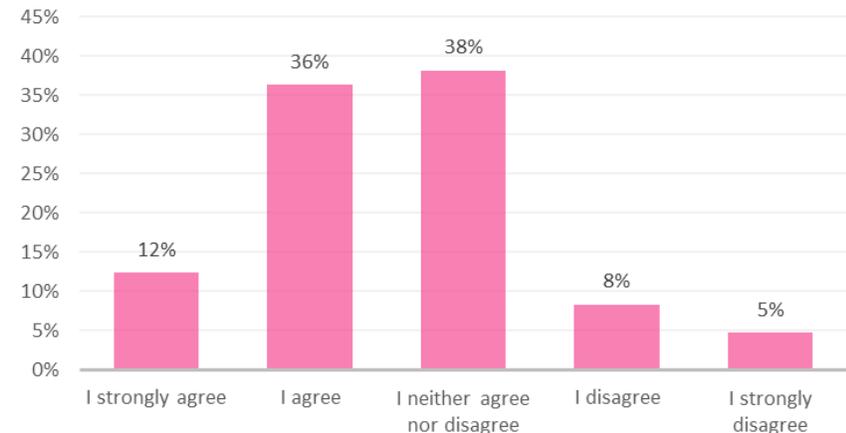
48% would like to get more involved in climate action.

The top table (right) shows that overall, just under half or 48% of all 931 students either agree or strongly agree that they would like to get more involved in climate action. This is a great response and in fact only 13% indicated that they didn't want to be more involved.

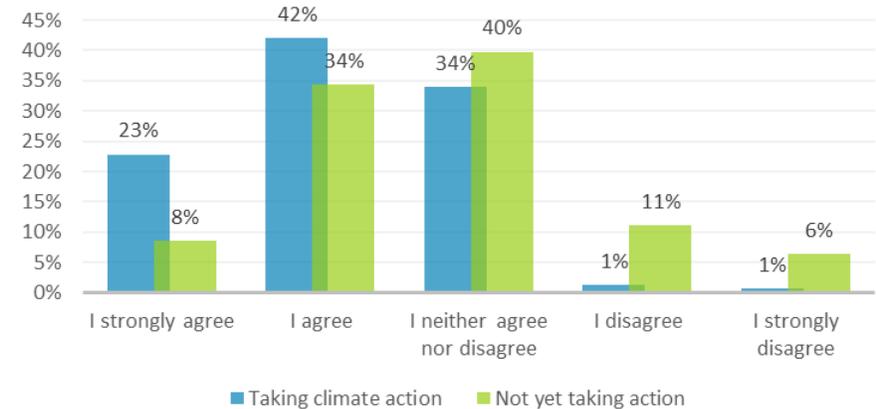
The lower table gives further details in terms of those already taking action and those not yet acting. Again, there was a strong response of 42% of those not yet acting saying would like to get more involved in climate action. Very few students didn't want to become more involved.

There was no noticeable difference between ethnicities or age groups. Female respondents were slightly more likely to want to get involved but there was not a massive difference (54% female; 44% for males and 33% for non-binary).

I would like to get more involved in climate action.



I would like to get more involved in climate action (comparison)



How do students see climate action in school?



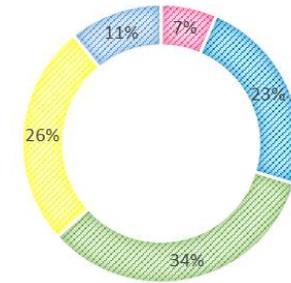
The headlines from feedback to these questions (shown right) point **to the need for a bigger profile and more involvement of students in climate action at school**. For instance:

- Only 19% thought students were given enough time to carry out climate action.
- 40% were not aware of what the school is currently doing to become more sustainable.
- 33% did not feel included in decision making.

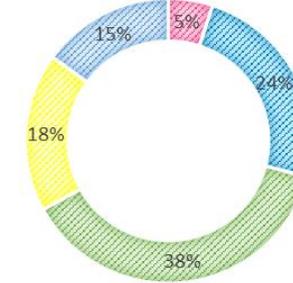
AGE, GENDER & ETHNICITY: In terms of gender and ethnicity, whilst there are slight differences across the questions no clear patterns emerge. Older students however, were more likely to disagree with the statements, whereas younger students were more likely to agree for example:

- 46% of 11 year olds agreed, 'I am aware of what my school is currently doing to become more sustainable' compared to 6% of 17 year olds and 25% of 18 year olds.
- 24% of 11 year olds agreed, 'In school we are given enough time to carry out climate action' compared to 0% of 18 year olds.

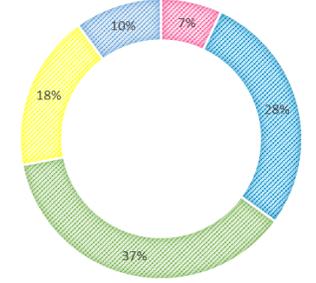
Those already taking climate action were more likely to agree with all of the statements (right) showing the extent to which they feel involved. The biggest difference was that **55% of those already acting responded positively to the statement, 'I am aware of what my school is currently doing to become more sustainable,'** compared to only 21% of those not currently taking climate action.



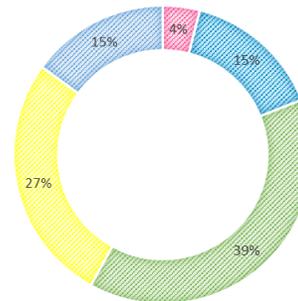
In school, we regularly talk in lessons about how we can all make a difference.



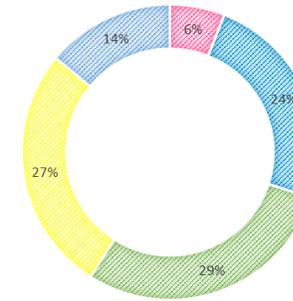
I feel included in climate action decision making.



I feel there is a clear way for students to get involved in climate action.



In school we are given enough time to carry out climate action.



I am aware of what my school is currently doing to become more sustainable.

■ I strongly agree ■ I agree ■ I neither agree nor disagree ■ I disagree ■ I strongly disagree

Motivating action in school

Section 6 in the survey used research to identify different approaches to motivating students to undertake climate action. Students say which they thought would most likely motivate them.



Table 1: All Students	This would motivate me	This might motivate me	I would ignore this approach	Don't know
Install more equipment that makes it easier to undertake action e.g. more recycling bins around school.	38%	39%	8%	14%
Rewards and competitions to encourage action.	33%	42%	12%	13%
Track results and showcase the positive impact of our actions, for instance how much energy or waste we have saved.	30%	43%	8%	18%
Greater engagement with students so they understand the rules and how they will help.	27%	45%	10%	17%
Linking climate action to other campaigns that make life better, such as improving your health.	26%	50%	9%	16%
Introduce changes that we are not really aware of e.g. mix more vegetarian options into the rest of the canteen menu.	24%	30%	27%	20%
Hear from inspiring (local) people about the positive difference they are making.	22%	41%	20%	17%
Careers guidance on 'green' skills and jobs that are going to be needed.	21%	43%	15%	21%
Have student monitors, e.g. energy and recycling monitors.	20%	39%	22%	19%
Stronger school rules to ensure climate friendly behaviour by everyone, for instance about cutting energy use or food waste.	20%	51%	12%	17%
More opportunities for students to feed in and influence rules and targets, e.g. forums, elected eco-reps, anonymous suggestion boxes.	20%	45%	15%	20%
Sustainability taught across all subjects.	19%	45%	16%	20%
Access to more groups and activities to discuss and carry out action e.g. climate forums.	18%	42%	21%	19%

Motivating action in school

What is most likely to motivate those students NOT YET TAKING CLIMATE ACTION



Table 2: Students not yet involved in action	This would motivate me	This might motivate me	I would ignore this approach	Don't know
Install more equipment that make it easier to undertake action, e.g. more recycling bins around school.	34%	40%	10%	16%
Rewards and competitions to encourage action.	31%	43%	13%	14%
More positive communication around climate change	25%	44%	9%	21%
Greater engagement with students so they understand the rules and how they will help.	23%	45%	13%	19%
Introduce changes that we are not really aware of e.g. mix more vegetarian options into the rest of the canteen menu.	22%	28%	29%	21%
Linking climate action to other campaigns that make life better, such as improving your health.	21%	51%	10%	18%
Stronger school rules to ensure climate friendly behaviour by everyone, for instance about cutting energy use or food waste.	18%	50%	14%	18%
Have student monitors, e.g. energy and recycling monitors.	18%	36%	25%	20%
Hear from inspiring (local) people about the positive difference they are making.	16%	43%	23%	18%
Careers guidance on 'green' skills and jobs that are going to be needed.	16%	44%	18%	22%
More opportunities for students to feed in and influence rules and targets, e.g. forums, elected eco-reps, anonymous suggestion boxes.	15%	47%	17%	21%
Access to more groups and activities to discuss and carry out action e.g. climate forums.	14%	41%	24%	20%
More and better education about climate change and what action to take	14%	47%	19%	21%

Motivating action in school

What is most likely to motivate those students CURRENTLY ENGAGED IN CLIMATE ACTION



Table 3: Students currently involved in action	This would motivate me	This might motivate me	I would ignore this approach	Don't know
Install more equipment that make it easier to undertake action, e.g. more recycling bins around school.	49%	38%	3%	10%
Track results and showcase the positive impact of our actions, for instance how much energy or waste we have saved.	42%	41%	6%	11%
Linking climate action to other campaigns that make life better, such as improving your health.	40%	46%	5%	9%
Greater engagement with students so they understand the rules and how they will help.	38%	47%	4%	11%
Rewards and competitions to encourage action.	38%	41%	10%	11%
Hear from inspiring (local) people about the positive difference they are making.	37%	36%	11%	16%
Careers guidance on 'green' skills and jobs that are going to be needed.	35%	41%	7%	17%
Sustainability taught across all subjects.	32%	41%	10%	18%
More opportunities for students to feed in and influence rules and targets, e.g. forums, elected eco-reps, anonymous suggestion boxes.	31%	42%	7%	19%
Introduce changes that we are not really aware of e.g. mix more vegetarian options into the rest of the canteen menu.	27%	34%	21%	18%
Access to more groups and activities to discuss and carry out action e.g. climate forums.	26%	45%	13%	17%
Have student monitors, e.g. energy and recycling monitors.	26%	46%	14%	14%
Stronger school rules to ensure climate friendly behaviour by everyone, for instance about cutting energy use or food waste.	24%	55%	7%	15%