

WHAT WILL MOTIVATE CHANGE?

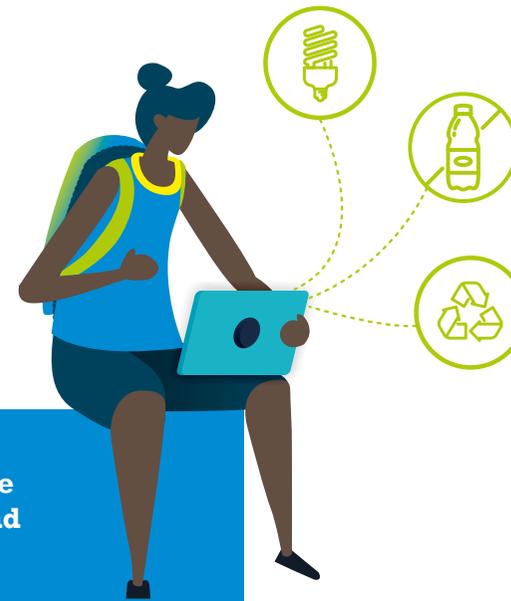
Use your Climate Action Survey insights to decide how best to encourage students to support climate action.



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What's it all about?



Through this resource InterClimate Network (ICN) aims to help you decide the best approaches to enabling students across your school to support, and get involved in, climate-friendly action.

In your school you may be planning to deliver specific climate actions, such as trying to stop waste from the school canteen, reducing energy use, or influencing how people travel to school.

To successfully deliver these climate-friendly actions you need to have the support of the whole school community - everybody has a part to play. If you are trying to reduce waste in the school canteen, for example, everyone will need to be aware of the changes you are planning (such as altering packaging or menus or dealing with leftovers) and why it is important to participate.

Students - and staff - have lots of different views of course, and there will be different activities that can help motivate them. It is therefore important to have a clear picture

of these views and motivations, so that you can then provide the best options for them, to support climate-friendly choices. This is where your school's Climate Action Survey results, and this resource, comes in.

Who: This resource can be led by an eco-group or student leadership team (ideally those that ran the Climate Action Survey), or as a class activity.

- For those schools already working on specific climate actions the resource can support successful delivery of these activities.
- For those who are looking to start new actions it can help decide what to focus on.

Time: Completing the tasks in this resource should take about 1 hour in total. They have been designed to fit around your time and can be done in stages whenever suits you.



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Let us know how you are getting on.

Thanks go to...

Thanks go to the experts who have supported us develop this resource:

GlobeScan - <https://globescan.com>

HumanKind Research -

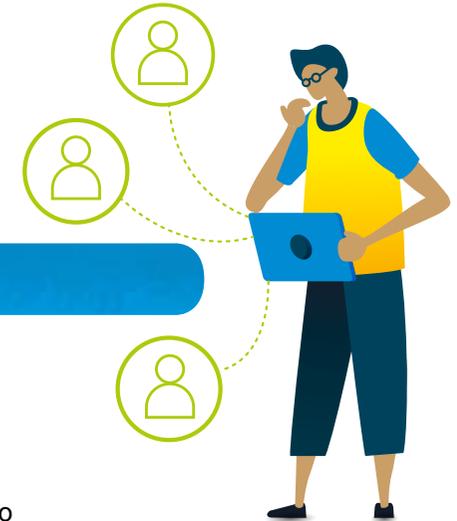
<http://humankind-research.com>

5 STEPS

to taking part >>>>

1 Understand your audience

Find out how students in your school can be divided into four core groups



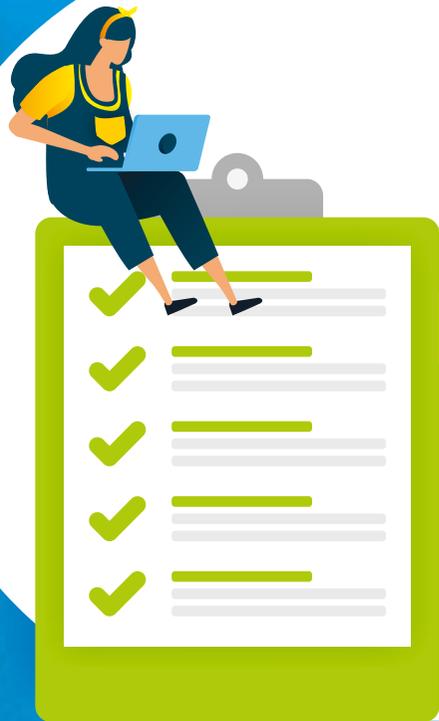
2 What will enable change?

Discover positive ways to enable student engagement in climate action.



3 Climate Activation Framework

Our framework is at the heart of planning what to do to bring about change.



4 Climate Framework in action!

Complete this task to decide what you are going to do first.



5 Next Steps

Share your plans and progress.



STEP 1

Understand your audience

What emerged from our overall analysis of the Climate Action Survey is that students have views in common about the climate crisis. These have been grouped into four broad segments according to beliefs on climate change, alongside how motivated and involved students already are in climate action.

Going forward, understanding these four common starting points helps us to work with the different groups of students in the most effective ways, for instance we can tailor the messages we write to the different groups.

These are outlined in **Table 1: Students can be divided into four core groups**

What did your school survey show?

By looking at your school survey report in detail we have been able to create a **'Who is our audience' report** where you can find details about the different groups specific to your school – please see Appendix 1 at the end of this resource pack.

STEP 2

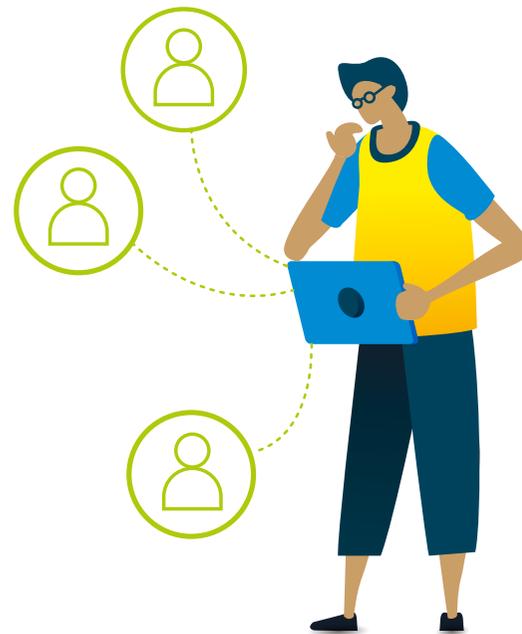
What will enable change?

ICN's analysis* of the Climate Action Survey data also revealed four common barriers* that might be stopping students from carrying out climate-friendly action. Importantly, we looked at how to overcome these barriers by 'flipping' them into positive ways (enablers) that help students to get involved.

These are outlined in **Table 2: Enablers for action.**

* We analysed student responses and applied the COM-B Model, as outlined in the Behaviour Change Wheel by UCL, Centre for Behaviour Change: Authors: Susan Michie, Maartje M van Stralen, Robert West

* One of the reasons that changing people's behaviour is so difficult to achieve is because we face many barriers or hurdles to altering our habits. These barriers can come in different shapes and sizes, for example, we may want to cycle to school but can't afford a bike or the road is too busy to cycle on safely.



STEP 3

Climate Activation Framework

The **Climate Activation Framework*** outlined in **Table 3** connects the 'enablers for action' to each group (segment) of students.

This framework provides an important starting point to climate action in your school as it shows how everybody can be brought onboard and take part in climate-friendly action.

Use the framework to help you focus on the most effective ways to engage students in each group, reading across from left to right, then move onto Step 4 of this resource to see how to put the framework into action.

* ICN's framework was based on and supported by GlobeScan who went through a similar process with IKEA: <https://www.ingka.com/wp-content/uploads/2020/01/IKEA-Climate-Action-Report-20180906-002.pdf>

TABLE 1 Students can be divided into four core groups



Acting

These students, who are already carrying out climate action:

- Are the most concerned about climate change.
- Strongly see the human impact on climate change, including their own personal impact.
- See 'causing less damage to the environment' as more of a day-to-day priority than the other segments.
- Are more aware of what they can do to address the Climate Emergency.
- **Feel they can make a positive impact on climate change and influence others.**
- Are much more likely to feel they have support from others to carry out action.



Ready for action

These students, who are not yet carrying out any climate action:

- Are concerned with climate change, but do not feel as strongly as the 'acting' segment.
- Strongly see the human impact on climate change, however they do not understand their own personal impact as much as the 'acting' segment.
- Causing less damage to the environment is less of a day-to-day priority than the acting group.
- Would like to undertake climate action but are often **unsure of what to do or have not gotten round to it yet.**



Not yet ready for action

These students who are not yet carrying out any climate action:

- Are concerned with climate change, and do recognise the human impact on climate change.
- Have a more limited understanding of how climate change is affecting people right now, and how our everyday choices are contributing to climate change.
- Are more likely to feel climate change **is not their responsibility.**
- Often **feel powerless to make a difference.** They think their individual actions will not make a difference and that they have little influence on others.



The sceptics

These students say they are not yet carrying out action because they do not believe in climate change.

This is a much more difficult group to engage with, and as there were not many students in this group, going forward we have decided not to focus on them. However, focusing on the other segments may well have a spill over effect of changing the 'sceptics' views and behaviours as well.

TABLE 2 Enablers for action



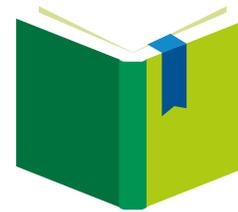
Opportunity

Young people need more structures in place (notably time and resources) so that they have the opportunity to do things differently, and importantly that it becomes easy to do so.



Community

Young people need a community that supports them to undertake climate friendly activity, and importantly a 'culture' and expectation of sustainability should run through schools. Young people need to see what others are doing, to learn from, and encourage each other.



Knowledge

Young people need to have a greater understanding of the potential impact of climate change, but more importantly, to be clear about the everyday actions that will make the most difference, and then have the skills to do them.



Being Positive

More young people need to establish climate action as a priority that they 'want' to do, and feel positive and stay motivated because of the difference they are making.

TABLE 3

Climate Activation Framework

	 <p>Opportunity What needs to be in place to help students do more.</p>	 <p>Community What would support each segment to take action.</p>	 <p>Knowledge What would increase each segment's understanding.</p>	 <p>Being Positive What would help each segment connect positively and stay motivated.</p>
 <p>Acting</p>	<p>More opportunity is needed across all segments, notably:</p> <p>Time</p> <p>01 All students need and want more time in school to carry out climate action.</p> <p>Resources:</p> <p>02 Actual changes (equipment and structures) so it is easy for students to make climate friendly choices.</p>	<p>This group would welcome:</p> <p>C1 Strong links with school leadership to bring action into school practice, for instance through policies.</p> <p>C2 Being part of a wider movement at school and in the community, e.g. using social media to share and encourage further action.</p>	<p>K1 Provide information on climate-friendly actions that can be taken in school and the local community, not just at home. Make clear how impactful each action is.</p>	<p>P1 Regularly monitor and give updates to show that climate-friendly actions, especially led by young people, are making a difference – their actions really are worth it!</p>
 <p>Ready for action</p>	<p>03 Understand and tackle any specific reasons that stop students from taking up existing actions, such as using school buses or choosing non-meat lunch.</p>	<p>C3 Build on the trust in school (as a source of information) with teachers as inspiring role models, showing leadership.</p> <p>C4 Include these students in decision making, ensuring that they see their views matter.</p> <p>C5 Encourage student to student learning by talking about action, across all subjects and in tutor groups.</p>	<p>K2 Provide information on climate-friendly actions we can all do to help, both in school and outside school.</p>	<p>P2 Emphasise how action can also be good for other important things like protecting wildlife, saving money, health benefits etc (known as co-benefits).</p> <p>P3 Reinforce (and reward) actions by showing how they really do make a difference.</p>
 <p>Not yet ready to act</p>	<p>04 Students need 'rewards' and reminders to keep doing climate action.</p>	<p>C7 As in the above group, encourage student to student learning by talking about action, for instance across all subjects and in tutor groups.</p> <p>C8 As in the above, include this group of students in decision making.</p>	<p>K3 Focus on ongoing messages that show:</p> <ul style="list-style-type: none"> • How climate change is affecting people right now. • How our everyday choices contribute to climate change. • Climate-friendly actions we can all do to help. 	<p>P4 Emphasise how action can also be good for other important things like protecting wildlife, saving money, health benefits etc (co-benefits).</p> <p>P5 Highlight the real influence students can have on their family and friends to make a positive difference on climate change.</p>

STEP 4

Climate Framework in action!

As outlined earlier, delivering successful climate-friendly actions means encouraging your whole school community to get involved and perhaps do things differently.

This practical activity will help you decide:

- who to target first and what is important to them;
- what is going to motivate and encourage them to get involved in your campaigns or plans.

To complete this task you will need the 'Climate Framework in action!' worksheet sent as a separate Word document.

A) Decide who to target

- Look at Table 1: Students can be divided into four core groups
- As a group decide whether you want to focus first on students in your school who are Acting, Ready for action, or Not yet ready to act.
- Once you have decided,
 - > Fill in Section A) of the worksheet using the information from your survey (shown in Appendix 1) . An example is shown on the right.
 - > Highlight key facts that you think are really important to remember about this group.

Note: Once you have targeted one group you can always come back and focus on another. Also focusing on one group may well have a spill over effect of supporting the other groups of students as well.

An example of Section A of the worksheet:



A) Decide who to target

Ready for action

'Which group of students do you want to focus on first?'

These students, who are not yet carrying out any climate action:

- Strongly see the human impact on climate change and its impact on the wider world. However, they don't understand their own personal impact as much as the 'acting' segment.
- Are concerned with climate change, but do not feel as strongly as the 'acting' segment.
- **Other issues may be more pressing** or seem more urgent.
- Would like to undertake climate action but are often **unsure of what to do** or **have not gotten round to it yet**.

Specific details about your target audience

How many students in your school are in this grouping?
8%

Are there any specific details about them e.g., their age, gender, ethnicity?

Mainly younger students.

What would motivate your target audience?

Who or what may inspire this group to get involved?

School, charities, social media.

Who would be a trusted source of information for this group?

Charities, school, social media.

What is currently most important to this segment?

Education, friends and family, social life.

What do this segment say would motivate them to act?

Rewards and competitions to encourage action. Install more equipment that make it easier to undertake action. Linking climate action to other campaigns that make life better, such as improving your health.

STEP 5

B) Decide which 'Enablers for action' to focus on

- 1 You now need to use the Climate Activation Framework to focus in on what will best motivate your target group.
- 2 To do this you need to decide which of the 'Enablers for action' you want to focus on first (opportunity, community, knowledge, or being positive). You may want to select 1 or 2 'enablers.'*
- 3 To help you select,
 - Read across the Climate Activation Framework for your chosen group.
 - Match the key facts you highlighted in Section A with any recommended 'enablers' in the Climate Activation Framework (example shown on the right).

Fill in Section B) of the worksheet with the 'enablers' you want to use.

* Many of the 'enablers' are interlinked, for instance addressing 'opportunity', 'knowledge' and 'support' will help achieve 'being positive', so you may want to pick a couple to focus on at the same time. As with Part A once you have undertaken one area you can always come back and focus on another

An example of Section B of the worksheet:

- Segment: **Ready for action**
- **Key information:** Need for more knowledge & are motivated by rewards, and linking climate action to other campaigns co-benefits.
- Suggested selection:
 - **K2 Focus on climate-friendly actions** we can all do to help, both in school and outside school.
 - **P2 Emphasise how action can also be good for other important things** like protecting wildlife, saving money, health benefits etc (known as co-benefits).
 - **P3 Reinforce (and reward) actions** by showing how they really do make a difference.

Next steps

- 1 Once you have completed the resource, please send us your completed worksheet.
- 2 Your group already know how important it is to share what you are doing with others – could you add regular updates to your school's newsletter and chat your plans and progress through in meetings with your headteacher or senior leadership team?
- 3 Please also tell us your thoughts on the resource – what you liked and what could be improved, and whether you would like to help develop a toolkit of different actions to go with the Climate Action Framework. This will really help us to develop the project.

