



## EXAMPLE Opportunity: What needs to be in place such as equipment, time, resources?

**Our specific action:** Increase the number of students who are trying to **make their diets more environmentally friendly** by 15%, focusing on **students eating less meat for their school lunches**.

<p><b>Column A</b> <b>Questions to investigate</b></p> <p>Take time to read the questions to investigate in this first column. Then decide and tick Yes, Maybe or No for each in relation to your specific action. If you have time, make a note of why you made this decision.</p>				<p><b>Column B</b> <b>What would help?</b></p> <p>Where you have ticked 'No' or 'Maybe' think about what can be done to help with this issue. Write a clear sentence for each point.</p>	<p><b>Column C</b> <b>What challenges might we face?</b></p> <p>Note any challenges you think might arise. Use the worksheet '<u>Activity 2: Check list for decision making</u>' to support you.</p>	<p><b>Column D</b> <b>Our focus</b></p> <p>Agree where you want to focus and tick your choice(s).</p>
<p><b>For students/staff/our school...</b></p>	<p><b>Yes</b> everything is in place</p>	<p><b>Maybe</b> some things need to change</p>	<p><b>No</b> things need to change</p>			
<p>Do we have <b>the equipment, structures and resources</b> we need? And are they easy to use?</p> <p><i>For instance, are recycling bins available? Can people easily access them?</i></p>		<p>Reduced meat options available at school (and clearly marked on menu). BUT packed lunch – some students say parents don't offer meat free alternatives.</p>		<p>Some students need their parents to buy meat free options for their packed lunch.</p>	<p>Hard to do and gain support for as involves influencing families buying habits. Addressing other areas e.g. so that families understand the benefits of eating less meat on the environment and health could help ensure they buy non meat options – we should focus on this (see community sheet) first.</p>	
<p>Can everyone <b>afford to do this action</b>?</p> <p><i>For instance, can they afford to use the bus?</i></p>	<p>Vegetarian options often cheaper than meat.</p>					
<p>Is there <b>enough time to do the action</b>?</p> <p><i>For instance, do they have time to cycle to school or sort their waste into relevant bins?</i></p>	<p>Doesn't take more time to choose meat free options</p>					
<p>Are there <b>physical reminders to encourage everyone to carry out the action</b>?</p> <p><i>For instance, are there posters at strategic times or places?</i></p>			<p>There are no reminders to eat less meat.</p>	<p>Students need physical reminders to prompt them to choose vegetarian/less meat options. These would be best in the canteen or at home e.g. in kitchen or on lunchbox.</p>		





# EXAMPLE Knowledge: What do people need to know and understand?

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<p>Take time to read the questions to investigate in this first column. Then decide and tick Yes, Maybe or No for each in relation to your specific action. If you have time, make a note of why you made this decision.</p>				<p>Where you have ticked 'No' or 'Maybe' think about what can be done to help with this issue. Write a clear sentence for each point.</p>	<p>Note any challenges you think might arise. Use the worksheet 'Activity 2: Check list for <u>decision making</u>' to support you.</p>	<p>Agree where you want to focus and tick your choice(s).</p>
For students/staff/our school...	Yes everything is in place	Maybe some things need to change	No things need to change			
<p>Does everyone <b>know how to do this action</b>?</p> <p><i>For instance, do they know what they need to recycle?</i></p>						
<p>Does everyone <b>understand why it is important</b>?</p> <p><i>For instance, the part it plays in sustaining the environment, or the amount of carbon that can be saved.</i></p>			<p>When we asked many students didn't understand what a big impact meat eating/animal rearing had on the environment</p>	<p>Students need a better understanding of how eating less meat helps the environment.</p>		
<p>Do they <b>have the skills, if they're needed to carry it out</b>?</p> <p><i>For instance, can they ride a bike?</i></p>						
<p>Is it clear <b>how this action can also be good for other important things</b>?</p> <p><i>For instance, saving money, being healthy, good for mental health (known as co-benefits).</i></p>			<p>When we asked many students didn't know that eating less meat could be cheaper and healthy.</p>	<p>Students need a better understanding of how eating less meat can be good for health.</p>		



# EXAMPLE Community: What support is needed from different people?

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<p>Take time to read the questions to investigate in this first column. Then decide and tick Yes, Maybe or No for each in relation to your specific action. If you have time, make a note of why you made this decision.</p>				<p>Where you have ticked 'No' or 'Maybe' think about what can be done to help with this issue. Write a clear sentence for each point.</p>	<p>Note any challenges you think might arise. Use the worksheet 'Activity 2: Check list for decision making' to support you.</p>	<p>Agree where you want to focus and tick your choice(s).</p>
For students/staff/our school...	Yes everything is in place	Maybe some things need to change	No things need to change			
<p><b>Is our action going to be acceptable?</b> <i>For instance, is it seen as a normal thing to do?</i></p>		<p>36% of students in our survey were making their diet more environmentally friendly (of which around 18% were doing at school). 14% are doing with friends (compared to 64% with families).</p>		<p>Students need to inspire each other to eat less meat - they need to talk more about what they are doing and why.</p>		
<p><b>Will it be easy to get the support needed?</b> <i>For instance, will family and friends help us make it happen?</i></p>		<p>Some students said their parents were against them eating less meat</p>		<p>Some students need more support from their family to eat less meat.</p>	<p>Harder to do as means impacting on parents, but is key to getting students to be able to eat less meat especially when a packed lunch.</p>	
<p><b>Have people to encourage them to do the action?</b> <i>For instance, do they have someone to remind them to turn the lights off or buy more sustainable products?</i></p>			<p>Nobody tells others to eat less meat.</p>	<p>Students need someone to tell them to choose the nonmeat options.</p>	<p>Students would not find it acceptable for others to tell them not to eat meat – e.g. our survey showed that student monitors would not motivate action.</p>	



## EXAMPLE Being positive: What would help people connect positively and stay motivated?

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Take time to read the questions to investigate in this first column. Then decide and tick Yes, Maybe or No for each in relation to your specific action. If you have time, make a note of why you made this decision.				Where you have ticked 'No' or 'Maybe' think about what can be done to help with this issue. Write a clear sentence for each point.	Note any challenges you think might arise. Use the worksheet 'Activity 2: Check list for <u>decision making</u> ' to support you.	Agree where you want to focus and tick your choice(s).
For students/staff/our school...	Yes everything is in place	Maybe some things need to change	No things need to change			
Are they <b>personally motivated to get involved</b> in this action? <i>For instance, do many say they are willing to get involved?</i>		40% of students in our survey are willing to start thinking about what they eat – so 60% are not		More students need to want to eat less meat.	Difficult to do on own – but addressing other areas should help overcome this, for instance why important and potential to link with health co-benefits. Also 40% is fairly high – it's a good starting point to target this group	
Will it be easy to <b>feel positive about this and monitor the difference</b> made? <i>For instance, do you have a way to monitor the amount of energy saved?</i>				Students need to believe that undertaking this action will make a positive difference on the environment.	87% of students in our survey said they would be motivated by tracking results and showcasing the positive impact of actions.	
Do they have <b>incentives to do this action</b> ? <i>For instance, do they have rewards and competitions to encourage them to reduce energy use?</i>				Students need incentives such as rewards and competitions to encourage them to eat less meat.	Very acceptable as 85% of students in our survey said they would be motivated by rewards and competitions to encourage action.	