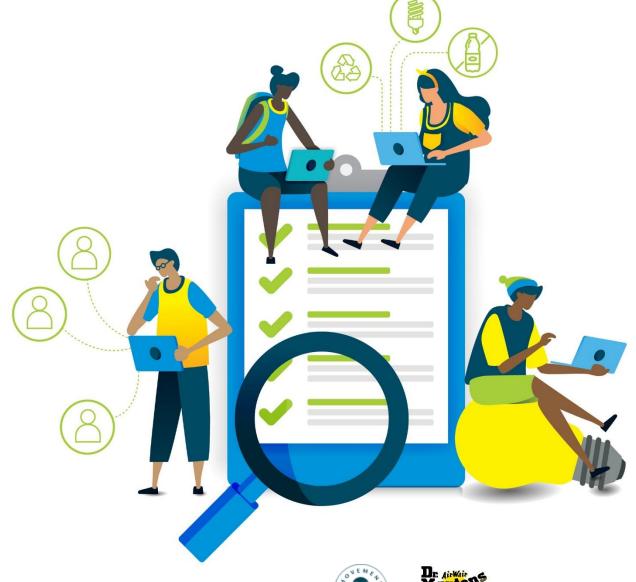# Investigate barriers

Activity outcome: Use this activity to get curious about the barriers that might be preventing people from carrying out climate action.

➢**Time:** The activity can be done in stages, in your own time.

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Activity 2: Investigate barriers

Approach

What enables change?

These four enablers of change* are important in supporting our ability to carry out climate actions.

If any of these 'enablers' aren't in place, then this can become a barrier to action.

For you to successfully implement climate actions it helps to know which enablers are already working well, and which are more challenging.

Example

To come to school on a bike rather than in a car we need to:

- Be able to ride (capability).
- Have a bike, helmet and safe cycle routes available, and live close enough (opportunity).
- Have parents supporting and friends accepting it (community).
- Feel good ourselves e.g. for our health as well as the environment (positive).

We're **capable**
- We **know** about climate actions and the difference they make.
- **Everyone can do** the actions and **has relevant skills.**

We have **opportunity**
- **Structures are in place**: resources, equipment, time.
- Climate-friendly **actions are easy to do**.

We are **positive**
- **We are motivated to act**, and climate actions become **part of our routine.**
- **We feel positive** about the difference we're making.

There's a **community**
- **Others support and approve of us** taking action.
- **We learn from, encourage and cooperate** with others.

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Activity 2: Investigate barriers

To complete the activity, follow Steps 1 to 2 and fill in your Climate Activation Framework.

Step 1

Understand your audience

Please take time to discuss what helps to enable change, as outlined on page 2.

A worksheet is provided for each of these four enablers (p. 4 - 7). Completing these will help you uncover what is currently preventing your target audience from carrying out the climate action.

Either work through each of the worksheets as a whole group or take one worksheet per sub-group.

a) **In relation to your specific climate action decide Yes, Maybe or No for each of the questions**. If you have time, make a note of why you made this decision.

b) If you have been working in sub-groups, feed back to the whole group.

Step 2

What are the challenges?

Where you have ticked 'No' or 'Maybe' on the worksheets write these challenges up in your Climate Activation Framework.

Examples of challenges you might encounter:

- *Students need a better understanding of how our diet is linked to climate change.*

- *Our school needs 10 new recycling bins.*

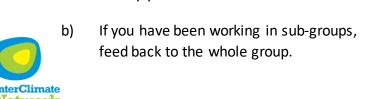- *Students need to feel more positive about the difference they are making.*

Top tips

To complete the worksheets, you may want to:

- Run a survey or hold a discussion ('focus group') with your target audience(s). See our **Climate Action Survey** for support.

- Undertake observations for a short period of time and record findings.

- Ask staff with responsibility for relevant areas about any useful data, existing plans or possible pitfalls.

- **Watch our 'Gathering Insights' video**: Aniko Lakezi, Senior Research Manager at **Globescan,** explores designing surveys, running focus groups and making the most out of your data (10 minutes).

Congratulations on all your work so far.

You can now start Activity 3.

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Activity 2: Worksheet

Capability: What do people need to know and understand?

The climate action we are working on:			
Questions to investigate. Take time to read the questions in the first column. Then decide 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.			
For our target audience (e.g. students/staff/our school…)	**Yes** everything is in place	**Maybe** some things need to change	**No** things need to change
Does everyone **know how to do the action**? *For instance, do they know what they need?*			
Does everyone **understand why the action is important?** *For instance, the part it plays in sustaining the environment, or the amount of carbon that can be saved.*			
Do they **have the skills, if they're needed, to carry out the action**? *For instance, if you're looking at active travel can your target audience ride a bike?*			
Do they know **how this action can also be good for other important things**? *For instance, saving money, being healthy, good for mental health, making the school a nicer environment (known as co-benefits).*			

Activity 2: Worksheet

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

The climate action we are working on:			
Questions to investigate. Take time to read the questions in the first column. Then decide 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.			
For our target audience **(e.g. students/staff/our school…)**	**Yes** everything is in place	**Maybe** some things need to change	**No** things need to change
Do we have **the equipment, structures and resources** we need? And are they easy to use? *For instance, if we are looking at waste are there enough recycling bins available? Can people easily access them?*			
Can everyone **afford to do the action?** *For instance, if we are looking at transport, can they afford to use the bus or to own a bike?*			
Is there **enough time to do the action?**			
Are there **physical reminders (signposting) to encourage everyone to carry out the action?** *For instance, are there posters or stickers at strategic times or places?*			

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Activity 2: Worksheet

Community: What support is needed from different people?

The climate action we are working on:			
Questions to investigate. Take time to read the questions in the first column. Then decide 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.			
For our target audience **(e.g. students/staff/our school…)**	**Yes** everything is in place	**Maybe** some things need to change	**No** things need to change
Is our action going to be acceptable? *For instance, is it seen as a normal thing to do? Are there lots of people doing the action?*			
Will it be **easy to get the support needed?** *For instance, will family, friends and Senior Leaders help us make it happen?*			
Are there **people to encourage them** to do the action? *For instance, do they have someone to remind them to turn the lights off or buy more sustainable products?*			

Activity 2: Worksheet

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

The climate action we are working on:			
Questions to investigate. Take time to read the questions in the first column. Then decide 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.			
For our target audience (e.g. students/staff/our school…)	**Yes** everything is in place	**Maybe** some things need to change	**No** things need to change
Are they **personally motivated to get involved** in this action? *For instance, do many say they are willing to get involved?*			
Do they **feel positive about the difference** being made? *For instance, do they think their action will have an impact?*			
Do they have **incentives to do this action**? *For instance, do they have rewards and competitions to encourage them to reduce energy use?*			