Climate Action Survey Insight Report 2024

Buckinghamshire

Interclimate.org.uk

@InterClimate

FUNDED BY

MOVEMENT FOR GOOD

Dr. AirWair Martens FOUNDATION

A PROJECT BY InterClimate Network

What's it all about?

InterClimate Network (ICN) brought together a cluster of secondary schools in Buckinghamshire to share learning and support for climate action.

Through the efforts of student-led eco groups, ICN's Climate Action Survey was launched across the schools. Each school received a bespoke report offering valuable insights into student action on climate change, views on sustainability in schools, and key barriers and motivators for further action.

Using ICN's toolkit of resources, the eco-groups applied survey insights to create impactful campaigns, addressing issues like access to nature and reducing waste.

Thanks to the fantastic efforts of the students, this report - combining responses from the schools - captures the views of nearly 2,000 young people in Buckinghamshire.

Our objective in sharing these insights is to amplify youth voices as part of our work to strengthen youth representation, engagement, and influence in dialogue and decision-making processes within schools and communities through to a national level.

The Survey and subsequent school support was funded by Movement for Good, Heart of Bucks and Dr. Martens Foundation.

Contents

Who participated? 3

Key findings 4
- Overview
- What students think and do
- 5 steps for empowering climate action

Diving into the data 7
- Who participated
- Students are concerned about climate change
- Students are willing to act
- Climate actions are not consistent
- Greater leadership is essential to deliver change
- Students welcome inspiration and support

Transforming climate action in school 14
- Student views of school action
- Investigating barriers to action
- Motivating action

Appendix 1: open comments 18

Climate Action Survey key findings

1,892 young people aged 11 - 18 from across Buckinghamshire responded to InterClimate Network's online Climate Action Survey (2024), sharing information about their climate action. This is a great response, and these student insights can positively influence climate action planning in schools and the wider network.

Students are ready for action

3 in 4 express concern regarding climate change.

3 in 4 are actively engaging in climate action, with top involvement here:

6 in 10 are reducing **energy use** and focusing on **waste reduction, reusing, and recycling**.

1 in 3 want to be more involved in school climate action. Students prioritise a school focus on **energy reduction**, **waste management**, and **protecting nature**.

Climate actions are not consistent

While students show a willingness for climate action, they have different starting points, views and priorities - namely friends & family, education, and fitness & sport.

Engagement in climate actions varies significantly between home, school, and the community.

7 in 10 report reducing energy use at home, dropping to

2 in 10 at school.

There are notable differences in students' interest in areas of action. Of those who don't yet do the action:

3 in 4 say they are unwilling to change their diet, reconsider consumption habits or campaign.

A supportive community is essential

Inspiration and empowerment to act come from seeing those around them engaged, with family, school, and social media as key sources. Global activists Greta Thunberg and David Attenborough are frequently mentioned as major influences.

Schools play a key role in climate change engagement, serving as the primary and most trusted source of information.

Family behaviour plays a significant role in influencing student action:

Over 8 in 10 students who are taking action have families already making positive changes

3 in 10 students not taking action said their families are engaged.

InterClimate Network

Active leadership is needed

Over 1 in 2 think that both government and businesses should take stronger action on climate change, pushing for more ambitious legislation, policies, taxation, and investments.

Fairness matters: many believe that wealthier countries, individuals, and corporations have a greater responsibility to reduce emissions. There is also a sentiment that older generations aren't doing enough to address climate change.

Students want their voices heard

Many believe younger people should have a greater say in climate action but feel sidelined despite being the most affected generation. There's frustration over not being taken seriously or empowered to support efforts.

3 in 4 say that they don't feel included in school decision making.

Breaking down barriers

The most commonly reported barriers to individual climate action are:

- **Lack of time:** This is generally cited and 2 in 3 also say that they don't have enough time to act in school.
- Uncertainty about how to take action.
- Not caring strongly enough to want to do it.

Over 7 in 10 indicate that the following behaviour change techniques would help motivate them to overcome barriers:

- **Use incentives** to encourage action (rewards/competitions).
- **Use rules or penalties** to enforce action
- **Monitor and share the positive impacts** of action.

InterClimate Network

What students think and do

The survey data identified four distinct groups based on student engagement in climate action: Acting; Ready for action; Not engaged; and Sceptics. Each group reflects different beliefs about climate change and the level of action being taken around them. This segmentation is key to designing impactful climate action campaigns that resonate. Further details can be found in the Youth Climate Action Research Report 2022-2023, page 29

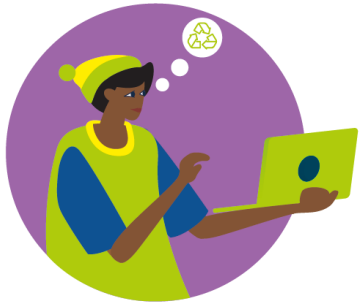
75% Acting

These students are already taking some climate action:

See pp.10-11 for action details.

- Had the **highest levels of concern** about climate change.
- Put **greater priority on causing less damage** to the environment day-to-day than the other groups.

This segment were **much more likely to have family taking climate action** (85%).



7% Ready for action

These students who are not yet acting would like to be engaged however:

51% unsure about what to do.

49% had not got round to it yet.

- They were concerned with climate change but did not feel as strongly as the acting group.

This segment were **less likely to have family acting** (50%).

15% Not engaged

These students are not acting, saying:

35% - individual actions will not make a difference.

31% - powerless to make a difference.

34% - responsibility for action lies with governments and big corporations.

- They were concerned about climate change but had a more limited understanding of how climate change is affecting people right now.

This segment were **less likely to have family acting** (38%).

3% Sceptics

These students are not carrying out action saying they:

Do not believe in climate change.

This segment were **the least likely to have family acting** (8%).

InterClimate Network

5 steps for empowering climate action

Use our 5 steps for empowering climate action to support change: these were drawn from what 11- to 18-year-olds across the UK told us would motivate them to engage further. Some are easy to start, others must become easier so that climate actions are accessible to everyone.

1 Talk about action

- **Start the conversation**
  Build on trust in teachers, families, or well-known figures for more climate conversations, even if they seem difficult.[1]
- **Discuss practical action**
  Share and support practical ideas and approaches, including both young people and adults to strengthen impact. [2]

2 Take views seriously

- **Engage in decision-making**
  Increase 11–18-year-olds' say in decision-making to influence rules and targets and ethical consumption choices.
- **Make sure its relevant**
  Think about different starting points and tailor approaches to different needs, values and contexts.[3]

3 Be positive

- **Build positivity and rewards**
  Encourage good choices through competitions and rewards. Create a good vibe via regular positive feedback.
- **Respect and link to priorities**
  Harness co-benefits that link with top priorities. Making the connections to friends/family, education, and fitness/sport can help frame more action.
- **Encourage stepping-stones to change** Assure students that getting part way is better than no action.

4 Embed climate action

- **Co-design activities and policy**
  Ask students, staff, parents and governors to co-create school environmental policy, or set new targets.
- **Embed across the curriculum**
  Integrate learning about solutions in all lessons, from computer modelling of impact to exchanging views in French.
- **Value school's social power**
  Celebrate how far climate-friendly actions are becoming every-day and normal.

5 Change the environment

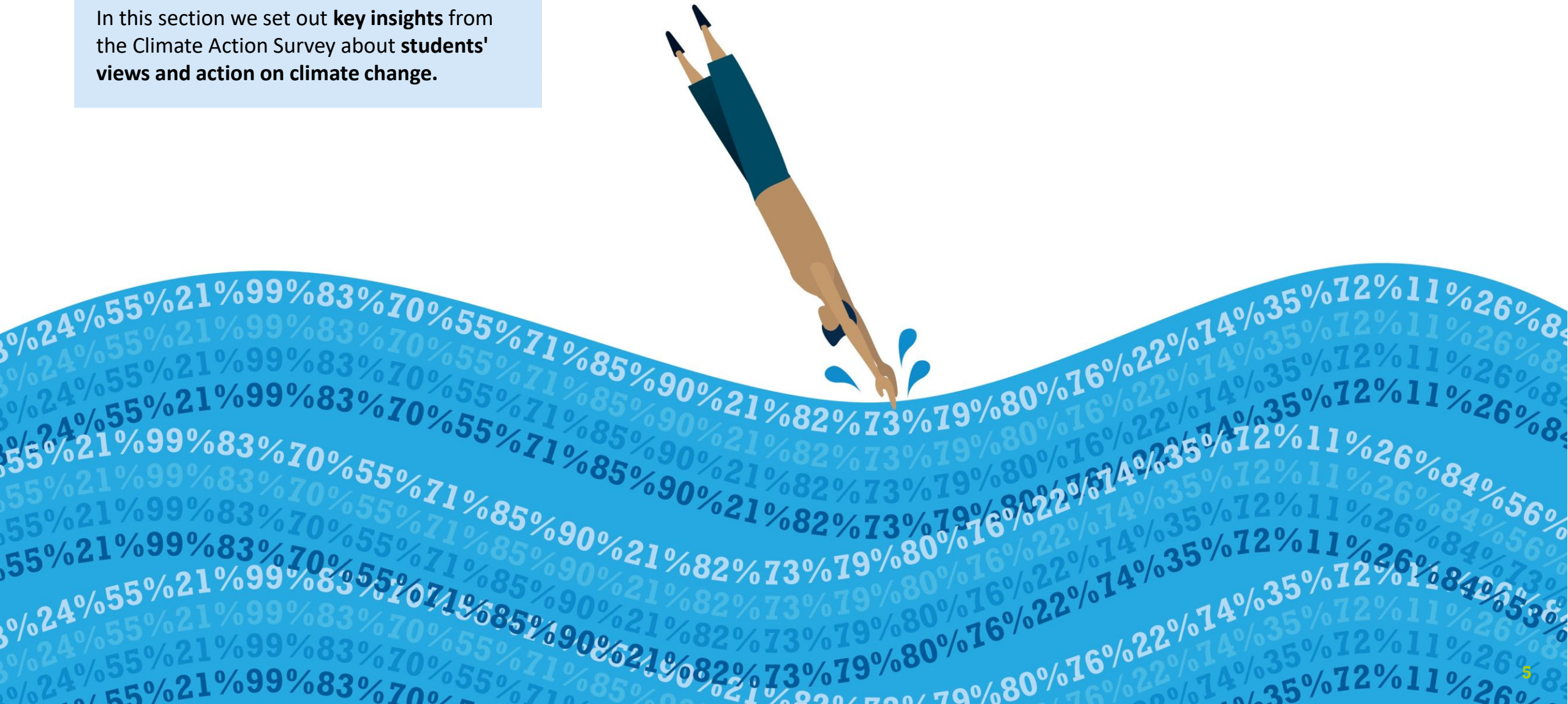
- **Make action easier**
  Install more equipment and create environments that make good choices easier.
- **Make sure it's accessible**
  Remove barriers to action and ensure physical and social access is considered so changes are accessible for all and are affordable.

1.Resources include: InterClimate Network, I-CAN Project, ThoughtBox Education.
2.For support see Action in Schools.
3. For support see ICN's Climate Action Toolkit

InterClimate Network

Diving into the data

In this section we set out **key insights** from the Climate Action Survey about **students' views and action on climate change.**



Who participated?

In total, 1,892 young people aged 11 to 18 from across Buckinghamshire responded to the Climate Action Survey. This provides a great snap-shot of what young people across Buckinghamshire think and do around climate action.

Gender Breakdown

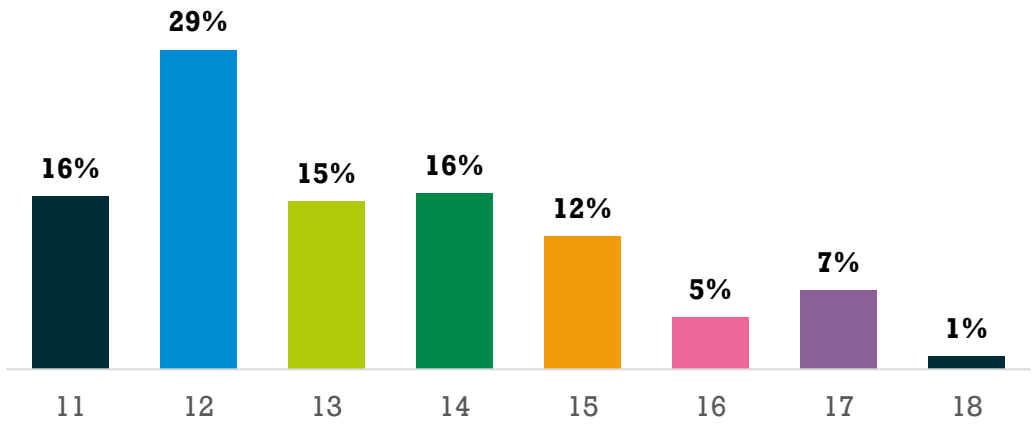
50% Female

45% Male

1% Non-binary

4% Prefer not to say/prefer to self-describe

Age breakdown



Ethnicity breakdown

73% **White** - English / Welsh / Scottish / Northern Irish / British, Irish, Gypsy or Irish Traveller, Any other White background.

7% **Mixed / Multiple ethnic groups** - White and Black Caribbean, White and Black African, White and Asian, Any other Mixed/Multiple ethnic background

10% **Asian / Asian British** - Indian, Pakistani, Bangladeshi, Chinese, Any other Asian background

4% **Black/ African/Caribbean/Black British** – African, Caribbean, Any other Black/African/Caribbean background

1% **Other ethnic group** - Arab, Any other ethnic group

3% **Prefer not to say**

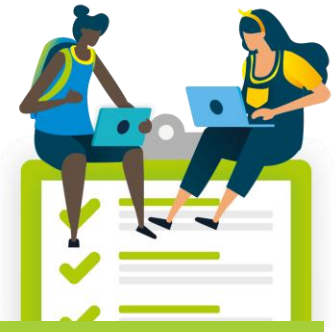
2% **Prefer to self-describe**

InterClimate Network

Students are concerned about climate change

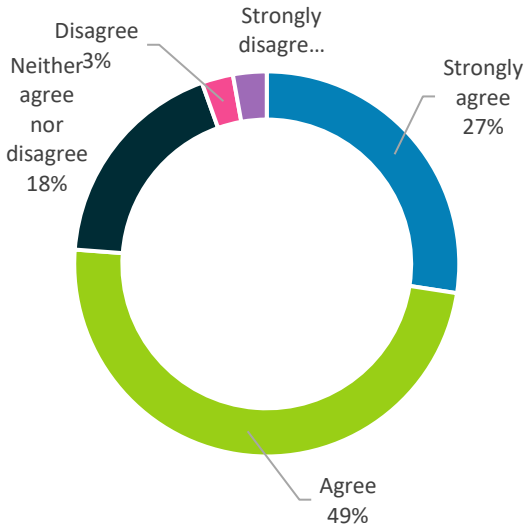
Over 3 in 4 students expressed concern about climate change (76%). When asked about broader life priorities, "friends and family" and "education" ranked highest, while "environment and climate change" was the sixth priority.

Regarding climate impacts, 85% of students believe climate change is already having a negative effect on people's lives globally, and 72% think it will affect their own lives.



Student concern about climate change

Students indicated the extent to which they agreed with the statement 'I am concerned about climate change.'



Student priorities: where does climate change fit?

1. **Friends and family (78%)**
2. **Education (54%)**
3. **Fitness & sport (44%)**
4. **Gaming, music and relaxing pastimes (38%)**
5. **Health, mental health & wellbeing (32%)**
6. **Environment & climate change (15%)**
7. **Job opportunities & career choices (13%)**
8. **Human rights issues (racism, LQBQT, women's rights) (11%)**
9. **Religious beliefs (8%)**
10. **Finances (8%)**
11. **Injustice around the world (4%)**

InterClimate Network

Students are willing to act

A fantastic 3 in 4 students are already taking climate action (75%), focusing mainly on **energy use**, **waste,** and **transport** (shown in Table 1).

For those not yet engaged, many expressed willingness to start, particularly in areas like **reducing energy use, reduce waste, reuse and recycle more**, and **help protect and improve nature** (Table 2).

Table 1: What actions are students doing?

Percentage **of all students** who said they do this action. These statistics provide a **great baseline for any climate action campaigns.**

63%
Reduce their energy use

5%
Campaigning (including online)/climate strikes

35%
Think about the impact of what I buy

24%
Make their diet more environmentally friendly

31%
Help protect and improve nature

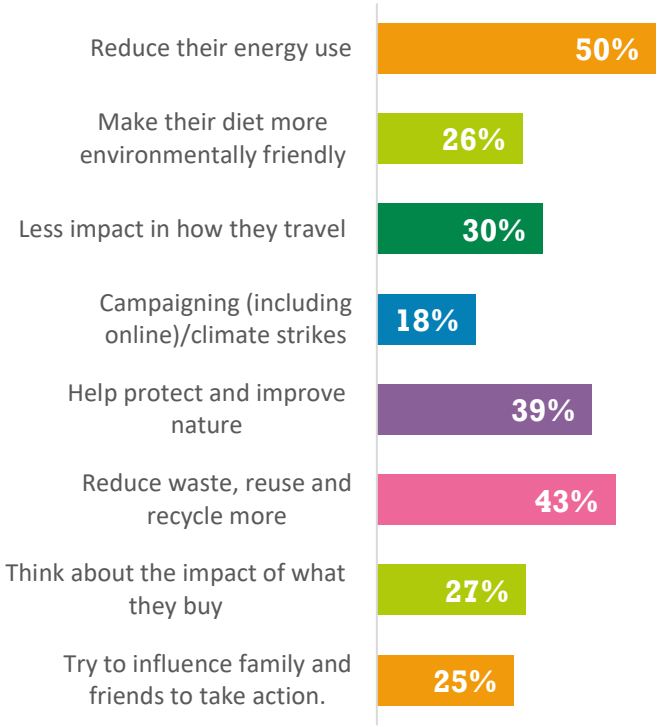
28%
Try to influence family and friends to take action

55%
Less impact in how they travel

62%
Reduce waste, reuse and recycle

Table 2: How willing are students to start actions?

Here are total percentages and preferences for students who **don't yet do the action but say they are willing to start.**



InterClimate Network

Climate actions are not consistent

Table 3 outlines where and with whom students are taking climate action. The first column provides a baseline, showing the percentage of students involved in each activity. **Significant contrasts emerged in response to where actions were happening**: **7 out of 8 actions are predominantly happening at home**, and 5 out of 8 are primarily being carried out with family members. For more on the link between family involvement and increased student action, see the segmentation section (p.5).

Table 3: Where are students acting and who with?

	Baseline	At home	At school	Out and about	Alone	Organisation in school	Organisation outside of school*	With family	With friends	Other*
	Percentage doing this	Where are students acting?			Who are students acting with?					
Reduce their energy use	63%	70%	19%	15%	34%	7%	2%	53%	13%	3%
Make their diet more environmentally friendly	24%	69%	33%	30%	32%	5%	2%	52%	15%	3%
Less impact in how they travel	55%	N/A	63%	42%	36%	6%	2%	38%	44%	4%
Campaigning (including online)/climate strikes	5%	39%	38%	25%	31%	22%	8%	25%	26%	14%
Help protect and improve nature	31%	46%	27%	45%	30%	12%	9%	44%	26%	5%
Reduce waste, reuse and recycle more	62%	67%	32%	39%	39%	6%	3%	53%	24%	3%
Think about the impact of what they buy	35%	53%	13%	47%	37%	4%	1%	50%	17%	3%
Try to influence family and friends to take action.	28%	63%	33%	25%	43%	7%	3%	40%	29%	2%

** Other included: Guides, Football, Explorers, Rangers, online, Scouts, eco-group, social media accounts,*

InterClimate Network

Greater leadership is essential to deliver change

Over 3 in 5 respondents felt the government should do more to tackle climate change, and half believed businesses should step up as well. In the open comments, many expressed that young people deserve a stronger voice, given they will face the future consequences of climate change. The comments underscored a call for those with power and wealth to take more responsibility, including stronger government leadership, corporate accountability, and the implementation of more support, rules, and regulations.

Who do students believe should do more to tackle climate change?

1. **National government (61%)**
2. **Businesses and corporations (50%)**
3. **Fossil fuel companies (46%)**
4. **Every individual (41%)**
5. **Wealthiest in society (29%)**
6. **Schools (28%)**
7. **Local community/local council (25%)**
8. **Young people (14%)**
9. **No-one (5%)**
10. **Other (3%)**

Students told us how they feel climate change should be tackled (see Appendix 1 for further comments).

"I think the **government should help more as everyone follows their rules**, and if eco-friendly rules are put in place, it might help."

"I think my age group should be given a greater say on tackling climate change because **we don't usually get asked questions about it**."

"I think **younger ones are never asked about it, which is really annoying because when we are older, this will be the world we will live in."**

"**Big companies** need to be targeted, not individuals, because **we contribute significantly less."**

"I think the **government says they will sort things out but never do**."

"**People with money and authority** because they have the **finances to support it and influence others.**"

"**Wealthier individuals should be taxed** when using privileges like private planes, which emit more carbon than an average person would in a week."

InterClimate Network

Students welcome inspiration

School has a clear impact on students, being the most trusted source of climate change information. School is also where students hear climate change talked about the most. In the open comments (Appendix 1), students were motivated by people around them, mentioning **individual family members and teachers** as having had a big impact, alongside climate activists like Greta Thunberg and David Attenborough.

Where do students hear climate change talked about the most?

1. School (52%)
2. Social media (47%)
3. TV & radio (38%)
4. Charities (37%)
5. Government (32%)
6. Family (20%)
7. Celebrities (18%)
8. My community (13%)
9. Friends (12%)
10. Print press (9%)

Who inspires students to get involved in climate action?

1. Family
2. Social media
3. Charities
4. Friends
5. My community
6. School
7. TV & radio
8. Celebrities
9. Government
10. Religious setting

Which information sources do students trust?

1. School
2. Charities
3. Family
4. TV & radio
5. Government
6. Friends
7. My community
8. Social media
9. YouTube
10. Print press

Information sources students see people like them talking about it (age, gender, race)

1. Social media
2. Friends
3. School
4. Celebrities
5. My community
6. Family
7. TV & radio
8. Print press
9. Government
10. Religious setting

InterClimate Network

Transforming climate action in school

The survey asked students for their views about climate action in school, alongside barriers to action and what would motivate them to do more.

Feedback in this section **can inform plans and help shape school climate action campaigns**.

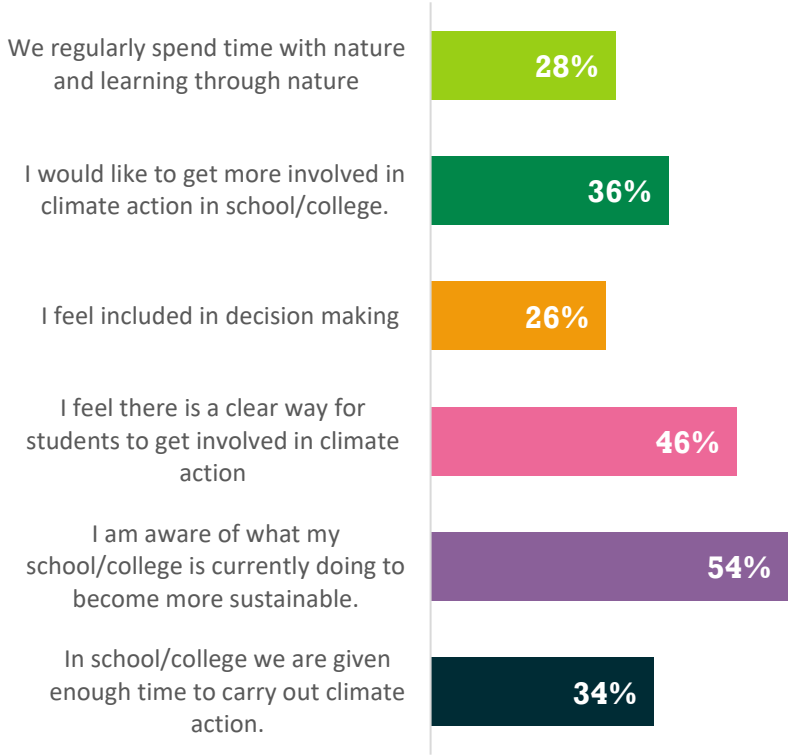
See our step-by-step toolkit for how to make use of these findings: [Campaigns for action - InterClimate Network]

Students' view of school action

It's positive that **over half of all students are aware of their school's sustainability efforts**. To build on this, i**nvolving students in decision-making** and **providing more time** for them to participate in climate actions at school would be valuable.

Over **1 in 3 students would like to get more involved in action in school**, with **energy use**, **waste,** and **nature** identified as key areas to prioritise in schools.

How do students see climate action in school?



Which actions do students think should be most prioritised in their school?

1. **Energy:** Reduce use and move to renewable sources **(63%)**
2. **Waste:** Cut down on what we throw away by reducing use **(59%)**
3. **Nature:** Help protect and improve outside spaces and nature **(51%)**
4. **Food:** Make our diets more environmentally friendly and throw less away **(39%)**
5. **Travel**: Choose ways to get around that have less impact **(31%)**
6. **What we buy:** Think about the impact of what is bought and used **(25%)**
7. **Engage**: Try to engage and influence others to act **(21%)**

InterClimate Network

Investigating barriers to action

Students identified key challenges that they believe prevent their engagement in climate action*. **The top three barriers for each action are displayed below.** For full data please see Appendix 2, page 21. Addressing these barriers can provide valuable insights for future planning.

 Reduce energy use	 Make diets more environmentally friendly	 Less impact in travel and transport	 Campaigning / climate strikes	 Help protect and improve nature	 Reduce waste, reuse and recycle more	 Think about the impact of what they buy	 Try to influence family and friends to act
40% Don't always have time	**33%** Don't always have time	**48%** Don't always have time	**47%** Don't always have time	**52%** Don't always have time	**48%** Don't always have time	**38%** Don't always have time	**33%** Don't always have time
26% Unsure how to do	**26%** Don't care enough	**25%** Other reason**	**31%** Unsure how to do	**32%** Unsure how to do	**18%** Unsure how to do	**21%** Don't care enough	**31%** Unsure how to do
23% Doubt I will make a difference	**21%** Other reason**	**21%** Lack of equipment or facilities	**26%** Don't care enough	**23%** Lack of equipment or facilities	**16%** Doubt I will make a difference	**20%** Unsure how to do	**17%** Don't care enough

* Self-reported information has limitations due to biases. For instance, people often report experiences they believe are socially acceptable or preferred, influenced by what they think their friends, family, or the questioning organisation would want to hear.

** Other reasons can be found in Appendix 1, but key were enjoying meat too much to give it up, meat for health and distance and convenience being an issue for alternative transport.

Motivating action

When it comes to changing behaviours, the way that you approach it matters. A range of techniques, from rewards to shaping knowledge, can be employed to motivate action. **Students gave their feedback about what would inspire their action**. Combining responses to the first two columns allows you to see the top motivational techniques. These can then be applied to any campaigns for action in school. Further details of how to implement these techniques can be found on our website.

What techniques did students say would motivate them to take climate action?

	Would motivate	Might motivate	Would ignore	Don't know
Limit options: **Stronger rules** to ensure climate friendly behaviour by everyone e.g., about cutting energy use or food waste.	27%	49%	12%	11%
Shape knowledge: Greater **engagement with students** so they understand how to help e.g., provide information about what to do, have drop-in sessions.	19%	49%	18%	14%
Support & share: More opportunity for **students to have influence** and feed in ideas. e.g. climate forums, elected eco-reps, suggestion boxes.	21%	45%	19%	15%
Feedback: Track results and let people know how well they are carrying out the action e.g., how much energy has been saved.	27%	45%	16%	12%
Benefits: Linking climate **action to other campaigns** that make life better e.g., improving your health or saving money.	22%	45%	18%	15%
Reward: Bring in rewards and competitions to encourage action.	39%	39%	12%	10%
Limit options: Bring in a **financial cost** e.g., increase the price of drinks for those that do not use reusable cups.	25%	34%	27%	14%
Support & share: Have **student monitors** e.g. energy and recycling monitors.	15%	38%	31%	16%
Change the environment: Introduce equipment or changes that make it easier to undertake action e.g., more recycling bins	26%	45%	16%	12%
Support & share: show examples of action for people to aspire to or imitate e.g. hear from inspiring people.	18%	41%	24%	16%
Prompts: Provide prompts and cues to remind us to do the action e.g. stickers or text messages to remind us to reduce food waste.	18%	41%	26%	15%

Top 5 techniques that students said would motivate them to take climate action

78% **Reward:** use incentives to encourage action.

76% **Limit options:** Use rules or penalties to enforce action.

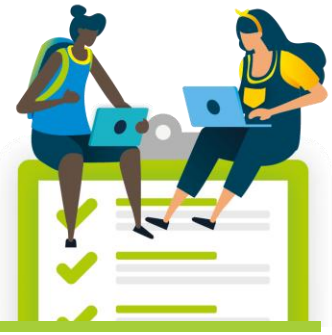
72% **Feedback:** Monitor and share the positive impact of action.

72% **Change the environment:** Re-think spaces to make actions easier and fun.

68% **Shape knowledge:** Greater engagement with students

InterClimate Network

Appendix 1: Open comments



Students were given the opportunity to openly respond to two questions saying who most inspires them to act on climate change and who they believed had the most power to change the course of climate change for the better. Here is a selection of their comments.

Students told us how they feel climate change should be tackled

"I think the **government has the most power** as they are the leaders and should **set a good example for everyone**."

"The **government** has the most power to do anything, but I think **local communities** should do more to enforce this."

"I feel like the **government and councils + schools could put in more of an effort**."

"**Governments should use legislation** to protect the environment through restrictions."

"I think that **individually everyone has to do better**, like doing at least one thing to help reduce climate change."

"I believe it ultimately helps if individuals tackle climate change, but **recycling alone can't stop mega oil and coal stations.**"

"The **most amount of emissions come from fossil fuel companies and the wealthiest**, so they should switch to more environmentally friendly alternatives."

"**Companies who use nuclear fuel, dump waste into waterways, are not held accountable like the public has been**."

"I think **youth have the most passionate approach and aim to influence, but often older generations in power are ignorant of this**."

"I think **schools should give students more opportunities to make a difference** and encourage younger students to take action."

"Our age group should be doing this due to our future might be horrible conditions if we carry on."

"I think schools have the most power to make a positive difference because **most of the population go to school where they could get educated on the climate change issue**."

"If **schools influenced young students to develop sustainable habits, they would take those habits through life**."

"**TV documentaries and influencers** could help spread awareness about climate change."

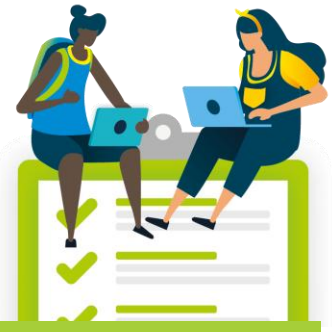
"I don't really care."

"I feel **my age group is too young** to make a difference."

"It doesn't matter what we do; the UK only produces 1% of the world's emissions, **so reducing to zero won't make a real difference**."

InterClimate Network

Appendix 1: Open comments



Students were given the opportunity to openly respond to two questions saying who most inspires them to act on climate change and who they believed had the most power to change the course of climate change for the better. Here is a selection of their comments.

Students' greatest influences for climate action

My **family because I trust them**.

My family because **I hear my parents talking about it**, and I feel if it doesn't stop now, it will massively affect my life in the future.

My aunt is very climate-focused, and **a lot of my friends** are interested in climate change.

My friends from Pakistan told me about their situation in their country.

My **family has influenced me by helping me** to recycle and teaching me when I was young.

My dad. He is part of a charity in my village that plants trees and recycles things that are hard to recycle.

My mum because she always tells me what's happening with climate change and what's in the news.

School has mostly impacted my views on climate change; it has taught me about the dangers, causes, and what can be done to help.

My geography teacher has made a big difference to my views on climate change as I didn't know much about it but she explained it.

The **school community has inspired me to care more** about the world and the climate.

Teachers and their lessons help keep me aware of our climate and how it is changing, especially in geography lessons.

Learning about the causes of climate change in **Geography** and the impacts of climate change around the world.

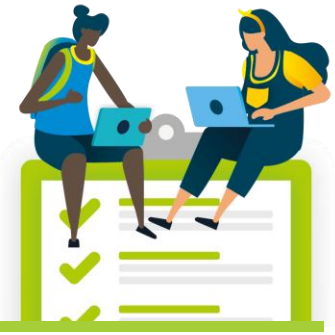
Many charities inspire me because I see loads of posters about climate change.

Greta Thunberg, she has actually done things to help instead of making empty promises.

David Attenborough has made me see that climate change is going to change our world in a way that will hurt many people and other living things.

InterClimate Network

Appendix 1: Open comments



Students were given the opportunity to openly respond to two questions saying who most inspires them to act on climate change and who they believed had the most power to change the course of climate change for the better. Here is a selection of their comments.

Students' greatest influences for climate action

Greta Thunberg's climate protests and books, **David Attenborough's** TV shows like Blue Planet, and famous scientists that **give hope we can reverse what has been done.**

Celebrities such as **David Attenborough** and **Greta Thunberg** influence a lot of people and **make a big difference to lots of people** (not just me).

Social media influenced me to try to be more sustainable as more and more people are doing it, and it helps me do it.

Seeing **celebrities talk about experiences** and the topic and connect with the subject even though they might be wealthier than us.

I see **videos on social media** about how we can stop climate change and how bad it is, so **I feel inspired to help**.

Someone I **watch on YouTube posted a short about signing a petition** to stop the willow project, and ever since I heard about what could happen, I decided to get involved.

Animals dying has influenced me.

The **dramatic increase in temperature over the past few years** makes me feel this should not be happening so fast and suddenly.

Learning about some of the dreadful things that are happening forces you to take action.

I don’t believe climate change has impacted me.

Nothing in particular has impacted my opinion on this.

Knowing that **big businesses contribute the most demotivates me** to carry out climate action when I make no difference.

InterClimate Network

Appendix 2: Investigating barriers to action

This data outlines key barriers that students believe prevent their engagement in climate action. Additional insights from students who selected 'other' are provided at the bottom. The top three responses for each climate action are outlined on page 16.

	I am **unsure of how to do** this action	I don't have the right equipment or facilities.	I (or my family) **can't afford** to do it	I don't always have the time	I am **not allowed or supported** to by my family and/or school	I **don't care strongly enough** to want to do it	I **don't feel that my contribution** will make a difference	Other*
Reduce their energy use	23%	17%	7%	37%	4%	16%	17%	11%
Make their diet more environmentally friendly	21%	14%	7%	25%	5%	31%	14%	14%
Less impact in how they travel	15%	20%	10%	35%	9%	15%	10%	13%
Campaigning (including online)/climate strikes	29%	12%	5%	39%	7%	32%	14%	8%
Help protect and improve nature	23%	22%	5%	48%	4%	15%	11%	7%
Reduce waste, reuse and recycle more	22%	10%	6%	36%	3%	15%	17%	12%
Think about the impact of what they buy	22%	4%	12%	26%	3%	29%	16%	10%
Try to influence family and friends to act.	23%	5%	5%	29%	5%	33%	15%	13%

*Other frequent reasons given included: **enjoying less environmentally friendly options** too much to give them up (“I like meat”, "I like the taste of my families cooking, which usually involves meat"), **meat for health and/or dietary requirement reasons** (“vitamin deficiencies.”, “allergies would make it difficult”), **being outside their control** (“My parents don't have time to buy that stuff and when they do, they don't want to spend money”, “my parents are not going to change to an electric car”), **simply forgetting**, especially around energy use (“I just forget”, “I sometimes forget”), **distance and convenience being an issue for alternative transport** (“Too dangerous where I live to walk or cycle”, “I live in a more isolated area with less transport options”), **not wanting to influence or impose views on others** (“I would rather not nag them to do this”), mental health preventing action (“I would get very anxious”).

InterClimate Network