

Schools and climate emergency: children's participation in climate change decision-making

8th May 2019

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Acknowledgements:

The workshop described in this report was co-developed and run with Greg Trusselle (Titus Salt School), Kevin Warnes (Green Party Councillor for Shipley) and Anna Watson (Baildon Friends of the Earth). Thanks to Ian Morrel, Head-teacher at Titus Salt School, for permission to run the workshop, and most of all to the children at the school for their insight and enthusiasm.

This report was written as part of a course on Governing Urban Transformation at the University of Manchester. This course seeks to develop applied projects involving broad collaborations of people and organisations to address challenges facing cities and environments. Previous projects are available at the University's Living Lab website at <http://universitylivinglab.org/>.

1. Executive Summary

The impacts of climate change get worse with each passing year. Children will be affected far more than today's adults. This report looks at how children could be involved more in the decisions take adults take on climate change, and sets out the results of a training workshop for Bradford secondary school students – linking the children's concerns with Bradford Council's recently declared "climate emergency" and the growing international climate action taken by children in "school strikes".

Very few mechanisms exist for children to participate in adult decision-making, including on climate change. This workshop created a space for children to learn more about climate change and discuss what actions they wanted themselves and adults to take. It included training on techniques for persuasion, and action-planning for what steps the children wanted to prioritise.

The children demonstrated a strong understanding of climate change's causes, and impacts, and the broad solutions required to reduce the damage to people and the environment. They were at times fearful, and hopeful; positive and frustrated. They are committed to taking more action themselves, and are taking a number of steps following from the workshop, in their school and community. They want adults in all walks of life to greater action. They felt that their concerns are not being listened to, or acted upon.

The report concludes with recommendations for Bradford Council, children's charities, England's Children's Commissioner, Wales' Future Generation Commissioner, Carbon Literacy and Extinction Rebellion for how children can have greater involvement in climate change decision-making.

2. Introduction

Children are demanding greater action on climate change. A climate change demonstration outside her school by one lone Swedish student – Greta Thunberg – has grown in under a year into a series of climate strikes by over 1.6 million children across the globe¹.

The increasing calls for greater action are not limited to children. For example, in the UK a growing number of local councils have recently declared a “climate emergency”, including Bristol, Nottingham and Bradford².

This project linked these two developments together, by working with children at a Bradford Secondary School to ascertain their views on climate change, what they believe Bradford Council and others should do to tackle this “climate emergency”, and to help students at the school determine what they themselves can do.

This report sets out why climate change is of particular concern to children, and sets out issues around how they can participate in adult-dominated decision-making processes. It sets out the design and results of a participative climate change workshop involving school children in Bradford, and recommendations for the local council, and others.

An appendix includes a separate report sent to the school-children about their workshop.

3. Context

Climate change is already causing severe negative impacts on human societies and the environment. According to the IPCC's latest climate science report from October 2018, these impacts will get worse, and global temperature rises will exceed the Paris Climate Agreement's aim to pursue efforts to keep warming below 1.5 degrees, unless all countries take urgent action to cut their emissions of greenhouse gas emissions³.

These worsening impacts will hit poorer people in poorer countries harder⁴; they would also be felt more strongly by today's children: the impacts they will face as adults will be far more severe than those felt by adults today.

According to Climate Action Tracker, only one nation's efforts is currently adequate to keep warming to 1.5 degrees⁵. It is against this backdrop that there is growing pressure from children on adults to take greater action on climate change. Swedish school-student Greta Thunberg's "school strike for climate" has grown into a worldwide protest in less than a year, with over 1.5 million children demanding that adults take more action on climate change in a series of global school strikes in February and March 2019⁶. These strikes have gained considerable publicity and controversy; the next global strike is set for May 2019.

Alongside this development, in recent years there have been increasing moves by non-state actors at a more local level to tackle climate change. The C40 network of major global cities is being more active and influential on climate change⁷, and in the UK a growing number of local authorities and parish councils have recently declared a "climate emergency" (Bristol, Nottingham)⁸ or put in place ambitious new climate targets (Manchester)⁹. One of the largest cities to declare a climate emergency is Bradford¹⁰. The details of what action the council will take to tackle this emergency have not been agreed yet – and the first actions are set to be decided at an Overview and Scrutiny Committee meeting in July 2019.

There are particular reasons why Bradford should be even more concerned about climate change than other UK cities. It is of course vulnerable to its own climate impacts - the north of the city suffered badly from floods in December 2015¹¹ – but this is not unusual in the UK. The reasons are instead demographic. First, a very large proportion of Bradford’s population are of Pakistani or Bangladeshi heritage, with family and friends in those countries – which are two of the planet’s most climate-vulnerable states, at risk in particular from flood and drought¹². Second, Bradford has one of the UK’s youngest populations – it has the highest proportion of under-16s of any city in the UK¹³.

In this context, this research aims to join these issues and ask how should Bradford involve its young people in deciding how it should address its declared “climate emergency”? Bradford has the opportunity to show genuine climate leadership here. The United Nations Convention on Children’s Rights¹⁴ (which the UK has ratified) is clear that children have the right to grow up safely (which climate change threatens) and that they have the right to have their voice heard on decision-making matters which impact on their well-being. Yet it has been striking in the interviews in the national media with children involved in the global climate strikes just how many of them feel that their concerns are not listened to by adults. Although children have clear rights to participate, it is not clear how those rights can be enabled, or who can do this. Wales has a Future Generation Commissioner¹⁵, who is working to ensure that the views of future generations are included more in decision making, and England has a Children’s Commissioner¹⁶. But it is not clear how in practice children can participate more in decision making that affects them, including climate change. This issue is covered in the conclusion.

This research therefore aimed to hold a participative workshop on climate change for children at a Bradford Secondary School – Titus Salt School - to understand how they felt adults should address climate change, and what they felt Bradford Council should do about it. The workshop was held on the day of the global children’s climate strike on March 15th 2019.

4. Methodology

The workshop preparation and delivery was a joint effort between four people¹⁷. The key elements in planning the workshop are set out in Figure 1.

Figure 1 Timeline for workshop development

March 1 st	Met secondary school teacher, local councillor and local environmental group re: potential workshop; agree we would like to run a workshop, and work together to deliver it
March 5 th	We put in a joint workshop proposal to school head-teacher
March 6 th	School head-teacher gives permission. The school had been supportive of the sentiments behind earlier school climate strikes, but had not wanted children to take time out of school. This workshop gave the school the option of being able to offer something to children who wanted to take action on climate change on that day, but which meant they did not miss school time.
March 10 th	Students submit 100-word reasons why they wish to attend
March 4 th -13 th	Obtain project approval from University of Manchester Ethics Committee
March 11 th -13 th	School obtains parental/carer permission for students to attend workshop
March 11 th -14 th	Workshop design planning

We wanted the content of the workshop to be student-led. We contacted students (via form teachers) asking them to write 100 words on why they might want to attend a climate workshop. We used the 53 responses to shape workshop design. Some pupils wanted to learn more about climate change; others were keen to make plans for what they could do about it. Accordingly, we set the aims of the workshop as:

- Students to learn more about climate change: impacts, causes, solutions
- Students gain skills on techniques for persuading people
- To decide what actions students want to take, and what they want others to do

We decided that we wanted the workshop to be run with participatory techniques as far as possible:

- We deemed it essential that the workshop was as interactive as possible, given that it was being held last thing on a Friday. The session was split into multiple sections, with bingo, quizzes, videos, surveys and role-play games. Students worked up ideas in groups using flipcharts, pens and post-it notes.
- We wanted the content and ideas to be led by the students – we agreed we would need a loose structure, and options and flexibility to change the workshop as it progressed, going in the direction students wanted, but staying true to the aims expressed by students before the workshop.

I used 6 main sources as background for designing the workshop:

- Carbon Literacy. I've previously been on a training course to lead the development of "Carbon Literacy" courses for organisations. This is workshop-based "action-planning" on climate change, and has been implemented by large organisations such as the BBC, the NHS and Manchester City Council¹⁸. Carbon Literacy's website hosts a number of organisations' training material packages for different types of organisation, but there is not one specifically for secondary schools. Their head office put me in contact with Keep Scotland Beautiful, who provided me with materials they had successfully accredited as Carbon Literacy and used at secondary school level.
- Participatory techniques for engaging with children – neighbourhood design in Hackney¹⁹.
- Regeneration through Community Assessment and Action techniques, e.g. as used in Longsight to ascertain children's views on how transport could be improved in their area²⁰.
- My World My Home – lottery funded project materials for young adults on community campaigning²¹;
- Percy-Smith and Thomas' handbook on children and young people's participation²².

The structure of the workshop is set out in Figure 2²³:

Figure 2: Workshop Agenda

Session 1 Learning about climate change	
1. Introduction	15 mins
1.1. Context: School strikes, Bradford's climate emergency, students' concerns	
1.2. Aims of workshop: learning about climate change, planning what you want to do about it	
1.3. Introductions/welfare	
1.4. Videos: Greta Thunberg and Morgan Freeman	
2. What is climate change, its consequences and causes?	30 mins
2.1. What are greenhouse gases interactive activity (all)	
2.2. Climate change impacts bingo (all)	
2.3. Climate change causes – 3 activities over 6 tables	
2.3.1. What causes climate change (coal, tree cutting, meat, cars etc)	
2.3.2. Which products in your life have the biggest impacts (footprint banana game)	
2.3.3. Which countries have the biggest responsibility (USA vs Uganda etc)	
3. What can we do about it?	15 mins
3.1. Light bulb example: some things you need other people to act	
3.2. Individual survey: what can students do x 6 areas (transport, energy, politics, food etc)	
Session 2 How to persuade people	
4. How do you persuade people?	1 hour
4.1. Climate change line-up game: how concerned are you, your friends, parents, politicians?	
4.2. How do you persuade people who might not want to act?	
4.2.1. Engagement role-play: good vs bad	
4.2.2. Persuasion top-tips	
Session 3 What do you want to happen in your area?	
5. Acting locally on climate change	45 mins
5.1. What do you want to see happen more on climate change in Bradford	
5.1.1. Group work: energy, transport, food: then all voting on favourite actions	
5.2. Who do you want to act more on climate change?	
5.2.1. Info: what is the "climate emergency" Bradford Council has declared	
5.2.2. Students suggest and decide on 6 groups they most want to influence	
5.2.3. On 6 tables, role-play how to best persuade these 6 groups	
6. Wrap-up	15 mins
6.1. What next steps do you want to take?	
6.2. How are you going to do that?	

5. Findings

5.1 *Participation*

There were 53 participants, almost all 11-14 year olds from years 7-9 (with 4 people from years 10 and 11). It is not clear why there were fewer students from the later years – anecdotal reasons are that:

- Around 10-20 older students who might have come were at the climate strikes in Leeds and Bradford;
- Students in years 11-13 are very close to GCSE and A-levels and may have been less keen to miss school lessons;
- Almost all members of the school's Eco-Club attended (20 people), this club's membership is predominantly year 9.

53 was a positive response (given that attending required some effort, as well as writing a 100 word essay on why they should attend). However it would be good to ascertain in future what is the wider feeling about climate change across the school (1600+ pupils). Are these 53 students' views generally indicative of the wider view, or are they an island of climate activism in a sea of climate indifference?

5.2 *Children's views*

There were four main pieces of data output from the workshop:

- Analysis of the 53 100-word written responses;
- Results from a survey in the workshop on how much action they might take in 6 different areas;
- Children's perceptions of their and other people's willingness to take action on climate change;
- Children's priorities for action.

5.2.1 *Initial views on climate change*

The students gave a wide variety of reasons why they wanted to come to a climate workshop – further details are set out in the report for the students, see Appendix 1.

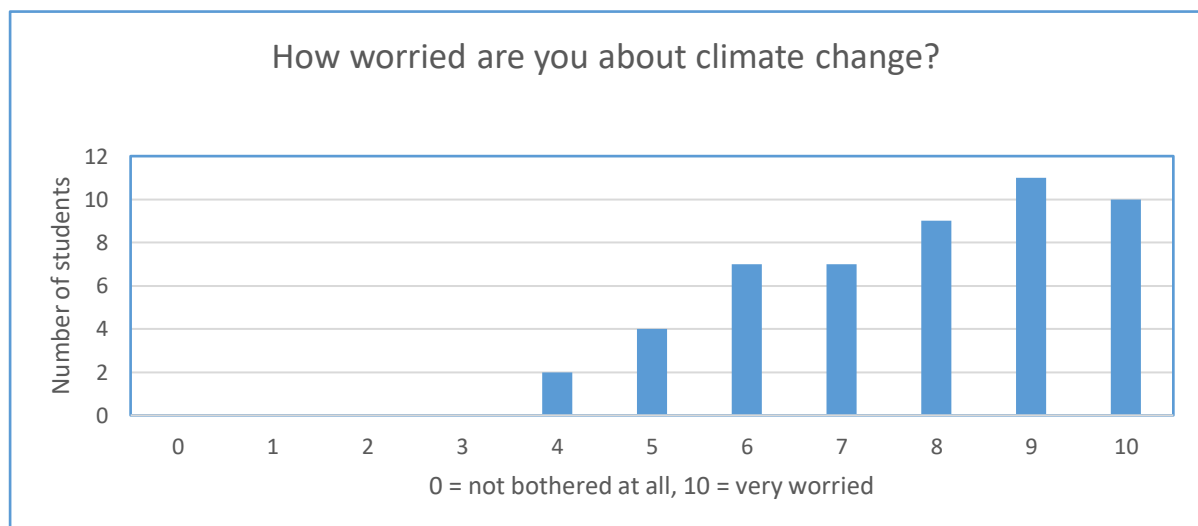
5.2.2 Survey results on what sorts of actions students might take

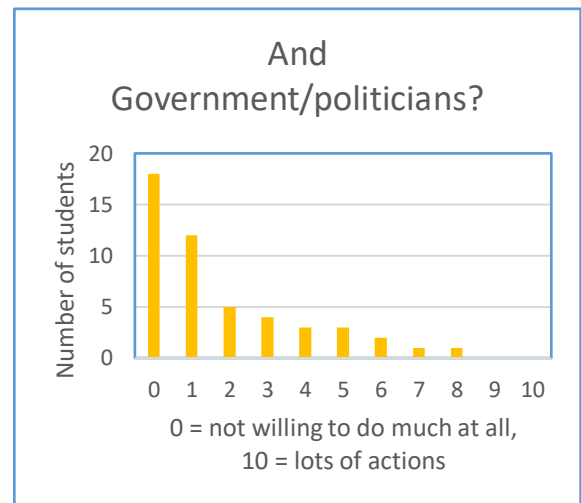
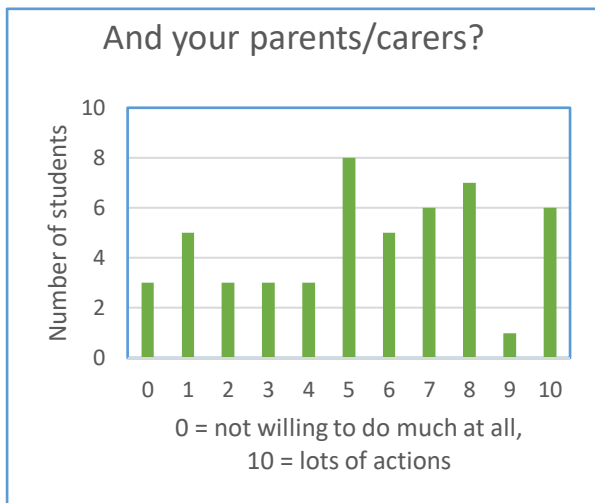
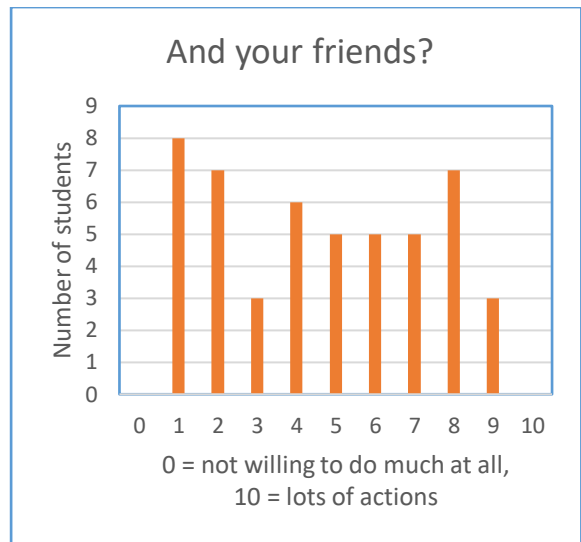
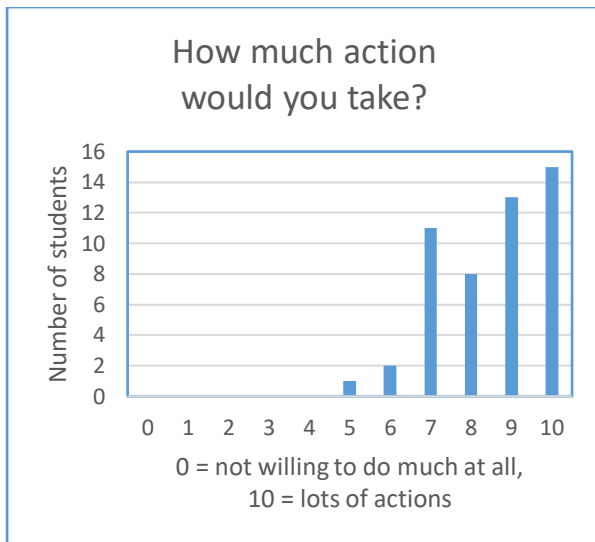
The full results for which types of action the students would take are set out in the report for the students, see Appendix 1. In summary, actions on transport and energy in the home were popular and easy, but other actions were harder – flying, eating less meat, and using less plastic, in large part because decisions were out of their immediate control. For example they cited being unable to buy food which wasn't covered in plastic. They were willing to try to persuade local and national Governments to take more action, but expressed scepticism that politicians would listen.

5.2.3 Students' perceptions of people's willingness to take action

Using the length of the school hall, we asked the students to stand on a line according to how worried they felt about climate change, where one end was “not bothered at all”, and the other end was “very worried”. Then we got people to move according to how much action they would take on climate change – one end was “not willing to do much at all”, and the other was “lots of actions”. We then repeated this for the student's perceptions of the willingness of three other groups to take action: their friends, their parents/carers, and politicians. The results are set out in Figure 3 below:

Figure 3 Students' perceptions of willingness to take action





Concern:	Average score
Students	7.8
Willingness to take action:	
Students	8.5
Students' view on friends	4.7
Students' view on parents/carers	5.4
Students' view on government/politicians	1.8

For politicians, who had the lowest scores by far, common comments were “they don’t listen” and “they don’t care”. The picture was far more varied for parents and friends, with a lot of both high and low scores. For two of the students who scored their parents/carers low, they said their parents didn’t believe action would do any good, compared with the scale of the problem. For friends, a number of students said that that their friends didn’t know very much about climate change, rather than that they knew and weren’t worried. With more time, it would have been useful to go into greater depth to understand the reasons why the students felt this way in each different categories.

5.2.4 Children’s priorities for action

Because the students felt that to get many of the things they wanted to happen required other people’s actions, rather than just their own, the workshop then focussed on ways to persuade people. The adults acted out a “bad” example of attempted persuasion, and asked the students to say why it was poor. Armed with their hints, we re-enacted it, and then wrote up a list of “top tips” for meeting with politicians or other people in authority. The students then used these tips to think through how they would attempt to persuade people. First they thought through what were the things they wanted to see happen on energy, transport and food, then they brainstormed which were the main people they wanted to try to persuade, and went into groups to plan what they thought might work (see Figure 4, 5 and 6 and Appendix 1 for further detail). The students came up with a mix of approaches: some focussing on what they wanted to see happen, others looking at arguments which might persuade people to act. They voted on their most popular actions (see Figure 4).

Figure 4: Highest voted actions, and priority groups to meet:

Top voted actions:	Priority groups to meet with:
<ul style="list-style-type: none"> • Food – the council and schools should have more vegetarian and vegan options for people, and those options should be cheaper; • Energy – all schools and all public buildings should have solar panels. Schools that can’t afford them should be able to get loans; • Transport – Buses, cars and bikes in Bradford should be electric to cut pollution. Buses were the priority. 	<ul style="list-style-type: none"> • The School Council • The School Governing body • Pulse FM radio • Bradford Council • Big Brands like Nike • Local businesses like Websters • Local community groups

Figure 5: Talking to Websters chip shop:

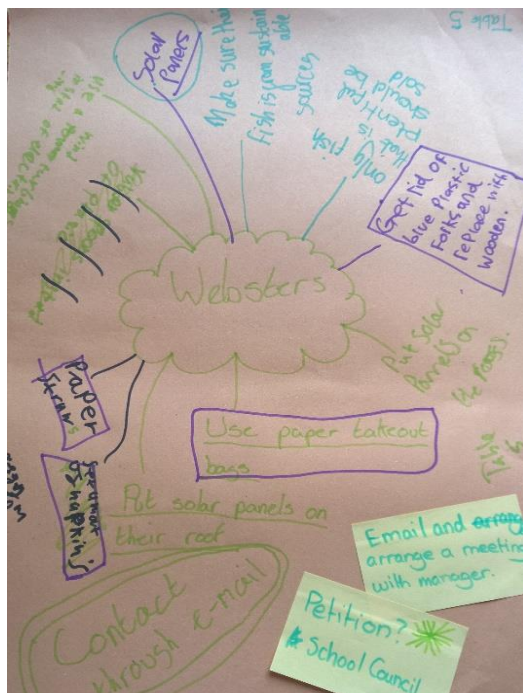
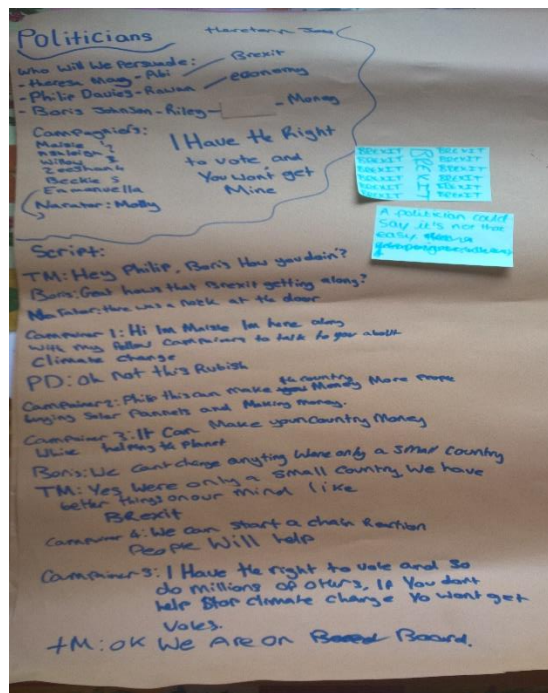


Figure 6: Talking to politicians:



The workshop concluded with agreement that the students would take forward their ideas through the school's eco-club, which meets on Monday lunchtime and Tuesday after school.

5.3 Post workshop

I went to the eco-club on Tuesday 9th April to work with the students on their ideas. They are taking forward the following actions:

- They've devised an eco-award scheme, based around a climate-emergency, aimed at individuals and businesses.
 - They are working on approaching 100 local businesses in the Shipley/Baildon/Saltaire local area, surveying them on their actions to tackle climate change, designing a flyer and planning how to recognise high-achieving shops with publicity, for example through the school website;
 - They are working to roll-out the award scheme within the school and to contact the school's feeder-primaries about their interest in doing the same.
- They now have a date to meet the School Head-teacher, and are prioritising their requests and how to approach that meeting. They said they are likely to focus on:
 - Asking the school to declare a Climate Emergency

- Getting solar panels installed at the school;
- More recycling bins around school;
- School catering to sell more vegetarian and vegan options;
- More posters around school reminding people to save energy;
- Awareness raising of climate change via school assemblies.

The Head-teacher's end-of-term letter to parents was positive about the workshop (see Figure 7)

Figure 7: Excerpt from Head-teacher's letter:

"We held a successful climate change workshop...This was organised to coincide with the Climate Change Strike Day. The aims of the workshop were to educate the pupils further about the causes and consequences of climate change and work with them on ideas about how this information could be spread across the wider community. Since this event a number of pupils have been invited to attend the Bradford Council open meeting in July to discuss the impact of climate change and how the Bradford Emergency on Climate Change will be enacted. I have arranged to meet with pupils who have a strong opinion on climate change and members of our Eco Club to discuss further steps the school can take to minimise the adverse impact a school has on climate change."

6 Conclusions and recommendations

The Titus Salt students showed a clear understanding of the causes of climate change, and how much more serious it will become without action. **They were at times fearful, and hopeful; positive, and frustrated. They want adults in all walks of life to take greater action. Children can do a lot, but adults hold the power – whether that's in household decisions, or the actions of the local council or national Government.**

Based on the workshop, I set out recommendations for four groups:

6.1 Bradford Council

The Council is to be applauded for declaring a “climate emergency” – this reflects the unequivocal findings of the IPCC’s latest climate science report. The Council’s leader has also expressed her support for children voicing their concern, saying about the climate strikers: *“It is an exceptional cause and they are the generation who will have to live with the harsh realities of climate change, so it’s right that they take a stand to demonstrate the urgency of the existential threat that you describe.”*²⁴ The crucial next stage is a comprehensive action plan which addresses this climate emergency. Bradford Council will soon be deciding how to act on climate change – **it should ensure that the processes it uses to do so are designed to include the views and voices of children in those decisions, including in the run-up to the July meeting on implementation around climate emergency.**

6.2 Carbon Literacy practitioners

This workshop was a success, in that students enjoyed it and are using their ideas from it to take actions on climate change through their Eco-club. The workshop is potentially replicable elsewhere. The materials used here were good for the year 7-9 age group; different materials would be needed for younger and older students. On workshop design, we found that we probably included too much material, compounded by running the workshop late at the end of a school week. Next time, we would allow more time for the more complex elements such as role-playing meetings with politicians. **Carbon Literacy and its website could look to host a synthesis of appropriate material and workshop designs for primary and secondary schools, which align with the requirements of the Carbon Literacy Standard.**

6.3 Civil rights and children’s charities, and the Children’s Commissioner

The UN charter on children’s rights includes the clear right for children to participate in decisions which affect them, such as climate change. However in practice in the UK, children are barely ever involved in any decisions that adults make relating to climate change. It would be an excellent first step if **civil rights or children’s charities, or the Children’s Commissioner, or Wales’ Future Generations Commissioner, could issue a best-**

practice/case-study guide for local and national decision makers on how they should include children’s views in their consultative and participative processes, including climate change.

6.5 Extinction Rebellion

2019 has seen increased climate activism from Extinction Rebellion (XR). One of their three core demands²⁵ is to put in place a “citizens’ assembly” to “*create a roadmap for the UK to navigate through this crisis*”. This follows from other successful uses of citizens’ assemblies – for example on climate change in Ireland²⁶, and social care in the UK. **This XR demand for greater citizen involvement in decision-making should also include children.**

[Report ends; the report sent to school-children is in the following appendix]

Appendix Report sent to students:

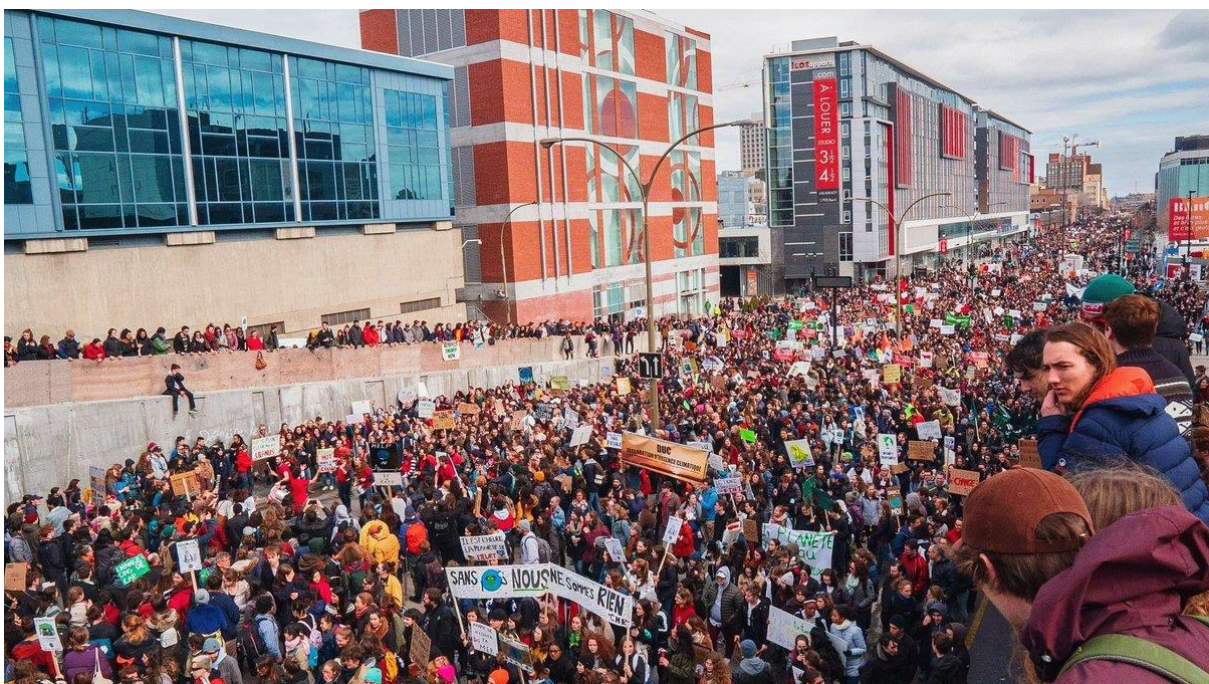
Climate change workshop at Titus Salt School, 15th March 2019

Report for the students

Introduction

53 of you Titus Salt students came to a climate change workshop at school on the 15th March.

The workshop was on this day because it was the day that over 1.5 million children across the world, in over 125 countries, were saying they wanted to see more action to stop climate change.



(150,000 students on climate strike in Montreal, Canada, 15th March)

It was good timing too because our Council – Bradford Council – have recently declared a “Climate Emergency” and are planning what to do next. One of the Councillors was at the workshop to hear what you think Bradford should do.

This report is about what you said, what you want to see happen, and what you want to do.

We designed the workshop based on what you said, and split it into four parts:

- Learning more about climate change
- Thinking through what you can do about it
- Thinking how we can talk with other people about climate change
- Deciding what you want Bradford Council and others to do, and how to talk to them

Climate change

We started by watching a video about Swedish school girl Greta Thunberg. Last August she started going on strike from school every Friday because she is fed-up with adults not taking enough action on climate change. Her actions have now led to millions of children demanding more action too, across every continent. A website about the strikes is here: <https://www.fridaysforfuture.org/>
We then saw another video – which was about hope, narrated by Hollywood star Morgan Freeman. Although climate change is a serious, urgent problem, it is up to people whether we stop it getting worse. You can see these two videos here:

Greta Thunberg at the United Nations: <https://www.youtube.com/watch?v=HzeekxtyFOY>

Morgan Freeman: <https://www.youtube.com/watch?v=8YQIaOldDU8>

We played some games about climate change – the adults were pretty impressed by how much you all knew already: one table could work out exactly the order of which 6 countries puts out the most pollution each year. Here are the top, middle and bottom countries:

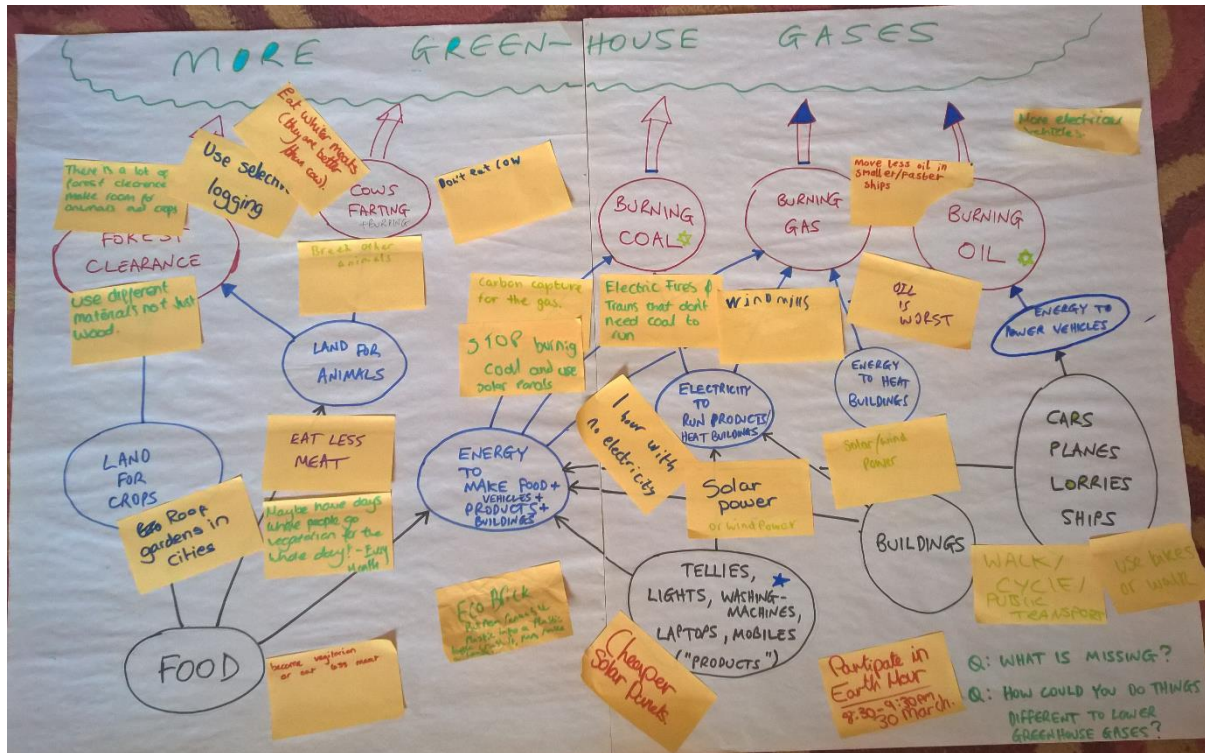


[USA = 16 tonnes carbon dioxide pollution per person per year, UK = 6 tonnes, Uganda = 0.1 tonnes]

We looked at climate change impacts: more extreme floods, wildfires and droughts, sea-level rise, ice-caps melting, damage to crops and rainforest and coral reefs, people becoming refugees. We looked at the causes of climate change – like burning coal and gas to make electricity, burning oil to make cars and planes move, and cutting down trees.

Stopping climate change

You came up with lots of ideas for how we can do things differently to cut pollution, right across the planet:



And we looked at which things in our daily lives were more and less damaging for the climate: eating a banana a day was 100 times less polluting than eating a burger, and travelling by train was six times better than going by car.

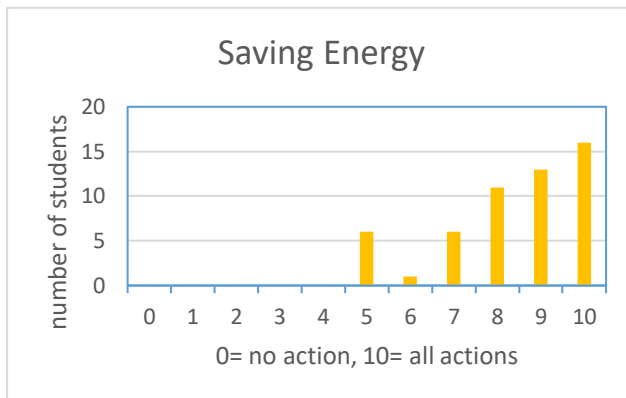
You knew already about “reduce, reuse, recycle” to cut down on rubbish and litter. There is a similar thing for cutting climate pollution: “reduce, efficient, clean”. Here’s how it works for lighting your school hall:

- **REDUCE:** the amount of lights you need: maybe the hall only needs 5 lights on instead of 10, maybe they only need to be on for 5 hours a day, not 10.
- **EFFICIENT:** some efficient LED light-bulbs need 5 times less electricity to produce light, compared with an inefficient old light bulb
- **CLEAN:** the electricity that powers your bulb could come from wind-power, rather than from more polluting coal-power.

These three things together can have a huge impact: 100 times less! It’s a way of thinking about how to cut pollution for most things: from how you travel, to the food you eat and the products you buy. You noticed though that only some of these things you can do directly yourself. You can switch the lights off, but you’d need the school to find the money to buy new efficient bulbs. And it might be the Government who decides whether our electricity comes from coal or wind. So, you need to persuade other people to get some things done.

You did a big survey looking at what you might do about some things which affect climate change: like using energy at home, how you travel around, how much meat and dairy you eat.

Your answers were really interesting:



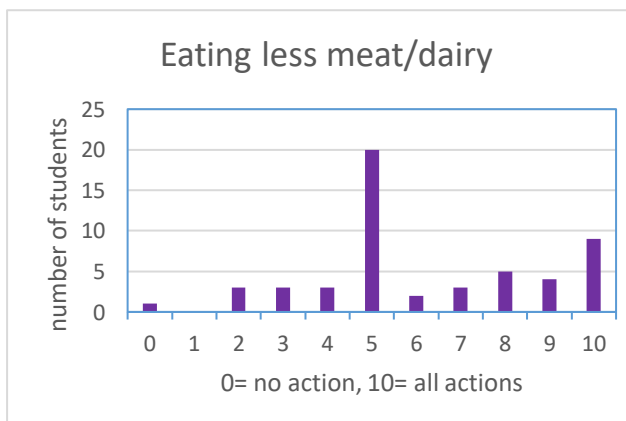
For saving energy, most of you said you already did this, or could do it, and switching lights off and turning the thermostat down were easy things to do. So in the graph on your left, you picked mostly 8s, 9s and 10s – saying you would do these things.



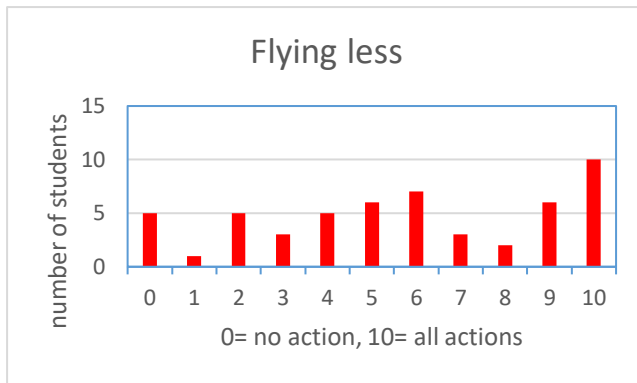
But, for plastic the scores were much lower. The main reasons you gave were that it was very difficult to buy food without plastic on it – there’s often no choice. So, for plastic and food packaging, to stop pollution it is other people’s actions you need to change.



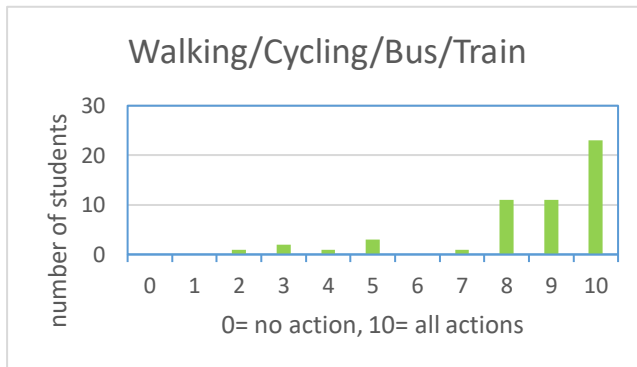
For politics, you were concerned that politicians won’t listen, but you wanted to try to persuade them. Some of you felt confident and wanted to talk to MPs and the council about climate change; others felt more shy, and would rather write a letter or email.



For meat and dairy, many of you were vegetarians or pescetarians already. There were a lot of scores of 5 – people saying they would cut down the meat and dairy they eat. There were quite a few 2s, 3s and 4s too – people who thought it would be hard because they liked meat too much, or because they don’t decide what they eat in their house



Many of you don't fly ever – you have holidays here in the UK, or don't have holidays that often, or go abroad by boat or train. Many of you said it would be too hard not to fly – for different reasons – like having family abroad you need to visit, or it being cheaper to fly, or *“I like going on holiday and am not prepared to stop”*



For getting round your area, the scores were mostly 8s, 9s and 10s. Most of you walk lots already, particularly to and from school. It was interesting that no-one mentioned cycling at all. Is it too dangerous to go by bike? What are your reasons? Trains got mentioned less than buses too.

You had lots of other good ideas too:

- Lots of you said recycling, re-using things, and not littering were important;
- Make eco-bricks: (see this site to find out more: <https://www.ecobricks.org/>);
- *“Don't eat palm oil. I never eat palm oil as it causes deforestation”*;
- *“Be in eco-club (plant trees, collect litter). It's fun and gives pride”*;
- *“Turning off consoles and only charging when need to”*;
- *“Design a game that is about climate change”*;
- *“Buy solar panels. It would be expensive but I can save up”*;
- *“Switch to a green energy supplier”*.

Persuading people to take action on climate change

We then played a game where everyone stood in a long line according to how they felt about climate change. One end of the line was “cold” – I'm not worried about climate change. The other end was “hot” - I'm very worried about climate change. Most of you were towards the hot end. Then we tried this again, but this time you put yourself where your friends would be, then where your parents/carers would be, and finally where you thought politicians would be. You thought that all three of these groups were much further to the “cold” end.

So, if you need to convince other people to act on climate change, and you think that they're not as concerned as you are, then **how do you persuade them to act?**

Mr Trusselle and Mr Warnes did a role-play – where Mr Trusselle was trying to persuade Mr Warnes the politician to take climate change more seriously. You noticed that Mr Warnes wasn't very impressed – and you spotted lots of reasons why:

- Mr Trusselle got angry;
- he kept interrupting Mr Warnes;
- he never actually said what he wanted Mr Warnes to do;
- he didn't seem to think or care about what Mr Warnes thought.

We then did the role-play again after your advice, and this time Mr Trusselle did a lot better. There are lots of top tips for how to try and persuade people – these work for climate change, but they work for all sorts of different things. Some tips for persuading people are:

- **Go with a friend if you can;** this always helps, in case you're asked a difficult question, two heads are better than one;
- **Say who you are speaking for:** people will be more likely to pay attention if you say you are speaking on behalf of 100 school students, rather than it just being you and your friend;
- **Be friendly, polite, and calm;**
- People are often very busy, so **respect their time** – say at the start that you appreciate the time they're giving and you only want 10 minutes (or 2, or 15, whatever's the least amount you need);
- **Thank them for anything you know they've done for the environment before** – start the meeting friendly;
- **Decide in advance what's the main thing you want them to do. Make sure you ask it!**
- **Put yourself in their shoes:** think in advance of the reasons they might have for not doing what you want them to do, and also think about what things they care about. Making your arguments based around what they care about is more likely to persuade them. For example, schools are short of money, so arguments that energy efficiency cuts school energy bills might work well;
- **Try and get them to commit to a next-step,** even if they don't want to do everything you want straight-away;
- At the end of meeting, **summarise what has been agreed and thank them** for agreeing to meet with you;
- Afterwards, **write them a note thanking them for their time, and setting out what was agreed.** For example *"thank you for meeting with Titus Salt eco-club last week. It was great that you agreed to talk to the school governors about putting solar panels on the school roof at your next meeting on 20th July. Please could you let us know what you decide. We hope they will agree – it will save the school money and protect the environment"*.

Taking action

You split into tables to think about what you wanted to see happen on each of transport, food, and energy. You had loads of great ideas, spread over dozens of sheets of flipchart paper. Then all the other students went round and voted for which ideas they thought were best. The highest scoring ideas were:

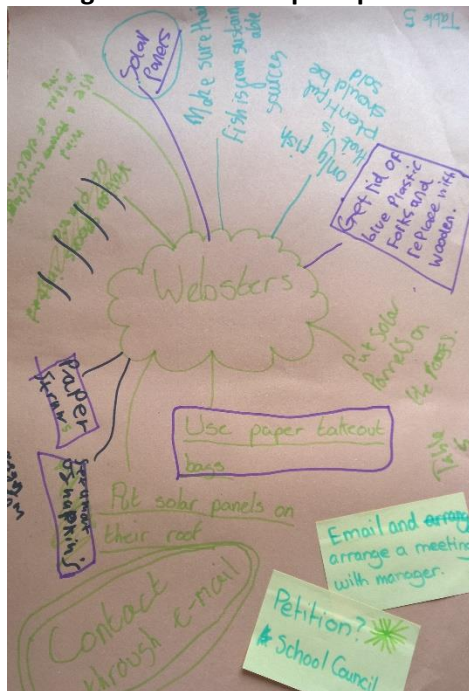
- **Food** – the council and schools should have more vegetarian and vegan options for people, and those options should be cheaper;
- **Energy** – all schools and all public buildings should have solar panels. Schools that can't afford them should be able to get loans;
- **Transport** – all buses in Bradford should be electric to cut pollution. You also said cars and bikes should be electric, but buses was the priority.

After lunch, you heard from Shipley Councillor Mr Warnes that Bradford has recently passed a motion declaring a “climate emergency”. Lots of other councils across the UK have done the same this year – including Norwich and Bristol – for a full list see https://www.campaigncc.org/councils_climate_emergency. Bradford are deciding what their plan will be to tackle this climate emergency over the coming months, with a big meeting on it in July.

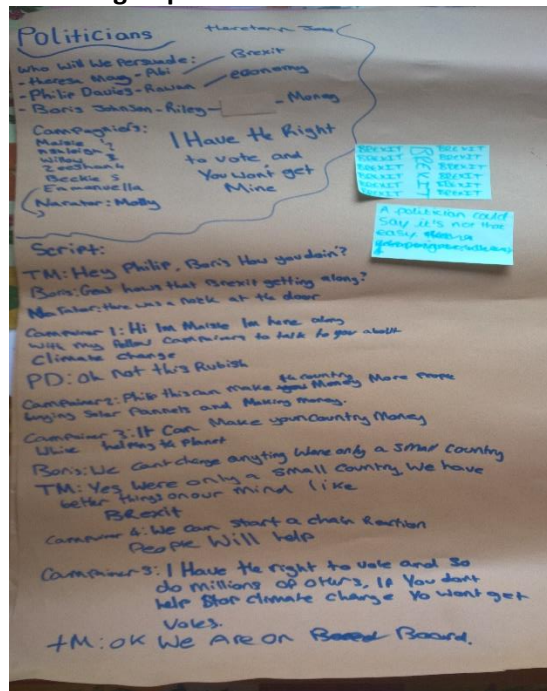
You then decided on six different groups of people to ask them to act on climate change. Then you thought about how you might try and persuade these people. The different groups you looked at, and the actions you thought you should do, are below:

Who do you want to talk to?	Your action...
School council	Persuade them to push for funds for the school to get solar panels
School governing body	Ask them to get solar panels on schools
Media – Pulse FM radio	Write to Pulse FM to get them to do a piece on climate change and schools. You said Pulse FM is what school students listen to most.
Bradford Council	Ask the council if students can ask a question about climate change at the July climate meeting; you want to see more electric buses, better cycling facilities and more solar and wind power (see picture below)
Big Brands – Nike	Ask them to take plastic out of products and packaging
Local businesses – Websters chip shop	Meet with Websters chip shop about how they can cut down on disposable packaging (see picture below)
Local community groups	Talk to groups students are involved in about cutting plastic waste

Talking to Websters chip shop:



Talking to politicians:



What next?

At the end of the workshop, Mr Trusselle said that in the coming weeks Eco-club would find time for students to plan what things they wanted to do next on climate change. This is happening already!

The next page has some internet links to places you can find more information.

The adults and students all learned things from each other, and we hope that you enjoyed it. We did! If you have any ideas for how another workshop on climate change could be run better, please drop Mr Trusselle a line. Thank you very much for coming to the workshop.

And one final thing:

Climate change affects you. But you have a right to have your voice heard by adults.

The United Nations has passed a Charter for Children's Rights, and 182 countries including the United Kingdom have signed it. Have a look at it – you have lots of rights.

UNICEF say: "When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account".

You showed at the workshop that you care, you know loads, and you have great ideas. Your voice is important – make it heard!

Further information:

1) What is climate change, its causes and impacts:

The USA space agency NASA <https://climatekids.nasa.gov/>

The UK Committee on Climate Change: <https://www.theccc.org.uk/tackling-climate-change/>

Cartoon: How the Earth's temperature has changed over time: <https://xkcd.com/1732/>

2) Information on your carbon footprint:

You can find information about food here: <https://www.bbc.co.uk/news/science-environment-46459714>

And your home and travel here: <https://calculator.carbonfootprint.com/calculator.aspx>

3) Information on which countries pollute the most:

<http://www.carbonmap.org/>

4) What the school strikers are doing:

More information on the children's climate strikes is here: <https://www.fridaysforfuture.org/>

5) What Bradford Council are doing:

The details of the climate emergency motion Bradford Council passed in January 2019 are here: <https://bradford.moderngov.co.uk/mgAi.aspx?ID=10277>

6) Titus Salt eco-club:

Meets every Monday lunchtime and every Tuesday after school – see Mr Trusselle.

7) Your rights

The United Nations Convention on the Rights of the Child <https://www.unicef.org/crc/>

The workshop organisers were:

Simon Bullock (University of Manchester), Mr Trusselle (Titus Salt teacher), Anna Watson (Baildon Friends of the Earth), and Kevin Warnes (Green councillor for Shipley, part of Bradford Council).

Thank you to Mr Morrel for agreeing the workshop could go ahead, your parents for their consent for you to be at the workshop, and the school staff for the lighting, videos and room organising.

Simon wrote this report - any errors or spelling mistakes are his fault!

[Appendix ends]

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